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University

Faculty of Human and Social Studies

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*DIGITAL TECHNOLOGY:
CHALLENGES AND OPPORTUNITIES FOR
AUTONOMOUS LANGUAGE LEARNING AND
TEACHING FOR INTERCULTURAL COMMUNICATION
(DILANG2023)*

ABSTRACT BOOK

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Vilnius, 2023

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KEYNOTE SPEAKER

Annick Rivens Mompean | Université de Lille, France

INVITED SPEAKERS

Guilhermina Lobato Miranda | Instituto de Educação, Universidade de Lisboa, Portugal
Ana Balula | Universidade de Aveiro, Portugal

EDITORIAL TEAM

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Linas Selmistraitis | Mykolo Romerio Universitetas, Lithuania

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DILANG 2023 conference programme

May 25, 2023, <https://dilang2023.mruni.eu/>

10.15-10.45	Registration		
10.45-14.10	PLEANARY SESSION		
	Room I-414		
	Link to connect for online participants https://teams.microsoft.com/plenary		
10.45-10.50	Welcome Address: Adviser to the President of Republic of Lithuania Vilma Bačkiūtė		
10.50-11.50	Keynote speaker: Annick Rivens Mompean Talk – <i>DIAL4U: have we managed to bridge the gap between formal and informal language learning? Results and prospects</i>		
11.50-12.20	Invited speaker: Guilhermina Miranda Talk – <i>Online Learning Environments</i>		
12.20-12.40	Coffee break		
12.40-13.10	Invited speaker: Ana Balula <i>Drawing an agenda for Collaborative Online International Learning (COIL)</i>		
13.10-14.10	Demonstration of the Intellectual outputs: Veronica-Diana Micle, Alexandra Cotoc, Ioana Mudure-Iacob, Ana-Maria Hopârtean - <i>DIAL4U IO1 Output</i> Geny Piotto, Teresa Tomsevic - <i>DIAL4U IO2 Output</i> Mariana Pereira, Silvia Araujo - <i>DIAL4U IO3 Output</i> Sophie Babault, Monika Grabowska - <i>DIAL4U IO4 Output</i>		
14.10-14.40	LUNCH BREAK		
14.40-16.00	PARALLEL SESSIONS		
	Room I-414	Room I-416	Room I-417
	Link to connect for online participants https://teams.microsoft.com/session1	Link to connect for online participants https://teams.microsoft.com/session2	Link to connect for online participants https://teams.microsoft.com/l/session3
	Moderator: Lora Tamošiūnienė	Moderator: Eglė Selevičienė	Moderators: Sigita Rackevičienė, Olga Usinskiene
14.40-15.00	Barry Kavanagh <i>Embracing Technology in the EFL Classroom: Creating Materials and Executing Lessons Through AI Technology</i>	Vitalija Jankauskaitė-Jokūbaitienė <i>Online Collaborative Writing Tools for EFL Learning</i>	Ekaterina Zabolotnova, Sigita Rackevičienė <i>How can a corpus help in a study of a specialised domain and its terminology?</i>

15.00-15.20	Muhammad Sadequle Islam <i>Techno-Aide Google Classroom for Learning English: Prospects & Challenges</i>	Sílvia Araújo, Mariana Pereira <i>Developing an Interactive Pedagogical Guide for Language Teaching: Data Visualization to Enhance Teaching Practices</i>	Darius Valūnas, Renata Valūnė, Irena Seniūt <i>Errors in machine translation: accuracy vs productivity</i>
15.20-15.40	Giedrė Valūnaitė Oleškevičienė, Gražina Čiuladienė, Liudmila Mockienė. Lora Tamošiūnienė <i>Surveying Online Language Teaching and Learning in Lithuania</i>	Veronica-Diana Micle, Alexandra Cotoc, Ioana Mudure-Iacob, Ana-Maria Hopârtean <i>Politeness in Effective Online Communication. DIAL4U IOI Input.</i>	Oxana Chira, Nicolina Muntean <i>Study of the variation of the chromatic characteristics of wine</i>
15.40-16.00	PANNEL DISCUSSION		
	Room I-414 Link to connect for online participants https://teams.microsoft.com/discussion		
	Moderator: Annick Rivens Mompean <i>Future perspectives of DIAL4U collaboration and research</i>		
16.00-16.30	Coffee break		

Keynote Speaker's Presentation Abstract

Annick Rivens Mompean
University of Lille, Lille, France
annick.rivens@univ-lille.fr

DIAL4U: HAVE WE MANAGED TO BRIDGE THE GAP BETWEEN FORMAL AND INFORMAL LANGUAGE LEARNING? RESULTS AND PROSPECTS

DIAL4U, a university project co-funded by the Erasmus+ programme of the European Union, focuses on digital language teaching and learning practices.

