

Yorkshire Language Teaching Research and Scholarship (YLTRS) Network Symposium III - University of York

Programme and [Abstracts](#)

11 th September 2025			
10.15 – 10.45	Registration and Coffee - Spring Lane Building SLB/003		
10.45 – 11.00	SLB/118 Lecture Theatre Welcome and Introduction - Elia Lorena López, Carmen Álvarez-Mayo and Géraldine Enjelvin, Organising Committee Opening remarks - Professor Monika Schmid, Head of Department of Language and Linguistic Science		
Presentations and Workshops			
	SLB/002 GE	SLB/004 LL, YN	SLB/005 CAM
11.15 – 11.45	Megumi Bailey (University of York) Presentation: <i>Letting Go to Let Them Grow: Nurturing Autonomy in Japanese IWLP Classrooms (A1/A2)</i>	Nathalie Lawson and Kirsten Rathjen (University of Leeds) Presentation: <i>Building a More Inclusive Pedagogy of French and German as a Foreign Language for East Asian Students</i>	María Ana Chavana Villalobos (University of York) Presentation: <i>Talking Back to the Machine: AI and Student Agency in Language Learning</i>
11.45 – 12.15	Antonia Troullaki (University of Leeds) Presentation: <i>Language Learning Is not a Game, but It Can Be a Game: Play-Based Methodologies for a Confident L2 Experience</i>	Isabel Molina Vidal and Juan Muñoz López (University of Leeds) Presentation: <i>Identifying Strategies and Tools Used by Students to Address the Challenges Faced in their Period Abroad in Spanish-speaking Countries</i>	Alessia Brighi (University of Sheffield) Presentation: <i>Advocating for the Inclusion of In-class Activities on Gender-Fair Language at Beginners Level</i>
12.15 – 12.45	Dan Li (University of York) Presentation: <i>Successful Learners’ Chinese-Character Learning Strategies and their Relationship to Novel Characters Learning Ability</i>	Kazuki Morimoto, Ayako Yoshino and Ying Peng (University of Leeds) Presentation: <i>Exploring Foreign Language Anxiety among Students of Japanese and Chinese : Initial Findings</i>	Cinzia Bacilieri (University of York) Presentation: <i>Developing Language for Specific Purposes (LSP) Teaching in Higher Education in the Context of Italian through History of Art</i>
12.45 – 13.45	Lunch break (SLB/006)		

11 th September 2025			
	SLB/002 GE	SLB/004 LL, UW	SLB/005 CAM
13.45 – 14.15	Isabel Molina-Vidal (University of Leeds) Presentation: <i>Let Me Create a New Synopsis: Self-Repair in Text-Based Online Writing for Better Face-to-Face Speaking</i>	Minerva Sirera Trull and María Ana Chavana Villalobos (University of Sheffield and University of York) Presentation: <i>Rethinking Decolonisation in the Spanish MFL Curriculum. A Case for A1/A2 Levels in Higher Education in the UK</i>	Ahmed Khaleel (University of York) Presentation: <i>Translation as a Tool for Teaching Arabic</i>
14.15 – 14.45	Yumi Nixon and Ulrike Wray (University of York) Presentation: <i>The Magic of Kamishibai: Kyokan in the Classroom and the Community- a Progress Report</i>	Mohammed Alshahrani (University of Sheffield) Presentation: <i>A Cognate-Based Model for Teaching Arabic in Diglossic Contexts: Insights from a Najdi–MSA Corpus</i>	Alex Holloway (University of Leeds) Presentation: <i>Blogging for Language Development and Community Building</i>
14.45 – 15.15		Thomas Jochum-Critchley and Elisabeth Wallmann (University of York) Presentation: <i>Plurilingual Pedagogy vs. Monolingual Ideology: la Lotta Continua</i>	Irina Sadovina (University of Sheffield) Asynchronous Presentation: <i>Teaching Students to *Actually* Learn.</i>
15.15 – 15.30	Afternoon Break (SLB/006)		
15.30 – 16.30	Jess Küçükkalyon (University of Leeds) Workshop: <i>Comics Making = Meaning Making</i>	Ally Shepherd (University of Leeds) Workshop: <i>Decolonising ESOL with Adults Seeking Sanctuary in the North of England</i>	Alba del Pozo García (University of Leeds) Workshop: <i>Developing your Scholarship Project - How, Why, and Where Do I Start?</i>

