



RETHINKING THE ROLE OF LANGUAGE CENTERS: FLEXIBILITY, RELEVANCE & VISION

01 MARCH – 03 MARCH 2023 AT THE UNIVERSITY OF BREMEN

CALL FOR PAPERS

New technologies, new formats and methods, as well as changing learning environments require everyone involved in teaching and learning to have new competencies. This is a good thing – because it creates opportunities to reflect on and rethink the organization, concepts, and content of language teaching. In the last two years, language teaching at universities and other educational institutions has been subject to far-reaching changes. Due to the Corona pandemic, teachers and learners have had to adapt to online teaching and advising and to associated technologies within a short period of time. While digital teaching, learning and assessment – whether online or in blended learning scenarios – have been used in higher education for some time, they became a necessity almost overnight in the pandemic. This led to a surge in digitization that revealed new necessities for language centers and created room for creativity.

Evaluations of the language courses during the Corona semesters at universities have revealed, among other things, that students and teachers want to continue having selected courses offered online or in *blended-learning* formats in the future. This desire takes into account the heterogeneity of teachers and learners in terms of learning cultures, learning locations, learning styles, and learning times, and it offers us the opportunity to jointly develop and try out new concepts.

At the same time, flexibility on the part of the language centers is required for the implementation of new courses and formats. During the pandemic, it was sometimes possible for students to participate in language courses or autonomous learning programs at other universities that were not being offered at their own

language centers. Similarly, instructors were able to work online at multiple universities that were geographically far apart. This has pooled resources and expertise and created networks that can be considered when designing future language learning opportunities, also in terms of developing sustainability concepts in the portfolio of services offered by language centers. In this regard, we are called upon to recognize and encourage collaborations beyond the bounds of our own institutions.

The 8th Bremen Symposium will focus on the following questions:

- How can language centers at universities (re) position and network themselves in the future? What will be relevant in terms of language policy, what visions of communities of practice and discourse could emerge at the respective language centers and in the network?
- What (new) learning formats, course programs, and examination procedures will be needed and feasible? What are the challenges involved and how do we address them?
- In the context of (autonomous) lifelong language learning, how do we prepare students for the time after graduation?

Empirical, practical or theoretical approaches to these topics can be presented and discussed in parallel sessions, workshops, discussion groups, and in a research colloquium.

We cordially invite you to present your work in one of our presentation formats (see below). The contributions should clearly demonstrate a relation to language teaching at universities.

Planned Parallel Sessions

– Lifelong Learning and Language Centers

How do we prepare students for language learning after academia?

– Interculturalism and Multilingualism

How can we promote interaction in language learning and dialog between cultures, languages and language learning communities?

– Flexible Learning and Teaching Formats

How are hybrid, blended, asynchronous and synchronous learning and teaching formats helping us further adapt our teaching practices?

– Online Language Assessment

Which tools can we use, what (new) assessment formats are there, and what precautions do we need to take?

– Autonomy

How can we reframe and promote the concept of learner autonomy amongst language teachers, learners and stakeholders? How can this autonomy be sustainably supported and how can appropriate learning spaces be designed for it?

POSSIBLE FORMS OF PRESENTATION

- Hold a talk in one of the 5 parallel sessions (25 min talk + 10 min discussion)
- Interactive workshop (90 minutes)
- Poster presentation
- Presentation in a research colloquium

LANGUAGES FOR TALKS

German, English, other languages after prior consultation with the organizing team

HOW TO PROPOSE A TALK

Submit an abstract between

August 01, 2022 and October 31, 2022.

This may only be done online at

<http://www.sprachenzentrum-bremen.de/symposion>

CONFERENCE FEES

- regular rate: 125 €
- reduced rate: 70 €*

* registered students and doctorate students

REGISTRATION AND FURTHER INFORMATION

Starting September 01, 2022

Please note: The number of participants is limited to 200 persons in order to ensure a post-Corona-compliant implementation of the event.

www.sprachenzentrum-bremen.de/symposion

ORGANIZER

Sprachenzentrum der Hochschulen im Land Bremen (SZHB) in cooperation with the Association of Language Centres, Language Teaching Institutes and Institutes of Foreign Languages at German Universities (AKS)

ORGANIZING TEAM

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