Its aim is:

- to develop the digital culture of language teachers and their ability to use it for didactic purposes,
- to develop digital tools for language learning,
- to recognise and validate knowledge, skills and competences acquired in formal and non-formal contexts,
- to motivate learners to use open educational resources in preparation for lifelong learning.

At this closing moment of the project, it is time to consider how we have managed to bridge the gap between teachers' practice and learners' needs, between formal and informal learning and how we can analyse the links that have been created between the different elements of the global language learning environment of university students from 8 European universities.

Keywords: digital teaching, digital tools, formal and informal learning,

INVITED SPEAKERS' PRESENTATION ABSTRACTS

Ana Balula
University of Aveiro, Aveiro, Portugal
balula@ua.pt

DRAWING AN AGENDA FOR COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL)

Given the increasing evolution of digital technology, the world we live in is changing more rapidly and dramatically than (probably) any other time in history. In this context, education is reinventing itself and increasingly integrating the international, intercultural and global dimensions. Thus, considering the topicality of these dimensions at the European level, it seems relevant to further discuss the current progress of research and pedagogical practice that supports the development of the students' global citizenship competences, as well as anticipate future needs.

In this scenario, the development of International Collaborative Online Learning (COIL) is gaining momentum and establishing a conceptual framework for further pedagogical innovation. Considering some of the most recent literature (2019 – 2022) and based on the commonalities identified through a bibliometric analysis, four research clusters have been identified, namely: the challenges of COIL practice with a special focus on learner engagement, the importance of language competence in the development of COIL projects, the role of content in the design of learning activities, and the development of collaborative learning in international online learning environments.

The challenge now is how we are going to address them to favour of more effective educational practices.

Keywords: International Collaborative Online Learning (COIL), research in education, pedagogical innovation.

Guilhermina Lobato Miranda

University of Lisbon, Lisbon, Portugal

gmiranda@ie.ulisboa.pt

ONLINE LEARNING ENVIRONMENTS: APPLICATION OF INSTRUCTIONAL DESIGN PRINCIPLES

Distance learning had a huge increase with Covid19. Many professionals, including professors, were forced to work and teach at a distance. The problem is that many of them were not technically and pedagogically prepared to do so. Emergency remote teaching emerged, which has more differences than similarities with good distance learning, especially when carried out in an eLearning regime. For an online teaching and learning environment to be efficient and motivating, it is necessary to guarantee several aspects, among which I highlight: an institutional commitment to this type of teaching, an effective technological infrastructure, a good learning management system, dynamic and interactive content and activities, an efficient mentoring system and a clear feedback and evaluation system. In this conference, I will briefly address these aspects in order to focus on the ingredients for designing content and online courses that follow the way human beings learn, above all learning through the instruction of the knowledge and know-how specific to each disciplinary field. I will distinguish between natural learning and instructional learning, and the types of knowledge associated with them: primary biological knowledge and secondary biological knowledge, and the teaching conditions necessary to acquire both types of knowledge. Then I will enunciate the six basic ingredients of instructional learning and how human beings learn from multimedia educational resources and messages, with a view to designing and developing efficient and motivating online learning environments.

Keywords: eLearning regime, natural learning, instructional learning, multimedia educational resources.

SPEAKERS' PRESENTATION ABSTRACTS

Barry Kavanagh

Tohoku University, Sendai, Japan

kavanagh.barry.e7@tohoku.ac.jp

EMBRACING TECHNOLOGY IN THE EFL CLASSROOM: CREATING MATERIALS AND EXECUTING LESSONS THROUGH AI TECHNOLOGY

Within the discipline of teaching English as a second language, artificial intelligence (AI) has been an integral part of the evolution of how computer technology has been used in the language-learning classroom. This research examines whether or not the use of AI technology can enhance students'

language learning and also help teachers in the creation of lesson materials and the evaluation of student writing.

Students enrolled in an Academic Reading and Writing course at a Japanese national university took part in this study which aimed to assess whether the AI based paraphrasing tool Quillbot and the online neural machine translation system DeepL can be a benefit to students when summarizing and paraphrasing a given passage in class.

In order to fully embrace AI technology, the passage based on an intercultural communication theme, was created through Chat GPT and then edited where appropriate. The passage was then evaluated through lexical profile software to examine its appropriateness for level, readability and lexical diversity. After reading the passage students were asked to summarize and paraphrase the content of the passage using reporting verbs. Students did the summarizing and paraphrasing of the given passage in three steps. First without the use of AI tools, then with the support of Quillbot and finally through the use DeepL.

In order to see which step produced the best piece of writing from the students each of the three student writings were evaluated using AI based tools Text inspector and Pro Writing Aid. In addition, teachers were asked to rate and rank the three pieces of writing from each student and indicate which they felt were written using AI technology. Data was also taken from surveys of student's experiences of completing the tasks with and without AI based online tools.

These surveys showed that both Quillbot and DeepL were mostly beneficial for students although with mixed results with some students suggesting that the tools can create unnatural sentences. Student writing with the use of DeepL and Quillbot was not always evaluated highly by both the AI based software and teachers especially with regards to the writing style and readability.

Findings demonstrated that although these tools can be used to motivate students and improve their writing some of the limitations found within this technology mean that caution is required if relying on them as both a language learning aid and a teaching assistant.

Keywords: AI online tools for language learning, summarizing and paraphrasing, student perceptions, effectiveness of AI technology for language learning.

Darius Valūnas*, **Renata Valūnė***, **Irena Seniūt****

*Mykolas Romeris University, Vilnius, Lithuania

darius.valunas@mruni.eu, renryn@mruni.eu

**Vilnius Business College, Vilnius, Lithuania

irena@kolegija.lt

ERRORS IN MACHINE TRANSLATION: ACCURACY VS PRODUCTIVITY

The growing importance of cross-border collaboration in business, manufacturing and research brings in additional tasks in management and administration of international projects, making interlingual communication vital. Hence, massive efforts of corporate organisations and research institutions have been invested to improve translations in terms of speed and productivity. Automatic or machine translation has been an ultimate goal here. Endeavours may be observed in attempts to suggest solutions from early models to the latest NMT engines. While early models reflected attempts to suggest instructions for the translator, i.e. steps to be made and factors to be considered, technology-based models primarily focus on the unlimited capacities of modern computer systems to process massive arrays of linguistic data and the emerging learning capacity of computer networks.

The new technological solutions significantly contribute to productivity and quality in translation and introduce cardinal changes in translation industry and rendering translation and interpretation professions almost a matter of the past. However, both statistical and machine learning approaches retain certain limitations leaving out some critical linguistic and extralinguistic elements, identified in the early translation models already. This is particularly true where the machine has to

deal with so-called low-resource languages, granting fewer opportunities both for statistical processing and machine learning. On the other hand, the increased speed of translation and sophisticated software are about to introduce new challenges for the translator and for the administrator of translation projects. While they tend to shift translator's role from translation to post-editing, the modern AI solutions task the administrator with a problem of finding new ways of workload distribution and workforce motivation.

In this paper, we will present specific cases of failures of modern MT engines and analyze machine translation errors in sentence grammar, syntax and text cohesion. SDL Trados software package will be used as a CAT tool with an integrated NMT, Deepl and Google translation applications and a sophisticated desktop and cloud-based project management interfaces. Samples for both translation and back translation will be taken from commercial contracts, legal instruments, administrative documents and scientific publications to demonstrate deficiencies in modern machine translation and pinpoint the role of administration, translation, proofreading and post-editing in the industry, rendering a combined approach towards translation and translation project management as a viable solution.

Keywords: machine translation, project administration, neural machine translation, artificial intelligence.

Ekaterina Zabolotnova, Sigita Rackevičienė
Mykolas Romeris University, Vilnius, Lithuania
katezabolotnova9@gmail.com; sigita.rackeviciene@mruni.eu

HOW CAN A CORPUS HELP IN A STUDY OF A SPECIALISED DOMAIN AND ITS TERMINOLOGY?

The paper will present the application of corpus linguistics methodology in the exploration of a specialised domain and its terminology. The methodology will be exemplified with the cyberbullying domain and its terminology. The domain of cyberbullying was chosen because of the increasing awareness of the impact of modern technologies on social interactions.

In order to explore the chosen domain and its terminology, a CYBERBULLYING corpus was compiled of 205 academic English papers that discuss issues of this domain. Sketch Engine software was chosen for corpus building and analysis. The texts and their metadata were uploaded to Sketch Engine platform where the corpus can be shared with other Sketch Engine users.

