



Prof. Marcela Cazzoli
Professor of Spanish and Applied Linguistics
Durham University

Marcela Cazzoli is Professor of Spanish and Applied Linguistics at Durham University and a nationally recognised voice in language education policy and advocacy. She is a Council Member of the Chartered Institute of Linguists (CIOL) and Vice-Chair of the University Council for Languages (UCFL), where she works closely with universities, schools, policymakers, and professional bodies to address structural challenges facing language learning in the UK.

Her academic work focuses on sociolinguistics and language education, with particular interests in Spanish, minority and heritage languages, and questions of prestige, access, and linguistic identity. Alongside her research, she has held senior education leadership roles in higher education and has led major initiatives aimed at widening participation and sustaining language provision.

Marcela is actively involved in national conversations on the future of languages, contributing to policy consultations, sector reports, and cross-institutional initiatives. Her work bridges research, teaching, and policy, with a strong commitment to collaboration and to positioning languages as central to education, culture, and the public good.

Timeless vs timely.

what should language education hold on to?

Language education is increasingly shaped by the imperative to remain "timely": to respond to current events, integrate digital tools, foreground employability, and incorporate AI into teaching and assessment. While these developments are often presented as necessary and progressive, they prompt a trickier question: what, if anything, should remain constant? Rather than choosing between the timely and the timeless, I argue for holding them in productive tension, as a curricular principle, not a compromise.



Wei Shao
Senior Lecturer in Chinese Studies
Cardiff University

Wei Shao is a Senior Lecturer in Chinese Studies and BA Modern Chinese Programme Director at Cardiff University. He has taught in the BA Chinese programmes at the University of Manchester, the University of Leeds, and the University of Sheffield as well as the Open University. Wei also has taught in several British independent and public secondary schools. Wei's recent publication features the textbook series 'Social Perspective 社会视角'.

Developing reflective and metacognitive skills in listening practice

The paper presents the effectiveness of a teaching method based on metacognitive and reflective skills in developing listening competence. Already after five weeks of classes, all learners demonstrated greater awareness of the thinking process, their personal weaknesses and effective strategies which can be adopted when completing the tasks. Most learners also reported significant progress in their listening and increased confidence.



Amélie Boubaker
Lecturer in French
Language Education
King's College London

Amélie Boubaker is a Lecturer in French Language Education whose work centres on inclusive, creative, and neuroscience-informed language pedagogy. She explores how creative writing, theatre, transcreation, reflective journaling, and serious games enhance learner engagement, confidence, and well-being. Her teaching blends digital tools with performative methods to support diverse learners. She is actively involved in curriculum innovation, and fosters interdisciplinary partnerships, disseminating her findings through talks, workshops, and conference contributions.

*Taking time to write:
how we developed an embodied
journaling practice*

Piloted in 2024/2025 at the Centre for International Education and Languages (King's College London) and expanded in 2025/2026 through collaboration at CIEL and with a partner team at UCLouvain, the project explores how the practice of journalling can support learner development and teacher decision-making. Across languages and levels, teachers observed reduced learner anxiety, increased willingness to write, greater fluency over time, and the emergence of reflexive habits. Challenges were addressed progressively, leading to us starting the development of a shared "journalling kit".



Dr. Miho Inaba
Senior Lecturer in
Japanese Language
Cardiff University

Miho Inaba is a Senior Lecturer in Japanese Language at the School of Modern Languages, Cardiff University. Her research interests focus on language learning strategies and learner motivation, analysed through a sociocultural lens. She is the author of *Second Language Literacy Practices and Language Learning Outside the Classroom* (2018) and published work on mediation in informal language learning (2023).

*Sentence-level writing and
immediate feedback in Japanese
grammar classes*

This presentation reports on a pedagogical approach used in a final-year Japanese grammar class, in which students complete sentence-level writing tasks based on target grammar items and receive immediate individual feedback during class. Writing is thus treated not simply as follow-up practice, but as a way of engaging learners more actively with grammar. The presentation then explores the teacher's support for these sentence-level writing tasks in terms of mediation, focusing on how immediate and individual support functions as scaffolding within the learners' zone of proximal development (Vygotsky, 1978; Wood, Bruner & Ross, 1976).