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Letting Go to Let Them Grow: Nurturing Autonomy in Japanese IWLP Classrooms (A1/A2)

Megumi Bailey, *University of York*

This presentation explores how to foster autonomous learning, self-efficacy, and sustained motivation, drawing on a practical case study from Japanese classes in IWLP. Initially, I felt constrained teaching an unfamiliar, non-assessed course framed within an exam-oriented syllabus. It was challenging to accommodate learners' varying levels, motivations, and engagement. To address the challenges identified, I introduced a creative writing project to encourage learner responsibility and intrinsic motivation.

As the project progressed, students began collaborating and engaging more proactively. In the final phase, I implemented peer assessment for presentations, shifting away from teacher-led evaluation. This approach revealed a gap between my usual criteria and what students valued in assessment. Through two-stage reflections and peer feedback, students reflected on and evaluated their learning journey, thereby enhancing their sense of self-achievement. Their final presentations demonstrated a strong sense of accomplishment and increased ownership of learning.

This experience highlighted the importance of creating a learning environment where students feel personally invested. Specifically, a teaching approach that relinquishes instructor control and supports learner agency can foster greater accountability and improved outcomes (Fisher & Frey, 2014/2018). The case study suggests that educational interventions promoting creativity and autonomy, while requiring adjustments in instructors' approaches to learning and teaching, can unlock learners' potential and strengthen motivation in IWLP contexts.

Language Learning Is not a Game, but It Can Be a Game: Play-Based Methodologies for a Confident L2 Experience in the Language Zone of the University of Leeds

Antonia Troullaki, *University of Leeds*

Creative language pedagogies have been claiming the role of influencers in the research world ever since the growing ascendancy of the Communicative Language Approach (Giebert, 2014), yet they keep lacking followers. In the essentially diverse HE community, students' manifold knowledge are sidelined by well-worn narrative methods in which English is perceived and used in a monolithic manner to interpret the academic world (Welikala, 2008). The Language Zone of the University of Leeds has been trying, nevertheless, to evolve into

a praxis, i.e., integrate theory and action (Freire, 2017), via play-based workshops where participants use English to achieve goals, while negotiating their L2 identity. In this talk, I will advocate for play-based methodologies, including somatic approaches, as central in encouraging students to confidently navigate academia as well as develop their L2 voice. While scholarship in drama-led and experiential learning is taking centre stage, the backstage of this presentation brims with testimonials and personal observations about learners' lack of motivation and autonomy in playing with language in HE. Finally, the audience will be invited to critically reflect whether innovation for the sake of effective learning and academic belonging requires academia to reshape EAP methodologies and adopt a decentering mentality. One that accommodates students' various narratives of learning (Pillay and James, 2013) and views them as holistically human and creative beings (Noble, 2005; Freire, 2017).

Successful Learners' Chinese-Character Learning Strategies and their Relationship to Novel Characters Learning Ability

Dan Li, *University of York*

This case study examined two successful L2 learners' strategies in dealing with unfamiliar Chinese characters' shape and meaning and how their strategy related to orthographic and morphological ability. The tasks were designed to assess learners' ability to handle unknown characters through familiar components and contextual information. The participants took part in a semi-structured interview to reflect on their learning. Before the interview, the participants were required to complete a quiz, of which responses were used as stimuli to obtain more information and gain a deeper understanding of strategy use. Chinese-character learning strategies were clustered into five groups including rote memorization, mnemonic strategies, morphological analysis, orthographic analysis and context-based strategies. Results showed that the participants employed a full range of strategies. Visual-orthographic and morphological awareness had a significant impact on the participants' performance. Orthographic knowledge was correlated with the ability to see structural patterns. The finding of the present study led to pedagogical implication. Regarding classroom instructions, there is a need for an increase in exposure to structural patterns of Chinese characters, complementary to stroke-by-stroke formation.