Several tools (Keywords, Word Sketch) were used to extract single-word and multi-word terms from the corpus. The extracted lists were manually reviewed and the most relevant 100 terms were selected.

In the next stage of the research, knowledge rich contexts of the selected terms were extracted using text mining techniques based on corpus query language (CQL). The collected information was used to model the conceptual framework of the cyberbullying domain which reflects concept relations between causes, effects, consequences, counteracting measures and participants of cyberbullying situations. The relations were visualized by three concept maps.

In the last part of the research, verbal collocations of the selected terms denoting the participants of cyberbullying activities were extracted, and semantic-syntactic analysis of the sentences that include these collocations was conducted. The performed analysis enabled to collect additional information about the participants of the domain which could not be revealed by definition analysis: characteristics of bullies, mental and physical consequences felt by victims, etc.

Thus, the extraction of different types of data (terms, knowledge rich contexts, verbal collocations and sentences that include them) allowed collecting information which enabled to acquire specialised knowledge on the cyberbullying domain, as well as facilitated acquisition of cyberbullying terminology. The corpus can be reused by other linguistics researchers or psychologists

as well as by teachers and parents who want to understand all the processes taking place within cyberbullying. The corpus can be further expanded with actual examples of cyberbullying texts, the exploration of which can be used for development of software for detection of abusive online communication. One more direction of corpus expansion might be development of a multilingual corpus, on the basis of which a multilingual termbase may be developed.

Keywords: cyberbullying corpus, cyberbullying terminology, Sketch Engine, social interaction.

Giedrė Valūnaitė-Oleškevičienė, Gražina Čiuladienė, Liudmila Mockienė, Lora Tamošiūnienė
Mykolas Romeris University, Vilnius, Lithuania
gvalunaite@mruni.eu, grazina.ciuladiene@mruni.eu, liudmila@mruni.eu, lora@mruni.eu

SURVEYING ONLINE LANGUAGE TEACHING AND LEARNING IN LITHUANIA

The shift toward digital teaching and learning practices, according to the results of the EU Commission's public documents, has also highlighted the need for digital technologies to support inclusive education while further encouraging creative and collaborative student-centered teaching. It should be noted that language learning and teaching primarily occur through interaction and usage, so the issue of how successful teaching and learning interactions could be ensured at a distance arises. The use of digital technology, as noted by White (2006), results in a shift from the classroom and places the learner experience at the center of attention. Additionally, the digital transition combines formal and informal diversity of activities.

In this regard, the study seeks to determine effective methods for integrating open pedagogies and digital technologies into language teaching and learning. It relates to the DIAL4U project's objective to jointly create a cutting-edge methodology and digital tools in order to promote mediation in all aspects of the language learning (taking into consideration both formal and informal contexts), increase the capacity and independence of all language learners, and enhance the competency of language educators in digital/blended pedagogy.

As part of the DIAL4U project research methodology, questionnaires for teachers were developed, reviewed, and distributed among study participants. The study focused in particular on the most significant subset of study participants: instructors of foreign languages. The target audience was heterogeneous in terms of age, degree of language proficiency (CEFR), position, training, and, most significantly, digital literacy skills.

The survey responses made it possible to collect and overview examples of effective foreign language teaching and learning techniques and methods. They also allowed to identify tendencies in the digitalization of the teaching environment and assess the extent to which language instructors use metacognitive and politeness strategies. The findings showed that effective practices promote creative thinking skills and involvement of both students and the instructor. Furthermore, the survey findings provided for the establishment of the key components and problems related to online metacognitive and politeness techniques.

The project outcomes give a clearer grasp of the approach used for academic language learning and teaching online with regard to the applied apps, integration thereof into language instruction, benefits and potential challenges they are linked with, as well as the strategies (metacognitive and politeness) that could be applied in the online language instruction. The up-to-date technologically advanced approach promotes critical thinking skills and teacher-student interaction.

Keywords: online language teaching and learning; digital literacy; digital tools; digital competence.

Muhammad Sadequle Islam
University of Chittagong, Chittagong, Bangladesh
sadequle.eng@cu.ac.bd

TECHNO-AIDE GOOGLE CLASSROOM FOR LEARNING ENGLISH: PROSPECTS & CHALLENGES

Google Classroom is a technology aided online learning tool developed by Google which enables both the teachers and learners to fit into 'beyond the classroom' learning in an innovative way. This research paper tries to shed light on the prospects and challenges of using Google classroom for learning English at the tertiary level education in Bangladesh. For finding out the prospects and challenges, both English language learners' and teachers' perception on the ground of the four language skills- Listening, reading, Writing and Speaking have been studied. The research has been conducted following the quantitative method. An electronic survey was distributed among the students and teachers using Google Form for collecting and comparing responses. The prospect includes how Bangladeshi university students and teachers sense and experience this online tool to stay in touch, as well as develop and manage their work to learn English efficiently. Alongside the common challenges faced by the users (both learners and teachers) this research tries to trace out some technical shortcomings of Google classroom that can be eradicated by Google to turn Google classroom into more user-friendly platform for learning.

