

ENGLISH SECTION

13:00-13:20 Joanna Szőke (Karoli Gáspár University, Budapest)

The online extension of face-to-face education in order to increase efficiency

Thanks to the pandemic, we now have a wide selection of applications and websites that aim to provide support for teaching and learning. However, these tools are not just a passing temporary solution, but long-lasting aids, which make the online extension of face-to-face lessons possible. This extension can happen in both directions: before the lesson in the form of a flipped classroom or after the lesson as “homework” or post-lesson work. The resulting blended structure not only leads to more meaningful engagement with classwork, but also improves such indispensable skills as learner autonomy, self-directed learning, and digital literacy together with critical thinking. In this presentation, I would like to bring practical examples for this lesson planning approach in higher education.

13:20-13:40 Gabriella Kovács (International Language Coaching Association)

Supporting workplace autonomy through Corporate Communication Coaching

Discover how coaching can support higher education business language learners ready to enter turbulent and challenging communication scenarios where *learning-in-flow-of-work* is a must. We will explore the key factors that are identified in the new hybrid norms.

To understand what it takes to transition from teacher to coach mindset I will share the definition of language coaching and compare to teaching from a set of practical perspectives and describe the way dichotomies in 21st century Higher Education no longer provide the support teachers truly need. We will examine what value can be provided for Business English teachers by upgrading traditional skills and ways it may impact classroom practices. Areas touched upon will be: confidence & motivation issues, positive perspective planning, learning strategies and higher awareness in everyday business communication challenges – without using lesson plans.

13:40-14:00 Dr. Zsuzsanna Soproni (International Business School, Budapest)

Towards better employability: Pioneering an oral communications module

Upon conducting a survey in collaboration with Profession.hu in 2015-17, six new employability skills modules were introduced for second year business and management programme students in International Business School (IBS), Budapest. The course content was designed bearing in mind that the courses were to be “practice-based” and should apply “an interactive, learning-by-doing approach” (Upskill Programme Handbook 2019-2020).

A practical oral skills development module with an emphasis on understanding the principles of communication and collaboration was born. The primary focus is on the language and skills of meetings and negotiations with some blended Moodle-based learning in the background. Explorations into intercultural communication and the art of persuasion could not be excluded. The talk will reflect on the experience gathered in the first three years the module was taught and highlight some of the challenges students and tutors have met. The talk might be useful for

fellow professionals interested in teaching or designing courses aiming at developing foreign language speaking skills in the ESP context.

14:00-14:20 Dr. Zuzana Kolaříková (Pavol Jozef Šafárik University, Košice)

E-learning course design and implementation in teaching ESP and EAP at Pavol Jozef Šafárik University in Košice

E-learning has become a vital component of educational process and it has been integrated in ESP and EAP courses at Pavol Jozef Šafárik University in Košice. From many diverse tools enabling the implementation of e-learning the LMS Moodle platform was used to design English language courses suited for distance and online learning, self-study, as well as classroom use. The courses make use of Internet websites and YouTube channel video-recordings as effective means of presenting target vocabulary, grammatical and syntactic structures, and proper pronunciation. Interactive quizzes designed for practising selected aspects of professional and academic language have proven effective and very popular with students. In the present study the course design process is briefly introduced, and different types of tasks aimed at specific linguistic aspects are compared and evaluated in terms of their difficulty and efficiency.

14:20-14:40 Dr. Éva Szabó (Eötvös Lóránd University, Budapest)

Teachers' perception of the effects of online teaching on their professional development after the Covid-19 pandemic

The Covid-19 pandemic brought about important changes in foreign language teaching and teacher education. While the introduction of emergency remote teaching and online teaching posed quite a few challenges for teachers at all levels of education, it also provided chances for them to reconsider existing practices and formulate new ones.