Let Me Create a New Synopsis: Self-Repair in Text-Based Online Writing for Better Face-to-Face Speaking.

Isabel Molina-Vidal, *University of Leeds*

This presentation is based on the results of a PhD thesis exploring whether self-repair in text-based online chat is transferred to self-repair

in face-to-face oral (FTF) conversations, thus improving the learner's linguistic competence. The study is focused on learner's repair of indicative/subjunctive-related errors.

From the point of view of the neurobiology of the brain, learning is regarded as the creation of synapsis between neurons. In this sense, repair of errors would entail the creation of new synapsis different from the already existing ones. Thanks to brain plasticity such new connections are possible. On the other hand, the more time available and the visualization of the conversation that the text-based online chat offers, constitutes an environment which promotes the noticing, the repair and the relearning of recurrent errors. Based on theories of second language acquisition, theories on how digital tools contribute to language learning and theories of how the brain works, this research addresses how synchronous computer-mediated communication (SCMS) in the form of text-based online chat facilitates the noticing and self-repair of recurrent grammatical errors while leading to accurate output in a face-to-face speaking context. Results indicate that text-based online chat does not contribute significantly to the use of self-repair of indicative-subjunctive-related errors in the online and the FTF settings, but it does contribute significantly to the accurate output of a wide range of indicative-subjunctive-related structures without the need to resort to self-repair in both the text-based online chat and in the FTF oral debates.

The Magic of Kamishibai: Kyokan in the Classroom and the Community- a Progress Report

Yumi Nixon and Ulrike Wray, *University of York*

This Progress Report covers our kamishibai storytelling activities in our German and Japanese language classes at the University of York as well as in the wider community (University for the Public Good). Kamishibai (paper theatre) is a traditional Japanese storytelling method that uses picture cards and a *butai* (wooden stage). Its unique format and delivery style encourage *kyokan* (shared feeling) between performers and the audience. While kamishibai has been used not only in Japan but some other countries, its educational application in the UK, specifically in higher education, remains limited. Engaging in kamishibai, through creating picture cards and stories and delivering performances, not only fosters creativity and enjoyment but also enhances communication skills, strengthens multimodal literacies and boosts performers' confidence.

We carried out kamishibai activities in three settings: university language classrooms, primary schools, and a care home. This report presents the effectiveness from the language learners' perspectives, based on questionnaire responses, with a focus on learning experience, creativity, confidence, assessment practices, inclusivity, and engagement. For the primary school and care home projects, we also summarise feedback from student volunteers' reflective reports and videos, with particular emphasis on diversity, intercultural learning, improving memory, soft skills such as communication and collaboration, and employability.

We will discuss the effects of this traditional storytelling technique on language learning and its application, considering the importance of diverse modes of communication in terms of agency and learning outcomes.

Comics Making = Meaning Making

Jess Küçükkalyon, *University of Leeds*

This workshop will offer you a chance to explore for yourself how meaning can be communicated through comics making and reflect on whether this is an activity that could usefully contribute to your curriculum.

Comics making offers an interesting space for self-expression and telling stories in ways that can be empowering for students, particularly language learners. In this workshop we will try out a variety of comics making activities and reflect on what opportunities these activities can offer learners for meaning making. We will take the theme of language learning /teaching and make comics to describe some of these experiences.

I have been experimenting with reading and making comics with English language learners for a number of years. Often, something interesting happens- hesitant to communicate, a student expresses detailed thoughts and experiences, a reluctant writer creates a meaningful and nuanced story world. The comics students have produced have often been humorous and delightful, displaying creative use of multi-modal features to make subtle observations of environment and culture or express different aspects of their identity.