Dr Xiaoxi Sun
Lecturer in Chinese
University of Exeter

Dr Xiaoxi Sun holds a PhD in Applied Linguistics, with research interests encompassing Second Language Acquisition, Second Language Teaching, Language Assessment, and Discourse Analysis. Currently, she is a lecturer in Chinese at the University of Exeter. She teaches a variety of modules designed for students learning Chinese as a foreign language, catering to a range of proficiency levels.



Dr Yan Wen-Thornton
Senior Lecturer in Chinese
and Literature
Coordinator for Asian
Languages
University of Exeter

Senior Lecturer in Chinese and Literature, and Coordinator for Asian Languages at the University of Exeter. Her teaching focuses on Chinese language, Chinese for Business, and modules on cultural heritage. She has also co-taught courses in Classical Chinese and Modern Chinese literature. Her research interests include narratives, gender, and cultural studies.

Integrating performance assessment with critical essay writing in Classical Chinese

This presentation examines an innovative undergraduate module, Classical Chinese, designed to move beyond the conventional grammar-translation model. The module integrates Classical Chinese texts into comparative and thematic frameworks, placing them in dialogue with other traditions and encouraging students to explore questions of ethics, governance, and human nature across cultures. This shift in teaching content is paired with a redesigned assessment strategy that combines integrated performance assessment with critical essay writing. The paper demonstrates how rethinking both content and assessment can transform student perception, and responds to broader trends in curriculum internationalisation and skills-based education.



Mandy Q. Poetzsch
Associate Professor in
German Language
Pedagogy
University of Bristol

Mandy Q. Poetzsch is Associate Professor in German Language Pedagogy at the University of Bristol. She is the language director for German at the University of Bristol and coordinates the German language provision across degree and university wide language courses, as well as two language teaching units. She specialises in language acquisition, curriculum design, and computer-assisted language learning with a research focus on assessment design, flipped classrooms, and teacher education.

AI, inclusion, and accessible practices in the Modern Languages classroom

As AI tools become increasingly embedded in students' everyday lives, they offer both challenges and opportunities for more inclusive and accessible language learning. This presentation explores how AI can be harnessed to support equitable participation, enhance digital literacy, and foster inclusive assessment practices within the language curriculum.

The aim of the session is to highlight the potential of AI for an inclusive language classroom, but only if staff and students alike are trained in using it as such.



Beatrice Lombardi
Lecturer in Italian
King's College London

Beatrice Lombardi is a Lecturer in Italian at King's College London Language Centre and a Fellow of Advance HE. She has over a decade of teaching experience across the UK, France, and Italy. Her work focuses on feedback literacy, intercultural learning, and the pedagogical use of AI in language education. She is currently developing an AI-mediated Socratic feedback model to support students' reflective and agentic engagement with feedback.

Slowing down feedback: creating time for reflection through an AI-mediated Socratic feedback cycle

This paper presents an exploratory pedagogical project implemented in a beginner-level Italian language course at King's College London, introducing an AI-mediated Socratic feedback cycle designed to support students' reflective engagement with feedback over time. The cycle unfolds over time across several stages of the learning process. By creating structured opportunities for students to analyse their errors, articulate an action plan, and apply feedback in a subsequent task, the cycle aims to transform feedback from a perceived judgement into a resource for learning.



Ruth Winter
Senior Lecturer and
Deputy Language
Director in German
University of Bristol

Ruth Winter (MA, PGCE) is Senior Lecturer and Deputy Language Director at the Department of German at the University of Bristol. She has been teaching German at the university for more than twenty years and is module leader for the ab initio unit on the German degree programme and for the Advanced German course on the UWLP programme. Her main interests in language teaching are effective feedback, learner autonomy and plurilingual learning.

Students as teachers: taking the flipped learning approach to a new level

Flipped learning is a pedagogical approach that goes back to the 1990s. I present two classroom activities which take the concept of flipped learning to a new level, allowing students to gain new perspectives and experiences and take on more responsibility by swapping roles with the tutor. In my Advanced German module, I ask students to take the helm for one week by preparing and delivering a lesson on a topic chosen by the students themselves. In my German course for beginners, I have introduced a novel technique to check students' understanding, which I call 'teach-back time', inspired by a method used in healthcare.

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We are grateful to the following organisations for their support:

