CONFERENCE PROGRAMME

14 – 15 November 2019
Grand Hotel Mediterraneo
Lungarno del Tempio 44 – Florence, Italy

Thursday 14 November

Room A 9:35 – 11:15	Room B 9:35 – 11:15	Room C 9:35 – 11:15
ICT for Language Learning	E-Learning	Language Teaching for Social Inclusion

Coffee Break & Poster Session: 11:15 – 11:45

Room A 11:45 – 13:00	Room B 11:45 – 13:00	Room C 11:45 – 13:00
Content and Language Integrated Learning (CLIL)	Curriculum Development	Teachers' Professional Development

Lunch 13:00 – 14:30

Room A 14:30 – 16:10	Room B 14:30 – 16:10	Room C 14:30 – 16:10
Project-Based Learning	E-Learning	Language for Specific Purposes

Coffee Break & Poster Session: 16:10 – 16:40

Room A 16:40 – 18:45	Room B 16:40 – 18:45	Room C 16:40 – 18:45
Primary Education	Hybrid Learning	Language for Specific Purposes

Friday 15 November

Room A 9:10 – 10:50	Room B 9:10 – 10:50	Room C 9:10 – 10:50
Virtual Environments in Language Learning	Language and Identity	Translation

Coffee Break & Poster Session: 10:50 – 11:20

Room A 11:20 – 13:00	Room B 11:20 – 13:00	Room C 11:20 – 13:00
Storytelling in Language Learning	Enhancing Students' Motivation	Self-Efficacy

Lunch 13:00 – 14:30

Room A 14:30 – 16:10	Room B 14:30 – 16:10	Room C 14:30 – 16:10
Educational Strategies	Formative Assessment	English for Medical Studies

Coffee Break & Poster Session: 16:10 – 16:40

Room A 16:40 – 17:55	Room B 16:40 – 17:55
Language Skills Development	Special Needs

Thursday 14 November 2019
Morning Session: 9:00 – 13:00

Room B 9:00 – 9:10	Introductory Speech and Practicalities

Opening Speech 09:10 – 09:30

Language Teaching and Learning in Changing Scenarios. The Way Forward
Mario Pace, University of Malta (Malta)

Room A 9:35 – 11:15	Room B 9:35 – 11:15	Room C 9:35 – 11:15
ICT for Language Learning *Moderator: Regina Kaplan-Rakowski, University of North Texas (United States)*	**E-Learning** *Moderator: Tadhg Joseph Ó Ceallaigh, Mary Immaculate College, University of Limerick (Ireland)*	**Language Teaching for Social Inclusion** *Moderator: Christel Schneider, University of Central Lancashire (United Kingdom)*
Effects of Using the Google Search Engine, the Trello Learning Management System (TLMS), and Classroom Form-Focused Instruction on Developing EFL Learners' Grammatical Knowledge *Roya Khoii, Islamic Azad University, North Tehran Branch (Islamic Republic of Iran)* Transforming the ICT Learning Environment for English Language Learners *Diane Boothe, Boise State University (United States)* Mobile Applications in the Russian Language Class: Revisions and Reflections *Varvara Golovatina, University of West Bohemia (Czech Republic)* The Use of ICTs to Enhance Students' Speaking Skills *Hayat Naciri, University Sultan Moulay Slimane (Morocco)*	Teaching Foreign Languages and Literature Using Synchronous and Asynchronous Online Courses *Josefa Conde de Lindquist, University of North Carolina at Chapel Hill (United States)* Learning Languages via Telecollaboration: "Variation on the Theme" *Alla Nazarenko, Lomonosov Moscow State University (Russian Federation)* Teaching Teacher Students through Innovative Teaching Approaches in Online Learning *Katarina Lindahl, Dalarna University (Sweden)* Preventing Plagiarism through E-Learning: Can't Say you Didn't Know *Roisin Dewart - Emily Rosales, Université du Québec à Montréal (Canada)*	Beyond Marginalized Fragmentation: Technology and Innovation in English-Language Learning in Palestinian HEIs *Alan Bruce, Universal Learning Systems (Ireland)* uugot.it: Solving Challenges of Integration with the Power of TV *Philipp Etzlinger, uugot.it (Austria)* Problematizing Intercultural Communicative Competence in Language Teaching and Learning *Souad Boumechaal, University of Leeds (United Kingdom)* A Cross-Cultural Study of Students' Attitudes towards Digital Language Learning Tools *Christina Rosen, Linnaeus University (Sweden)*