Please note that no drawing skills are necessary for this workshop.

Building a More Inclusive Pedagogy of French and German as a Foreign Language for East Asian Students

Nathalie Lawson and Kirsten Rathjen, *University of Leeds*

With the internationalisation of Higher Education in the UK, many of us have East Asian students in our language classes. These students face considerably greater challenges when learning a European language than their English-speaking counterparts, and this often results in lower grades and a higher fail rate.

This presentation will introduce the initial findings of a collaborative project conducted at the University of Leeds to improve the success and retention rates of East Asian students on the Languages for All programme. We used online questionnaires, semi-structured interviews, learning diaries and focus group meetings to collect data on the challenges that native speakers of Chinese and Japanese encounter when learning French and German and on the strategies that they use to overcome these obstacles.

Teachers can play a crucial role in helping East Asian students develop their language skills and confidence and maintain their motivation when learning a European language. We will therefore put forward some recommendations for developing strategies and resources that

better meet the needs of Chinese- and Japanese-speaking students and help them achieve their full potential. We will also examine the impact of the introduction of a new assessment method in 2024/2025, namely an individual creative project with an outcome expressed as pass or fail, on the success rate of Chinese- and Japanese-speaking learners on the University of Leeds' Languages for All programme.

Advocating for the Inclusion of In-class Activities on Gender-Fair Language at Beginners Level

Alessia Brighi, *University of Sheffield*

My presentation will summarise my pedagogical rationale for incorporating gender-fair language into the A1/A2 curriculum and showcase a series of activities that I designed to:

- stimulate in-class discussions on the visibility of women and the LGBTQ+ community in the Italian language
- encourage a nuanced understanding of where and how experimental non-gendered endings (such as the asterisk or the schwa) are currently used in Italy
- provide an opportunity to experience first hand how complex it is to avoid gender-termination in Italian.

I will then present primary data collected on my students' perceptions of these activities, identifying elements deemed to be particularly engaging and beneficial to their learning, while also assessing whether any students found the topic not appropriate for their level of linguistic expertise.

I will then consider whether the collected data supports my hypothesis that teaching gender-fair language offers benefits extending far beyond a teacher's personal commitment to inclusivity. I will argue that this topic can serve as a powerful catalyst for encouraging deep and affective engagement with syntax, and provide an accessible initial approach to sociolinguistics for all students in the Beginners cohorts, not just in Italian.

Exploring Foreign Language Anxiety among Students of Japanese and Chinese : Initial Findings

Kazuki Morimoto, Ayako Yoshino and Ying Peng, *University of Leeds*

This presentation reports on the initial findings of a scholarship project investigating foreign language anxiety (FLA) among UK-based students enrolled in Japanese and Chinese degree programmes. FLA is a distinct form of anxiety, separate from clinical anxiety, and has been widely studied in applied linguistics. However, few studies have investigated anxieties relating to learning East Asian languages. This

study explores the extent and nature of language anxiety in relation to students' beliefs about language learning, specifically focusing on Chinese and Japanese, at different stages of their programme.

The research addresses four key questions: (1) What are the main causes of students' language anxiety? (2) How do students experience language anxiety differently across the stages of their programme? (3) In what ways do students of Japanese and Chinese differ in their experiences of language anxiety? (4) How are students' beliefs about language learning related to their anxiety?

Initial data were collected in February-March 2025 through anonymous online questionnaires and a total of 55 responded. Preliminary analysis reveals emerging patterns in the sources and intensity of anxiety. Notably, anxiety appears to intensify as students progress through their degree programmes—challenging the commonly held assumption that increased proficiency leads to reduced anxiety. Further statistical analysis has also revealed some noticeable differences of anxieties, depending on the students' target language and stage of their study.

These findings offer valuable insights for educators and programme designers seeking to support students in managing language-related stress and enhancing their learning experiences.

Rethinking Decolonisation in the Spanish MFL Curriculum. A Case for A1/A2 Levels in Higher Education in the UK.