Keywords: Google classroom, technology, prospects, challenges, perception.

Oxana Chira, Nicolina Muntean
Alecu Russo Balti State University, Bălți, Moldova
oxana.chira@usarb.md, muntean.nicolina@gmail.com

STUDY OF THE VARIATION OF THE CHROMATIC CHARACTERISTICS OF WINE

Most of the time, the basic colors are insufficient to render the multitude of color shades and the speaker creates new structures to name the given color associations. An important role in the designation and interpretation of chromatic appreciation is played by the referent, a basic concept in modern semantics. In this context we can mention the following: names of precious stones "ruby red wine", "pomegranate red wine", amber yellow; names of plants or fruits: black raspberry wine; rose sherbet; cherry wine; straw yellow wine with greenish reflections, rosehip red wine, etc. The permanent enrichment of the chromatic vocabulary of wine with new terms has extra-linguistic reasons of an affective, perceptive order, and linguistic reasons of a semantic order. This study is a starting point in the lexical-semantic knowledge of wine chromonyms in Romanian. Reading a significant sample of patents for wineries in the Republic of Moldova, I found that the number of chromonyms is unexpectedly high. In this study, both the basic chromatic terms and the terms that express colors, neologisms, borrowed words, archaisms, regionalisms, etc. found their place.

Keywords: wine, color, color appreciation, lexicology, vocabulary enrichment.

Silvia Araújo, Mariana Pereira
University of Minho, Braga, Portugal
silviauminho03@gmail.com, maridoras79@gmail.com

DEVELOPING AN INTERACTIVE PEDAGOGICAL GUIDE FOR LANGUAGE TEACHING: DATA VISUALIZATION TO ENHANCE TEACHING PRACTICES

The ongoing COVID-19 pandemic has led to an unprecedented increase in the use of digital technologies for teaching and learning in online contexts. The European-funded DIAL-4U - Digital Pedagogy to develop Autonomy, mediate, and Certify Lifewide and Lifelong Language Learning for (European) Universities - project seeks to promote the integration of digital technologies and active pedagogies into language teaching and learning. To achieve this aim, the project is developing an interactive pedagogical resource to provide language teachers with a multimodal guide to help them maximize the potential of online teaching practices.

The development of this pedagogical guide seeks to support the digitization and innovation of pedagogical practices in language teaching. The resource provides a dynamic and interactive system to assist language teaching, using information visualization techniques to present information visually, intuitively, and in an audience-oriented way. To map, navigate, and explore the various components and information of this pedagogical guide, the radial tree layouts are employed. The layout has been identified as an optimal solution for displaying large hierarchies. This paper provides a framework and guidelines for an interface layout that explores and promotes communication to overcome the lack of knowledge about the resources produced by different actors in the academic context. The ultimate goal is to create an interface that promotes academic collaboration by making knowledge accessible and efficiently disseminated among different actors in the academic context. Aspects related to teaching practice, such as skills, modalities, active methodologies, and strategies, are part of the content.

Language teachers were asked to complete specific tasks related to language teaching using the pedagogical resource and to provide feedback on their experience. The outcomes of the user testing process have been used to refine and improve the resource, with the ultimate aim of providing a useful and effective tool for language teachers to improve their online teaching practice. This guide allows the users to access multimodal content related to digital language teaching and learning enhancement. Some contents, such as podcasts, were created by the teachers invited by the project to promote the knowledge of pedagogical practices in the community.

Keywords: language teaching, interface, digital pedagogy.

Veronica-Diana Micle, Alexandra Cotoc, Ioana Mudure-Iacob, Ana-Maria Hopârtean
Babeş-Bolyai University, Cluj, Romania
veronica.micle@ubbcluj.ro, alexandra.cotoc@ubbcluj.ro, anca.hopartean@ubbcluj.ro,
ioana.mudure@ubbcluj.ro

POLITENESS IN EFFECTIVE ONLINE COMMUNICATION. DIAL4U INPUT

Emerging digital technologies have changed the landscape of foreign language learning and teaching with reference to both the ways content is shared and the pedagogical frameworks needed in order to embrace change in computer-mediated communication academic contexts. Digital cognition activation, learner autonomy, kinesics deprived environments as well as an array of dynamic, interactive apps and tools have contributed to a *radical digital facelift* of face-work competences and relational strategies that control a very often faceless online environment.