Coffee Break and Poster Session: 11:15 – 11:45

Room A 11:45 – 13:00	Room B 11:45 – 13:00	Room C 11:45 – 13:00
Content and Language Integrated Learning (CLIL) *Moderator: Roya Khoii, Islamic Azad University, North Tehran Branch (Islamic Republic of Iran)*	**Curriculum Development** *Moderator: Julijana Vuco, University of Belgrade (Serbia)*	**Teachers' Professional Development** *Moderator: Josefa Conde de Lindquist, University of North Carolina at Chapel Hill (United States)*
Learning from Mistakes and Detecting Specific Training Needs: A CLIL Grid *Maria Elisabetta Porcedda, Tarragona University "Rovira i Virgili" (Spain)* Pluriliteracies and LOCIT for CLIL *Letizia Cinganotto, INDIRE (Italy)* Catering for the Needs of an Ageing Bilingual Post-Soviet Country – CLIL Training for Emergency Dispatchers in Estonia *Jelena Kapura - Kerli Linnat, Estonian Academy of Security Sciences (Estonia)*	Articulating Learning Objectives and Outcomes in the ICT English Language Classroom *Diane Boothe, Boise State University (United States)* Wrong-Doing, Truth-Telling: Transnational Practices in the Saudi TESOL Teacher Education Landscape *Eman AlJuhani, Royal Commission in Yanbu, Colleges and Institutes (Saudi Arabia)* Practical Considerations in Integrating the CEFR into a Syllabus *Androulla Athanasiou, Cyprus University of Technology (Cyprus)*	EFL Teachers' Perception of Internet Assisted Language Teaching *Lalla Meriem Ouahidi, Sultan Moulay Slimane University, Beni Mellal (Morocco)* Developmental Stages of Good Mentors: Comparison between Novice and Experienced Mentors *Yukari Kato, Tokyo Metropolitan University (Japan)* Breaking the "Cultural Bubble" through the Immersive Model *Nicoletta Peluffo, Kent State University Florence Center (Italy)*

Lunch 13:00 - 14:30

Thursday 14 November 2019
Afternoon Session: 14:30 – 18:45

Room A 14:30 – 16:10	Room B 14:30 – 16:10	Room C 14:30 – 16:10
Project-Based Learning *Moderator: Nicoletta Peluffo,* *Kent State University Florence Center (Italy)*	**E-Learning** *Moderator: Letizia Cinganotto, INDIRE (Italy)*	**Language for Specific Purposes** *Moderator: Mario Pace,* *University of Malta (Malta)*
Visual, Tactile and Motor Grammar Learning in Project-Based Approach *Mija Selič, C00lSch00l, Language School (Slovenia)* Learning English through Drama – A Partnership Project *Rina Rachel Sondhi, British School of Orvieto (Italy)* The Use of ICT in Project-Based Teaching in Higher Education *Panayiota Hadjiconstantinou, Cyprus University of Technology (Cyprus)* Project-Based Learning (PBL) and English as a Foreign Language (EFL): A Perfect Alliance to Foster Employability *Mercedes Aznar, Florida Universitaria (Spain)*	How to Organize High-Quality Online Language Courses? *Miia Karttunen - Sami Norrbacka, South-Eastern Finland University of Applied Sciences (Finland)* Technologies for Teaching and Learning Intercultural Competence and Interlanguage Pragmatics in L2 Italian. Experiences of Implementing an Online Language Course on Moodle Platform *Borbála Samu, University for Foreigners of Perugia (Italy)* From F2F to Online: Keeping an EAP Course Pedagogically Sound *Randi Harlev - Debbie Lahav, Ruppin Academic Center (Israel)* Multimodal ICT-Enhanced Teaching and Learning in Higher Education: Students' Perspective *Flora Sisti - Susanna Pigliapochi, Università di Urbino Carlo Bo (Italy)*	Approaching Learner Differences with Learner-Centred Teaching in Higher Education *Dietmar Tatzl, FH Joanneum University of Applied Sciences (Austria)* Developing Web-Based Testing Software for LSP. The PUSTULKA Project *Aleksandra Łuczak, Kozminski University (Poland)* On the Use of Authentic Materials in a Legal English Class *Olga Medvedeva, Vilnius University (Lithuania)* Teaching English for Tourism: Fostering the Development of Field-Specific Skills. A Case Study *Elena Păcurar, Babeș-Bolyai University (Romania)*