Minerva Sirera Trull and Maria Ana Chavana Villalobos, *University of Sheffield and University of York*

The call to decolonise the modern foreign languages (MFL) curriculum has gained momentum in UK higher education. However, most existing initiatives and scholarly work centre on intermediate (B1+) learners, often overlooking those at beginner levels (A1–A2). This omission is significant. Early-stage language learning is critical in shaping learners' cultural perceptions, linguistic attitudes, and sense of belonging within the target language community.

Our ongoing research addresses this gap by exploring how decolonial principles can inform the teaching of Spanish at the beginner level. We argue that learners with limited language proficiency can still meaningfully engage with diverse cultural narratives and critically reflect on representations of Spanish-speaking communities. Strategies include decentring Spain as the default cultural reference, highlighting non-dominant varieties of Spanish, and foregrounding sociolinguistic diversity from the outset.

Truly decolonising pedagogies in modern foreign languages (MFL) goes beyond simply “diversifying content” or adding token examples of non-European cultures. They involve a fundamental rethinking of whose knowledge counts, how languages are framed, who is represented, and what purposes language learning serves. This presentation invites colleagues to rethink foundational pedagogies and consider how even basic vocabulary, themes, and dialogues can contribute to a more equitable and representative MFL curriculum.

Drawing on classroom practice, teacher reflections, and the analysis of coursebooks, we share initial progress from a project aimed at designing inclusive beginner-level materials. Our work challenges the assumption that decolonial approaches are too complex for early learners and proposes concrete, level-appropriate alternatives that promote intercultural awareness from the start.

A Cognate-Based Model for Teaching Arabic in Diglossic Contexts: Insights from a Najdi–MSA Corpus

Mohammed Alshahrani, *University of Sheffield*

This study investigates the gap between what second language learners of Arabic are taught in formal institutional contexts and the language they encounter in daily life, particularly in Saudi Arabia. Framed within the model of Arabic diglossia, the research explores how the high variety—Modern Standard Arabic (MSA)—and the low variety—Najdi Arabic—coexist and function in educational and communicative settings. While traditional models present MSA as stable and prescriptive and dialects as informal and inconsistent, this study challenges such assumptions by proposing that Najdi Arabic exhibits consistent phonological and morphosyntactic patterns. The work builds on diglossia theory (Ferguson, 1959; Alfallay, 1996; Zughouli, 1980) and responds to the ideological privileging of MSA, which has historically limited the development of teaching resources for dialects.

Methodologically, the project uses a corpus-based approach to develop a spoken Najdi Arabic corpus, capturing naturally occurring data to compare with MSA reference corpora. The analysis focuses on phonological and morphosyntactic features to examine the internal consistency of Najdi Arabic and the extent of code-mixing between the varieties. In addition, the study explores a cognate-based approach to second language teaching, using overlapping lexical and structural forms between MSA and Najdi Arabic to support learners' acquisition of dialectal features. This method aims to bridge the pedagogical gap between formal instruction and real-life communicative competence. The study contributes to updating the diglossia model in the age of digital corpora and offers practical implications for Arabic language pedagogy.

Plurilingual Pedagogy vs. Monolingual Ideology: la Lotta Continua

Thomas Jochum-Critchley and Elisabeth Wallmann, *University of York*

The notion of “plurilingual and pluricultural communicative competence” was introduced as early as 2001 in the CEFR volume, yet its uptake in the UK, especially in Higher Education has been slow. However, the “multilingual turn” (May) in language research and

education, together with more recent developments, such as initiatives and projects on transnational languages, decolonisation, diversity and inclusion have opened up a space for a renewed consideration of plurilingualism and plurilingual pedagogies.

Since 2023, a team of language educators at the University of York, working in different languages, namely French, German, Italian, Spanish and English have been collaborating in designing and delivering the module “Plurilingualism, multilingualism and transnational languages: concepts, strategies and approaches”. In this second year option module, students on undergraduate language programmes can study alongside “non-specialist” language learners, to develop their theoretical knowledge and practical applications of plurilingualism.

The presentation will cover not only the design and delivery of the module, but also the experiences from teachers and learners on the module. The challenges, as well as successes of a dedicated plurilingual approach to language education, especially in a context where a “monolingual ideology” (Blackledge) prevails, will be discussed, and possible developments for the future outlined. We will conclude the presentation with reflections on how a stronger emphasis on “plurilingualism” in language teaching can offer new opportunities for language education in UK Higher Education.

Decolonising ESOL with Adults Seeking Sanctuary in the North of England

Ally Shepherd, *University of Leeds*

Amidst an (inter)national hostile environment towards migrants, spaces of solidarity within language education are vital to understand. As expressed by critical educator Paulo Freire, “language is never neutral”, and neither are the classrooms in which they are learned. My PhD involved an ethnographic case study of community-based ESOL for people seeking sanctuary in Yorkshire, utilising critical participatory and visual methods. My work identified a gap in teachers’ knowledge and confidence to implement relevant methodologies, despite a desire to align their critical values with their pedagogies. Furthermore, I outline a case study of my own participatory research course which utilised Content and Language Integrated Learning (CLIL) for a superdiverse group of adult learners.

Talking Back to the Machine: AI and Student Agency in Language Learning

María Ana Chavana Villalobos, *University of York*

This presentation explores how generative Artificial Intelligence (AI) tools can support innovative, student-centred pedagogical practices in Modern Foreign Language (MFL) teaching at university level. It focuses on three practical applications of AI that enhance language production, critical thinking, and cultural awareness.

First, teachers can use AI to generate culturally rich texts based on specific prompts, then ask students to critically assess the cultural and linguistic accuracy of the outputs. This encourages learners to reflect on representation, authenticity, and bias in digital tools, while developing deeper intercultural competence.

Second, students can submit their own target-language writing to an AI system for correction. Rather than passively accepting suggestions, learners analyse the AI-generated feedback, identifying patterns, questioning unexpected changes, and revising accordingly. This fosters metalinguistic awareness and active language repair strategies.

Third, students can input descriptive prompts in the target language to generate AI images (e.g. “una fiesta tradicional en México”) and then compare the results. This activity opens critical discussions on how AI interprets cultural cues and stereotypes, reinforcing vocabulary and interpretive skills.

These approaches position students not just as users of language, but as critical readers and producers in digital environments. They offer MFL educators creative ways to integrate AI into formative tasks, discussion-based learning, and intercultural education.

Identifying Strategies and Tools Used by Students to Address the Challenges Faced in their Period Abroad in Spanish-speaking Countries

Isabel Molina Vidal and Juan Muñoz López, *University of Leeds*

In this presentation, we will outline the different phases of the project we are currently undertaking and present preliminary results from some of these phases. The main objective of the project is to identify the strategies and tools that students on the Hispanic Studies degree at the University of Leeds used to address the challenges they faced during their time in a Spanish-speaking country.

In the initial phase, we analysed over 30 reflective essays written by these students. Based on the information extracted, we can observe that students face a variety of challenges during their stay, encompassing cultural, linguistic, academic, administrative, and practical aspects.

In a second phase, we designed a questionnaire based on the reflective essays’ preliminary results, which was distributed to and completed by final-year students of the Spanish Language module.

In a third stage, we intend to create a focus group composed of students who will discuss the topics studied in this project. These students will be invited to record a podcast in Spanish about their experience abroad. We hope to complete this phase by the end of the academic year 2025-2026.

Results from this study will be relevant to provide future students before departure and during their placements abroad with a toolkit of strategies to confront similar situations. In doing this, this study could significantly contribute to reducing the anxiety and stress that

preparation for the period abroad might cause among students.