In order to find out how teachers of EFL and ELT methodology perceived online teaching and the potentially positive effects it has had on their in-person courses, a small-scale interview study was conducted at Eötvös Loránd University (ELTE), which the proposed presentation focuses on. The interview study is part of a four-stage qualitative investigation, in which students and teachers in the EFL teacher education programme at ELTE were asked about their experience of online teaching and their views on how it could enrich in-person teaching. The results of the interview study suggest that beyond their technological pedagogical knowledge, it is essentially teachers' approach to lesson planning that went through certain changes and affected the planning of their in-person lessons.

14:40-15:00 Dr. Francis Prescott-Pickup (Eötvös Lóránd University, Budapest)

The experience of English language teachers entering the profession during the Covid-19 pandemic in Hungary: some lessons to be learnt

This paper will report on a qualitative study of the experiences of 13 trainee and newly qualified English language teachers during and after the Covid-19 pandemic in Hungary. The main aim was to discover how the teachers coped with enforced distance learning and how their teaching changed as a result, with a particular focus on their use of technology. However, during the

research an additional point of interest emerged, which was the teachers' future plans and what this might mean for the future of English language teaching in state education in Hungary, and this became one of the major themes. The research was conducted primarily through in-depth qualitative interviews done online. The paper will conclude with a consideration of how the current literature suggesting that the experience of enforced distance learning during the pandemic is an opportunity for improving technology-enhanced education matches the lived experience of young teachers in Hungary.

15:00-15:20 Philip Saxon (Corvinus University of Budapest)

Listening and Reading Circles: lessons learned at Corvinus University of Budapest

Drawing inspiration from UK universities' adoption of "Academic Reading Circles" as a method for developing EAP students' receptive, language processing and productive skills, a syllabus strand involving regular use of this teaching methodology was introduced to first-year International Business students at Corvinus University of Budapest in 2020/21.

First conceived by Tyson Seburn, Academic Reading Circles represents a learner-centred reading skills approach that involves intensive reading on the part of students. It aims to improve learner engagement with, and understanding of, concepts in non-fiction texts. It combines solo investigation with collaborative construction of knowledge through group sharing and discussion. Students are given a common text to study and are allocated five or six different roles – each with a different "angle". Students work independently within that role before class, then come together to discuss the text in class, still playing their role.

This presentation will outline how I (as syllabus designer) and EAP teachers at Corvinus University have adopted and modified this approach in order to teach first-year students of International Business. Successes – notably, the extension of the role play approach to podcast listening – and lessons learned will also be shared with the audience.

BREAK (20 minutes)

15:40-16:00 Lídia Fekete (Corvinus University of Budapest)

Effects of methods applied in video presentations on student emotions

Video presentations are indispensable elements of online and blended learning, but, according to student and teacher reports, both their compilation and reception prove to be challenging. The current study aims to identify some tools and methods that impact student academic emotions in the context of short video lectures. The ultimate goal of the study is to support instructors in the production of video presentations. Student emotions during online learning can be measured in ways that can differ in terms of channels (visual, textual, physiological) and data collection methods (automatic, semi-automatic and manual). The review of the most relevant studies published in the last two decades highlight the need for multimodal measurements in the case of student emotions and engagement. The current study conducted recently at Corvinus (N=43) therefore combined facial expression recognition with self-reports and retrospective student interviews. A strong correlation between the appearance of "happy" and "surprised" facial expressions and self-reported positive affectivity after observation

confirms that surprise is considered a positive emotion in this situation. The content analysis of student interviews revealed that appearance of the teacher's face, humour, the relevance of the topic, the clarity of the explanation and of visual representation are perceived as motivating elements.

16:00-16:20 Anna Zólyomi (Eötvös Lóránd University, Budapest)

Differentiated instruction in the English classroom: exploring teachers' beliefs

Differentiated instruction (DI) has shown positive effects on the success of language learning as compared to traditional teaching. Examining teachers' beliefs pertaining to differentiation is important, since teachers' beliefs shape their pedagogical practices. Therefore, this study is aimed at exploring English teachers' beliefs on DI and their reported strategies in the Hungarian secondary school context. Altogether 28 English teachers were interviewed between 2019 and 2021 using a semi-structured interview guide. The findings indicate that teachers mostly differentiate based on students' readiness levels, while a focus on learners' profiles was scarcely mentioned. The teachers perceived differentiation as an important yet challenging task; additionally, several of them showed low self-efficacy beliefs in DI. A novel DI tool, gamification, was also mentioned. This study concludes that raising the awareness of English teachers about possible applications of DI would be imperative in enhancing the effectiveness of language learning and maximising the capacities of learners.