Coffee Break and Poster Session: 16:10 – 16:40

Room A 16:40 – 18:45	Room B 16:40 – 18:45	Room C 16:40 – 18:45
Primary Education *Moderator: Randi Harlev,* *Ruppin Academic Center (Israel)*	**Hybrid Learning** *Moderator: Nebojša Radić,* *University of Cambridge (United Kingdom)*	**Language for Specific Purposes** *Moderator: Andreja Kovačić,* *University of Zagreb (Croatia)*
Making a Difference: English Learning, ICT and the School Library Hand-in-Hand *Cláudia Mota, Colmeias Joint Group of Schools (Portugal)* Learning EFL Formulaically through Authentic Children's Picture Books: Implications for Implicit Learning *Licia Masoni, University of Bologna (Italy)* Reading Out Loud: Perceptions and Practices of Primary School Teachers *Sandrina Esteves, ISEC Lisboa (Portugal)* Design Exercises to Balance Input and Output in K-12 Classroom *Yun Zhu, St. Catherine's School (United States)* Elementary School Teachers' Preference on Homeroom Teachers and Specialist Teachers for English Classes *Ryuichi Yorozuya, Hokkaido University of Education (Japan)*	Sundanese, Arabic and English Phonology: Introducing a Classless Linguistic Learning *Dedi Sulaeman, Padjadjaran University (Indonesia)* Integrative Blended Learning for French and Italian Language: Meeting the Challenges of the 21st Century *Gabriella Brussino, University of Auckland (New Zealand)* Factors of Success in Hybrid Second Language (L2) Courses *Jorge H. Cubillos, University of Delaware (United States)* Distance or Face-to-Face Education for Language Learning: A Case of English *Dursun Akaslan, Harran University (Turkey)* Teaching and Learning L2 Spanish Intonation: Technology and Classroom Instruction *Angela George, University of Calgary (Canada)*	Foreign Language of Work: New Challenges for Serbian as a Foreign Language *Julijana Vuco, University of Belgrade (Serbia)* Using Wikis to Support the Development of Entrepreneurial Skills in a Business English Course *Maria de Lurdes Martins - Paula Fonseca, Polytechnic Institute of Viseu - CI&DEI (Portugal)* Integrating Microsoft Teams into English for Specific Purposes Course for Future Learning: A New Business English Course Concept *Ksenia Sharapova, South-Eastern Finland University of Applied Sciences (Finland)* 21st Century Skills and Digital Literacy-Based Activities in a Theme Hotel Website English Project *Paula Fonseca - Maria de Lurdes Martins, Polytechnic Institute of Viseu - CI&DEI (Portugal)* VET_GPS: Guiding Tools for Professional Skills Development in VET *Andrea Anzanello, Pixel (Italy)*