Developing Language for Specific Purposes (LSP) Teaching in Higher Education in the Context of Italian through History of Art

Cinzia Bacilieri, *University of York*

The paper will describe the development at the University of York of Italian through History of Art as a Language for Specific Purposes (LSP): over the last two decades modules such as “Italian Reading Skills for Art Historians” and “Italian for Art History” have been developed for the BA in History of Art and “The Role of Art in Italian Society” for the BA in Italian, alongside the short course “Italian and Italy’s Cities of Art” for the Languages for All programme.

The primary aim of this paper is to exemplify LSP methodology designed for multidisciplinary learning that enhance language skills vital to the History of Art discipline, catering to students at various levels. A direct comparison will be drawn between LSP teaching techniques applied to proficient language learners without specialized knowledge in Art and ab-initio non-specialist language learners whose field of studies is Art History. Special attention will be given to the multilingualism interaction between specialist and general language teaching in the classroom and its crucial role in the planning and delivery of the module. The second part of the presentation will focus on the integration of multiliteracies aimed at facilitating the acquisition of bespoke specialist language skills necessary for understanding Art topics in a content-teaching setting. Case studies will be presented to illustrate the impact of the interdisciplinary nature of content and applied teaching practices on student engagement and classroom activities.

Translation as a Tool for Teaching Arabic

Ahmed Khaleel, *University of York*

The paper reflects on the impact of using translation in teaching Arabic to non-native speakers in the UK. It looks into the methods in practice and their results in taking the teaching and learning of Arabic into a higher level via using translation as a technique and a tool in teaching Arabic.

The paper mainly tackles the use of translation for the purpose of raising awareness about the nature of Arabic and how it works, a better understanding of Arab culture and a more practical and professional method of putting the language into practice.

Blogging for Language Development and Community Building

Alex Holloway, *University of Leeds*

In this presentation, I will share how I use blogging to develop students' English language and genre awareness within a collaborative environment for learning. I will share how I use a portfolio approach on an undergraduate writing module for English as an Additional Language (EAL) students to build both intra- and interpersonal confidence in English communication.

I will share how I facilitate several writing cycles during which students are guided to give constructive feedback to each other on a range of texts. In the final stage, they publish their final drafts using CampusPress – a university version of the digital platform 'WordPress' which will be used by many students in their future professional careers.

My approach draws on Jean Conteh's 'Funds of Knowledge' notion and Bonnie Norton's theory of 'Investment' as students bring their interests and expertise to the writing process. I believe this – along with my approach to community building within the classroom – mitigates against problematic uses of GenAI.

I'd like to share this work as an innovative, replicable approach to language teaching that, in the current GenAI situation, makes positive use of digital tools by increasing students' sense of ownership over their own words.

Teaching Students to *Actually* Learn

Irina Sadovina, *University of Sheffield*

Study skills, or their lack, is a perennial source of woe for the language teacher. How do we teach them? How do we know what the right skills are, when the world radically changes every few months, and with it, the needs, brain patterns, and daily realities of our students? In this asynchronous presentation, I'll share two classroom approaches that worked for me: 1) coaching Beginners to take responsibility for their learning in the face of the triple threat of perfectionism, anxiety, and AI; 2) coaching heritage/community language learners to take control of their learning in an institutional setting which is largely unsuited to their needs.

Developing your Scholarship Project - How, Why, and Where Do I Start?

Alba del Pozo García, *University of Leeds*

This workshop is aimed at colleagues at all stages in their careers interested in developing a scholarship project related to language teaching.

In this practical session we will explore how to start a small-scale project to inform your own teaching, or the teaching of other colleagues. We will acknowledge the diversity and precarity of many colleagues involved in language teaching, and offer practical tips and guides on the following issues:

- Why should I develop a project? How to bring theory into practice
- What do I want to know? Thinking about research questions
- Where do I start? An introduction to data collection and ethical approaches
- What do I do with this? Overview of methodological approaches
- How do I communicate my findings? Dissemination, impact and communities of practice

The session will be a practical and interactive workshop that will signpost links to resources that can be used by all attendees, as well as a space for reflection about the role of scholarship in the field of language teaching.