16:20-16:40 Hanae Ezzaouya (Pázmány Péter Catholic University, Budapest)

Vocabulary attrition and retention in English as a Second Language in the context of Hungarian and Moroccan education

The current study aims to shed light on the personal, sociolinguistic, linguistic, and input factors observed to lead to second language vocabulary retention and attrition in the context of Hungarian and Moroccan non-native speakers of English, as well as the practices observed to promote L2 vocabulary retention, the applicability of scholarly theories of L2 vocabulary attrition on the target sample, and the implications of the research findings for language pedagogy. The study further explores academic vocabulary and the potential role of online education in either promoting its retention or giving rise to its attrition, a topic which has not yet received due attention. While this longitudinal study is still ongoing, the methodological aspects of it and expected results are worth presenting.

16:40-17:00 Fasih Parima (Eötvös Lóránd University, Budapest)

A critical review of the washback effect of integrated assessment on EFL teachers and learners

The present critical analysis of the previous literature explored the washback effect of integrated assessment on EFL teachers' and learners' teaching and learning process. Many researchers have focused on the concept of washback or backwash during the last decade and mostly in recent years, proposing several definitions in the published literature on language testing and

assessment. Based on Messick (1996), washback contributes to support the interpretation of every detail reflected by a measure. First, this paper evaluates the definitions of washback provided by the concept's well-known founders Messick, Shohamy, Wall, Alderson, Bachman, Palmer, and Bailey. Second, the definition of integrated assessment along with the negative and positive washback effects is explained. Next, washback definitions given by the recent international and Iranian researchers are critically explored. Finally, the research question (What are the washback effects of integrated assessments on EFL teachers' teaching and learners' learning?) is answered. The educational implications of the findings from the earlier research papers are also covered, and research-based recommendations for EFL teachers and learners are offered.

17:00-17:20 Victor Omondi Achuodho (Pázmány Péter Catholic University, Budapest)

A sociolinguistic analysis of a new language curriculum for Kenya

The 2017 Competence Based Curriculum was rolled out in Kenya to fill the gaps in the 38-year-old “8-4-4” curriculum. English is used as the language of instruction in the new curriculum. Some scholars have argued that the new curriculum will deny children the rights of language and culture. This paper analyses the contents of the English language textbooks (grades 1-5), directly supplied by the Kenyan Ministry of Education. The objectives are to subject the content of the textbooks to critical analysis to ascertain the contexts in which they are situated and to identify the identities and ideologies they promote. The paper is guided by the principles of Critical Discourse Analysis (CDA) and the Concentric Circle Model. The preliminary findings reveal that the topics are arranged in a cyclic manner; the content mostly situated within the learners’ local culture promotes respect for pluralism, child rights, peace, and globalisation. The findings are useful to language educators, scholars, and planners.

17:20-17:40 Dr. Gert Loosen (University of Debrecen)

Catchphrases as Cultural Vocabulary

Teaching Dutch as a Foreign Language (NVT) at the Dutch Department at the University of Debrecen is probably not that different from other Dutch Departments, nor from teaching other foreign languages on university level: it has language acquisition and ‘higher’ literature and culture as main topics. Idiom, sayings, and proverbs are probably taught to advanced students, but something is missing: catchphrases. They belong to the cultural vocabulary of the consolidating in-crowd, on the other hand, many of them have an uncertain existence and future in the language. In this presentation I will show a few examples, their different origins, and I will be searching for ways to describe and analyse them, and what their didactical use could be in lessons and lectures at our Dutch Department – and *mutatis mutandis* in other language departments.