End of Conference Day One

Friday 15 November 2019
Morning Session: 9:10 – 13:00

Room A 9:10 – 10:50	Room B 9:10 – 10:50	Room C 9:10 – 10:50
Virtual Environments in Language Learning *Moderator: Christina Rosen,* *Linnaeus University (Sweden)*	**Language and Identity** *Moderator: Alexandra Cotoc,* *Babeș-Bolyai University (Romania)*	**Translation** *Moderator: Alexey A. Tymbay, MGIMO University -* *Ministry of Foreign Affairs (Russian Federation)*
Low-Immersion versus High-Immersion Virtual Reality: Definitions, Classification, and Examples with a Foreign Language Focus *Regina Kaplan-Rakowski, University of North Texas (United States)* *Alice Gruber, University of Applied Sciences Heilbronn (Germany)* Classification of Games to Be Used in Virtual Learning Environments - Some Reflections Based on the EU Funded GUINEVERE Project *Christel Schneider, University of Central Lancashire (United Kingdom)* Relationships between Students' Grammar Acquisition, Computer Literacy and Self-Regulation Variables in a Virtual Learning Environment with Wiki-Based Grammar E-Tivities *Andreja Kovačić - Goran Bubaš, University of Zagreb (Croatia)* A Simple Blueprint for Using Oculus Rift in the Language Learning Classroom *Dimitrios Boglou, Cyprus University of Technology (Cyprus)*	World Languages in High School: The Freedom to Discover the World (A Practical Example in the French Class) *Elena Martí Alonso, American School of Valencia (Spain)* Aims and Tasks of Teaching Names of Peoples, Ethnic Groups and Ethnic Communities in Foreign Language Teaching in Unified Europe *Tanya Georgieva, University of Sofia, DLTIS (Bulgaria)* Multi-Relational Latent Lexicology-Semantic "LEXICOLSEM" Analysis Model for Extracting Qura'nic Concept *Asma Abdul Rahman, Islamic Science University of Malaysia (Malaysia)* Readiness of Education Students in the Licensure Examination for Teachers (LET) *Ethel Reyes-Chua, Emilio Aguinaldo College - Cavite (Philippines)*	The Mosaic of Ecological Discourse in the Light of Translation Studies and Cognition *Irina A. Bykova - Elena A. Notina, RUDN University (Russian Federation)* *Nebojša Radić, University of Cambridge (United Kingdom)* Teaching the Specific Language of Italian Lyric Texts to Future Opera Singers *Katerina Stroblova, University of West Bohemia (Czech Republic)* Modern Scientific Communication and its Efficacy through the Prism of Science Education: Dialectic Interaction between Cognition and Discourse Phenomena *Elena A. Notina - Irina A. Bykova, RUDN University (Russian Federation)* *Nebojša Radić, University of Cambridge (United Kingdom)* Assessing the Capacity of Machine Interpreting Technologies: The Russian Experience *Nataliya Belenkova, RUDN University (Russian Federation)*

Coffee Break and Poster Session: 10:50 – 11:20

Room A 11:20 – 13:00	Room B 11:20 – 13:00	Room C 11:20 – 13:00
Storytelling in Language Learning *Moderator: Alan Bruce,* *Universal Learning Systems (Ireland)*	**Enhancing Students' Motivation** *Moderator: Nataliya Belenkova,* *RUDN University (Russian Federation)*	**Self-Efficacy** *Moderator: Giedrė Balčytytė-Kurtinienė,* *Vilnius University (Lithuania)*
Intercultural Literacy: Storytelling, Language and Identity *Nuria Alonso García, Providence College (United States)* A Digital Storytelling Laboratory to Foster Second Language Acquisition in Higher Education: Students' Perspectives and Reflections *Annalisa Raffone, "L'Orientale" University of Naples (Italy)* Digital Storytelling as Support for Teaching Greek as FL/L2 to Adolescents. A Teacher Action Research Project *Panayiota Georgiou, Cyprus University of Technology (Cyprus)* LightVerb-Quest: An Adventure Storytelling Game to Foster Second Language Acquisition and Verbal Multi-Word Expressions Assimilation *Annalisa Raffone, "L'Orientale" University of Naples (Italy)*	The Role of EFL Teachers in Decreasing Learners' Reticence *Nahid Zarei, Islamic Azad University-Maragheh Branch (Islamic Republic of Iran)* International Cooperation for the Promotion of Multilingualism *Elisabetta Delle Donne, Pixel (Italy)* Understanding Language Acquisition Based on Research in Language Learning Styles *Petra Langerová, Masaryk University (Czech Republic)* Learning German as a Foreign Language: An Empirical Investigation of Motivation Based on Self-Determination Theory *Konstantinos Chatzidimou, Aristotle University of Thessaloniki (Greece)*	Developing Digital Literacy in Online Grammar Teaching and Learning *Eva Duran Eppler, University of Roehampton (United Kingdom)* EFL Listening and Secondary School Learners: Evidence from a Multiple Case Study *Chiara Bruzzano, University of Leeds (United Kingdom)* Interactive Listening – A Can-Do Paradigm *Anthony Green, Bari University Veterinary School (Italy)* *Mimmo Bracciodieta, Liceo Scientifico Leonardo da Vinci (Italy)* Communication Competence Related Skills in the Context of Student Performance and Teaching in EFL Classroom *Goran Bubaš - Andreja Kovačić, University of Zagreb (Croatia)*

