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Naouel Zoghلامي, Cédric Bruderemann, Cédric Sarré, Muriel Grosbois

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Preface

Naouel Zoghلامي¹, Cédric Bruder mann²,
Cédric Sarré³, and Muriel Grosbois⁴

The 2021 EUROCALL conference was held in Paris on 26-27 August 2021 as a fully online event hosted by Cnam Paris. It was preceded by an online project event, the CATAPULT Symposium on 25 August 2021 hosted by Sorbonne Université.

The conference theme was *CALL and Professionalisation*.

Technology – the new mediator of learning – has both revolutionised the way we learn languages and created a sense of urgency in the need to modernise the initial and ongoing training of today’s and tomorrow’s professionals. As a result, by focusing on research, technological development, and innovation, this conference set out to explore the potential of technology and of the expansion of educational opportunities in foreign languages to provide a basis for addressing the current issues both higher education and the job market are facing in the 21st century.

A key aspect of the current socio-economic reality is to support learners in increasing their foreign language skills and other competencies required in today’s technology mediated society (team work, project management or the use of digital technologies for example) and help them enhance their employability on the job market. To address these issues, the following subthemes were identified and proposed in the conference call for papers: professional development, teacher education, assessment, multimodality, interculturality, soft skills, internationalisation, and translation (tools).

1. Conservatoire National des Arts et Métiers, FoAP (Laboratoire Formation et Apprentissages Professionnels); naouel.zoghlami@lecnam.net; <https://orcid.org/0000-0002-0181-6306>

2. Sorbonne Université, CeLiSo (Centre de Linguistique en Sorbonne); cedric.brudermann@sorbonne-universite.fr; <http://orcid.org/0000-0003-2645-007X>

3. Sorbonne Université - INSPE de l’académie de Paris, CeLiSo (Centre de Linguistique en Sorbonne); cedric.sarre@sorbonne-universite.fr; <https://orcid.org/0000-0002-8548-2824>

4. Conservatoire National des Arts et Métiers, FoAP (Laboratoire Formation et Apprentissages Professionnels); muriel.grosbois@lecnam.net; <https://orcid.org/0000-0003-2258-8733>

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The 2021 EUROCALL conference engaged just under 250 speakers from 40 different countries. Cnam Paris and Sorbonne Université joined forces to host and organise the event despite the challenging context due to the Covid-19 pandemic. Originally programmed to be held on site in the heart of Paris, France, the EUROCALL organising team and executive committee agreed to opt for a blended and then for a fully online conference. Thanks to sustained combined efforts and to the outstanding customer service provided by the Whova® team which provided the platform, a totally new and innovative format emerged combining a diversity of livestreamed events in six parallel strands:

- 4 plenary sessions;
- 8 group sessions in which 3 presenters gave a five-minute lightning talk with a total of 131 presentations;
- 6 individual sessions in which each presenter gave a twenty-minute presentation, totalling 35 presentations;
- 36 poster presentations in the artefact centre;
- 9 special interest group meetings and symposia; and
- an editors' workshop.

To sustain the EUROCALL community, the participants were asked to upload their pre-recorded presentations or posters on the Whova platform by mid-July, thus allowing for exploration of content, scientific exchanges around the conference themes, socialisation, and interactions with presenters as well as with the plenary speakers prior to the conference.

The four outstanding keynote presentations were given by the professors as follows.

Professor **Laurent Filliettaz**, from the University of Geneva (Switzerland), who focused on *the linguistic demands of workplace learning: power and miscommunication in vocational training interactions*. The purpose of his talk was to reflect on the complex literacy practices of a specific category of learning workers. Based on a social and situated approach to literacy, Prof. Filliettaz proposed to identify and discuss some of the challenges that apprentices from different cultural backgrounds are facing when entering the workplace and when applying new knowledge and skills in professional settings. He provided empirical

material for addressing the issue of discourse and interaction in the workplace and discussed some practical implications regarding the role of language and interactional competences in initial vocational education programmes.

Professor **Greg Kessler**, from Ohio University (USA), dealt with *disruptive CALL: anticipated innovations in technology, pedagogy, and language learning*. The presenter shared his thoughts about the changing nature of language teaching and learning in relation to technological and pedagogical innovations, including emerging trends in artificial intelligence, automation, assessment, data driven learning, automated speech interfaces, and a variety of forms of natural language processing and artificial intelligence. Some of the tools and resources associated with these developments have found their way into language teaching and learning while others certainly will in the near future. Prof. Kessler discussed creative ways to focus on communication while designing instructional experiences which should harness the potential of these emerging innovations in a thoughtful manner.

Professor **Rudy Loock**, from Université de Lille (France), delivered a keynote presentation entitled *no more rage against the machine: developing students' 'Machine Translation Literacy'*. He discussed the use of machine translation tools by both undergraduate students in languages and master's students in translation. If teaching these tools and post-editing is no issue in a master's translation programme as such skills are often necessary to join today's translation market, the use of machine translation in language classes with undergraduate students is still controversial. However, Prof. Loock reported on a study that shows that such students do massively use it but fail to correct its errors, hence the need to help them develop their machine translation literacy.

Professors **Denyze Toffoli** and **Geoffrey Sockett**, respectively from Université de Toulouse and Université de Paris (France), explored *teaching English for specific purposes online, blending formal, non-formal, and informal contexts, examples from online courses in undergraduate social Sciences*. In their talk, they argued for a big-picture view that “CALL means learners learning language in any context with, through, and around computer technologies” (Egbert, 2005). Profs Toffoli and Sockett claimed that “this means that much CALL is informal learning through the host of leisure activities which now involve English, as young people get their daily fix of vlogs, series, and multiplayer games”. They further explained what this means in our day-to-day work when designing English for Specific Purposes courses for students in French Universities from a microscopic point of view.

We would like to address our warmest thanks to all the participants, keynote speakers, presenters, special interest groups, and workshop contributors. We are also very grateful to our institutional sponsors, namely the Cnam, Sorbonne Université, INSPE de Paris, FoAP, CeLiSo, LabEx haStec, and Erasmus+.

Of course, we would like to extend our gratitude to the EUROCALL executive committee, the scientific committee, the organising team, and the English teaching fellows from the Cnam language department, who served as moderators. This new and unique experience has allowed us to develop new skills in terms of conference organisation, and we believe the format we initiated might serve as a basis for future conferences, given its great success.

As for this volume, it is a selection of 54 short papers by some of the EUROCALL 2021 presenters and it offers a combination of research studies as well as practical examples fairly representative of the eight subthemes of the conference. They are ordered alphabetically. We would like to thank the authors as well as the reviewers for their time and efforts in ensuring the highest scientific standards expected for and from the EUROCALL community. Finally, we would like to warmly thank Sylvie Thouësny and Linda Bradley in particular for their support in the publication process of this volume of short papers. We hope you will enjoy reading it!

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CALL and professionalisation: short papers from EUROCALL 2021

Edited by Naouel Zoghalmi, Cédric Bruderemann, Cedric Sarré, Muriel Grosbois, Linda Bradley, and Sylvie Thouéšny

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