The aim of this study is to bring into discussion the fundamental role pragmatic politeness plays in articulating a comprehensive support system, a methodological framework that is centred around Social and

Emotional Learning prerequisites while impacting learners and instructors alike. It rests on a puzzle that the research team has riddled out into a practical digital pedagogical framework.

As part of the DIAL4U project, the “Babeş-Bolyai” University team has been responsible for creating a *database on both formal and informal digital pedagogy content* for language learning mediation (Intellectual Output 1). Drawing on research that has been undergone as part of the DIAL4U project but also on the areas of expertise of the authors, the present study focuses on a distinctive pragmatic slice of advanced digital competence, namely *pragmatic politeness*. The field of politeness research applied to modern language instruction opens new opportunities for its stakeholders to create their autonomous learning paths by consciously using politeness strategies to good effect. Face-work considerations, impression management, rapport management as well as digital construction of identity are all correlated with the pragmatic weight the concept of *face/self-image* has. *E-face* is gained, saved, lost and/or enhanced by systematically engaging in face saving linguistic and attitudinal acts that repair communication breakdowns and support mutually beneficial communicative transactions.

Drawing on Erving Goffman (1959, 1967) construct of face/self-image, Brown & Levinson’s (1987) state of the art politeness framework as well as recent developments within the field of pragmatic politeness in CMC, the paper introduces manifestations of politeness by analysing learners’ and instructors’ face needs and wants, their perceptions and the corresponding selective interpretations on a series of chosen questionnaire items. Impression management dictates the use of language through the conscious manipulation of one’s projected image that invariably and generously considers both/ all parties’ positive/negative faces. Politeness speaks everyone’s language, its impact weighing on an overall positive and more engaging image projection.

The DIAL4U Online Politeness Toolkit is also referenced as it constitutes an important step towards the articulation of a digital pedagogy framework that uses politeness and metacognition as social glue for raising awareness and equipping learners with strategies that empower knowledgeable negotiation of discursive outcomes.

Keywords: Computer-mediated communication (CMC); pragmatic politeness; face/self-image; face-work, Social and Emotional Learning (SEL), digital face saving.

Vitalija Jankauskaitė-Jokūbaitienė
Vilnius University, Vilnius, Lithuania
vitalija.jankauskaite-jokubaitiene@flf.vu.lt

ONLINE COLLABORATIVE WRITING TOOLS FOR EFL LEARNING

The integration of 21st-century skills into the teaching content, regardless of the subject area, enables students to become active agents of the learning process and contributes to a more autonomous extension of content knowledge. Effective utilisation of technology and collaboration with peers, as just a small part of learners’ life skills to be cultivated in the classroom (Beers, 2011), can also be purposefully implemented to enhance EFL learning. It has been recognised that the use of web-based technology in the ESP classroom exerts a positive effect of technology integration on the development of students’ language learning in higher education (Selevičienė, 2020; Almuhausen et al, 2020; Rodgers & Dhonnchadha, 2018; Šulovská, 2013). Despite some positive trends, there is a lack of evidence on the efficacy of digital technology on EFL acquisition in secondary education.

A small-scale study was conducted to examine how high school EFL learners evaluate a video maker as a digital collaborative writing tool for making a book/ movie trailer. Having evaluated the potential strengths and weaknesses of the app *Biteable.com*, the learners perceived it to be most beneficial for the acquisition of vocabulary when it comes to memorizing it, forming strong associations, and comprehending and communicating the meaning properly. Along with the benefits of the video-maker, the potential risks assessed by the EFL learners’ experience were also outlined. English language instructors or in-service teachers may find this study useful for designing technologically based lessons to facilitate learners’ acquisition of a second language by promoting a collaborative approach in the EFL classroom. As a recommendation for further teaching or research practice, alternative digital collaborative writing platforms, namely *Cryptpad* and *Zeob*, will also be

introduced as a means of teaching secondary learners to target topical vocabulary as well as grammatical structures. Several learners' illustrative samples will be shared to demonstrate how else online collaborative writing tools can be utilised to stimulate the process of L2 acquisition and develop learners' digital literacy.

Key words: digital technology, EFL, collaborative writing.

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