Lunch 13:00 – 14:30

Friday 15 November 2019
Afternoon Session: 14:30 – 19:00

Room A 14:30 – 16:10	Room B 14:30 – 16:10	Room C 14:30 – 16:10
Educational Strategies *Moderator: Debbie Lahav,* *Ruppin Academic Center (Israel)*	**Formative Assessment** *Moderator: Rina Rachel Sondhi,* *British School of Orvieto (Italy)*	**English for Medical Studies** *Moderator: Dietmar Tatzl, FH Joanneum* *University of Applied Sciences (Austria)*
Advancing Scholarship in Immersion Teaching and Learning through Blogging *Tadhg Joseph Ó Ceallaigh, Mary Immaculate College, University of Limerick (Ireland)* Using TED Talks for Updating and Customizing the Learning Experience *Alexey A. Tymbay, MGIMO University, Ministry of Foreign Affairs of the Russian Federation (Russian Federation)* Green Week: A Full Immersion Language Program Focused on our Environment *Deana Bardetti, Lesley University (United States)* Creativity of the Polish Students in Foreign Language Learning: The Benefits of English in the Process of the Acquisition of German *Izabela Bawej - Agnieszka Kurzyńska, Kazimierz Wielki University (Poland)*	Formative Assessment: A 20th Century Relic or a 21st Century Solution? *Mateja Prevodnik Mayland, Gimnazija Škofja Loka (Slovenia)* Digital and Pedagogical Challenges in Teaching and Assessing Students of European Languages on their Year Abroad *Emmanuelle Lacore-Martin, University of Edinburgh (United Kingdom)* Teaching and Assessing EFL Productive Skills with ICT in Distance Learning at a Higher Education Level *Inmaculada Senra-Silva, Universidad Nacional de Educación a Distancia (UNED) (Spain)* A Systematic Review and an Annotated Bibliography of Second Language Learning Formative Assessment: An Overview *Skevi Vassiliou - Salomi Papadima-Sophocleous, Cyprus University of Technology (Cyprus)*	A Study of ESP Material for Nursing Students Concerning Medical Specialists *Yoshiko Kozawa, Suzuka University of Medical Science (Japan)* Enhancing the Use of the Spanish Language in a Service Learning Environment *Luis Arévalo, Wheeling Jesuit University / Dixie State University (United States)* Students as Experts and the End Result of SSR Performance in an ESP Course for Psychology *Alexandra Cotoc, Babeş-Bolyai University (Romania)* The Success and Challenges of ICT Utilization in Armenia *Armine Vahanyan, Armenian State Pedagogical University after Kh. Abovyan (Armenia)*

Coffee Break and Poster Session: 16:10 – 16:40

Room A 16:40 – 17:55	Room B 16:40 – 17:55
Language Skills Development *Moderator: Nahid Zarei, Islamic Azad University - Maragheh Branch (Islamic Republic of Iran)*	**Special Needs** *Moderator: Olga Medvedeva,* *Vilnius University (Lithuania)*
Literary Self-Translation and Language-Learning Attainment *Nebojša Radić, University of Cambridge (United Kingdom)* Non-Native English: In Search for Rhythm *Giedrė Balčytytė-Kurtinienė, Vilnius University (Lithuania)* Does Learners' Shared L1 Use for a Task Completion Hinder L2 Development? *Natsuyo Suzuki, Rikkyo University (Japan)*	Sign Language Learning Material for Undergraduate Students: Brazilian Sign Language Glossary *Lucas Vieira de Miranda, FEEC/UNICAMP (Brazil)* Inclusive Foreign Language Learning through Digital Tools *Emanuela Leto, I.C. Laura Lanza Baronessa di Carini (Italy)* English Language Class as a Space for Students from Indigenous Community *Falguni Bharateeya, Nalini-Arvind & T.V. Patel Arts College (India)*

Closing Speech: 18:10 – 18:30

The Journey from Meaning to Understanding - Language, Culture and Difference in a Changing World
Alan Bruce, Universal Learning Systems (Ireland)

Cocktail 18:30 – 19:00

Virtual Presentations (Available on the Conference Website)

A Study on Impoliteness Encountered by Chinese EFL Students Studying in English-Speaking Countries *Meng Yu, Nankai University (China)*	Gamification in a Homo Zappiens Class: Levels and Rewards to Improve Students' Behavior and Increase their Involvement *Ionuț Căpeneață, Transilvania University (Romania)*
Applying CLIL Model in Overseas Language Immersion *Ying Amatya, Defence Language Institute (United States)*	Graduate and International Students Explore Language and Identity within a Win-Win Learning Partnership *Ligia Sarivan, Institute for Educational Sciences (Romania)* *Anca Mihaela Dobrinescu, Petroleum-Gas University of Ploiești (Romania)*
Applying the "Project Method" in Second Language (L2) Teaching. A Multidimensional Interaction with Authentic Input in Autonomous Modes *Maria Skiada, Frederic University - Hellenic Culture School (Cyprus)* *Ifigenia Georgiadou, Hellenic Culture Centre (Greece)*	Integrating Self-Assessment in Higher Education for Developing Master's Students' Self-Reflection and Autonomy in Learning *Soodeh Eghtesad, University of Tehran (Islamic Republic of Iran)*
Applying the SPEAKING Model to Classes of Immigrants for Residence Permit in Italian Formal School for Adults *Damiano Longo, CPIA Lecce (Italy)*	Integrating Virtual Reality in Language Learning Settings *Kelly M. Torres - Aubrey Statti, The Chicago School of Professional Psychology (United States)*
Beyond Pancakes for Breakfast — Assessing Cultural Awareness in the EFL Classroom *Ana Albuquerque, Universidade Católica Portuguesa (Portugal)*	Language for Work - Tools for Professional Development *Titika-Konstantina N. Tsintoni, University of Patras (Greece)*
Cooperative Learning as an Engaging Strategy among Compulsory Education Students *MªElena Gómez-Parra - Cristina A. Huertas-Abril, University of Córdoba (Spain)*	Main Characteristics of Establishing and Maintaining Rapport in an ESP Classroom *Naira Poghosyan, National University of Architecture and Construction of Armenia (Armenia)*
Digital Language Teaching And Learning: A Case Study *Viviana Gaballo, University of Macerata (Italy)*	Neurodidactics: A New Approach in Learning Processes *María del Prado Camacho Alarcón, University of Castilla-La-Mancha (Spain)*
Effective Communication in Kindergartens (Organizations) Affects the Psycho-Social Development of Children *Arlinda Ymeri, University of Scutari "Luigj Gurakuqi" (Albania)*	New Opportunities for Young People to Fight Unemployment: The "Digital Competences for New Jobs" Project *Anca Colibaba, GR.T.Popa University / EuroED Foundation (Romania)* *Irina Gheorghiu, Albert Ludwigs Freiburg University (Germany)* *Ovidiu Ursa, Iuliu Hatieganu University Cluj-Napoca (Romania)* *Anais Colibaba, Trinity College Dublin (Ireland)*
EFL in the i-City and ii Learning Community Lab: A Class in a Cyber-Metropolitan City to Address Education Inequality Stemming from Economy and Geography *Akiyoshi Suzuki - Shin Kurata - Norio Nakamura - Kōichi Matsumoto, Nagasaki University (Japan)*	Practice and Development of Oral Skills through Self-Recordings in EFL *Ana Guadalupe Torres Hernández, Universidad Veracruzana (Mexico)*
Enhancing Chinese Literacy Skills through Drama Activities: A Case Study of Mandarin Chinese for Beginners' Course at the University of Nottingham *Sujing Xu, The University of Nottingham (United Kingdom)*	Pronunciation Accuracy in L2 Speech across Different Production Tasks *Sonia d'Apolito – Barbara Gili Fivela, University of Salento (Italy)*
E-Sports in the ESL Classroom: Can they Help Students Overcome Language Transfer Issues? *Tatiana María Sánchez-Rodríguez – M. Victoria Domínguez-Rodríguez, Universidad de Las Palmas de Gran Canaria (Spain)*	School Box Office, Season 2: The Past and the Future of a Project within a Project to Teach Middle School Students *Cerassela Anghel, Nicolae Iorga School (Romania)* *Alina Crina Terinte, Versesti Sanduleni School (Romania)*
Ethnosemiometric Parameterisation of Diachronic Core of the Concept TRUTH and its Profiles in the British Axioconceptosphere *Nataliia Stefanova, Dragomanov National Pedagogical University (Ukraine)*	Teachers' Attitudes towards Theatrical Laboratories and Experiential Learning: Lithuanian Case *Giedre Straksiene, Klaipeda University (Lithuania)*
Evaluation of an ESP Coursebook Quality: Design-Based Research *Eva Ellederová, Brno University of Technology (Czech Republic)*	Teaching and Learning Arabic Vocabulary *Barbara Bakker, Dalarna University (Sweden)*
From CALL to MALL in the Context of the Internet of Things *Cristina Turcu – Cornel Turcu, Stefan cel Mare University of Suceava (Romania)*	The Pedagogical Potential of MOOCs for Creating a Collaborative Learning Environment *Svetlana Titova, Lomonosov Moscow State University (Russian Federation)*

Posters

A Study on Emotional Valences of Negative and Positive Passive Sentences in Japanese *Kimiko Yorozuya, Hokkaido University (Japan)*	Peculiarities and Advantages of Teaching English through Games *Susanna Asatryan, Yerevan Brusov State University of Languages and Social Sciences (Armenia)*
Changes in Intensity of Primary and Secondary Motivation in Senior Language Learning Program *Eva Homolová - Zlata Vašašová - Renata Vajdičková,* *Matej Bel University (Slovakia)*	Representations of L1 and L2 Words in Preschool Children's Mental Lexicon *Dubravka Vilke-Pinter, University of Zagreb (Croatia)* *Darko Pinter, DV Sunce (Croatia)*
Effective Learning Material for English (L2) Assessed in Terms of Brain Activation Using Functional Near-Infrared Spectroscopy (fNIRS) *Hideko Nakano - Kiyohisa Natsume, Kyushu Institute of Technology (Japan)* *Masanobu Ueda, University of Kitakyushu (Japan)* *Masao Inoue, Hiroshima Prefectural University (Japan)* *Mari So, Shimadzu Advertising & Communications, Co. (Japan)*	The HeartSpeak Project: Stepping Out of the CLIL Classroom and Learning Language through Dance… *Angela D. Kaufman, The HeartSpeak Project (Italy)*
How to Stage a Theatrical Production of a Spanish Play with 0 Prior Experience and very Minimal Budget *Martha Alexander, University of North Carolina at Chapel Hill (United States)*	The Importance of Implementing Soft Skills into Business English Classes *Nasiba Valieva - Nodira Mukhitdinova, Republican Graduate School of Business and Management (Uzbekistan)*
ICT Learning Advantages for English Language Learners *Nodira Mukhitdinova - Nasiba Valieva, Republican Graduate School of Business and Management (Uzbekistan)*	Using Modern Technology to Improve English Teaching and Learning *Xiaojun Wang - Jiří Dostál - Avan Kamal Aziz,* *Palacký University Olomouc (Czech Republic)*
Mind-Mapping as a Tool in Teaching ESP/CLIL Presentations *Anna Kucharíková - Martina Lipková - Jana Lokajová,* *Slovak University of Technology in Bratislava,* *Faculty of Mechanical Engineerig, ÚjŠ (Slovakia)*	