Crises, challenges, innovations

An international interdisciplinary conference organised by CRINI and the department of Applied Foreign Languages and International Business

University of Nantes

22-24 June 2022

The dual health and climate crises confronting humanity and the planet today are unprecedented. These crises are impacting human activity in all its diversity extending across cultural, societal, political, legal, business, economic and educational spheres. In addition to these global phenomena, we have also witnessed national, social ("Black Lives Matter" in the United States, the Afghan crisis...) and political crises (Brexit in the United Kingdom, American insurrection on Capitol Hill in January

2021...). This period evokes representations of real and fictional historical crises. The specter of natural disaster - pandemic, flood, fire, hurricane - and the effects on populations seem to come to life in the media and in the contemporary collective imagination.

This international conference proposes to bring together researchers and professionals from various fields to examine different aspects of the current period, but also of other periods of crisis. We will set out to examine the challenges that arose during these critical times and those that we still face today. Finally, we will also study the opportunities presented by these crises and, in particular, the economic, business, cultural and legal innovations that have emerged and continue to emerge. In the spirit of Applied Foreign Languages and International Business (LEA), a department strongly invested in research in the humanities and social sciences at the University of Nantes, and of the Centre for Research on Identities, Nations and Interculturality (CRINI), this conference is intended to be resolutely interdisciplinary and international. The notions of crisis, challenge and innovation will be examined in three workshops corresponding to the research topics of CRINI's Theme 2: 1) Language for specific purposes and specialised translation - LSP Didactics; 2) Identities and processes of patrimonialisation; 3) New challenges in international business: trade & supply chain perspectives. The scope of the crises and the multiplicity of their consequences on human activity require an interdisciplinary approach to analyse and understand these complex events**.

Call for papers specific to workshop 1:

Languages for specific purposes, specialised translation and LSP didactics

Teaching foreign language through digital tools has experienced trial by fire in higher education since the start of the Covid-19 crisis. In many universities, foreign language departments and language classes for other disciplines were abruptly and massively moved to distance or hybrid teaching modes. This forced acceleration of the integration of communication technology in foreign language classes has been the topic of scientific and press articles since the beginning of social distancing measures taken to contain Covid-19 (Saber, 2020). The integration of technology and language teaching, however, largely antedated the pandemic (Grosbois, 2012), as evinced by the publication dates of the first volumes of *ReCall*, the Journal of the European Association for Computer Assisted Language Learning ("Editorial," 1989) and *CALL* (Cameron, 1990). We can also point to methods, such as data-driven learning (DDL) that were debuted the 1990s (Boulton, 2017; Boulton & Cobb, 2017; Johns, 1991).

While it is clear that the Covid-19 pandemic did not launch technological integration in foreign language teaching and learning, the wide-spread crisis has highlighted the necessity of considering the place of digital tools has become pressing question in the larger community of researchers and language teachers. The pandemic gave a sense of urgency and ubiquity to long-standing research themes within the CALL community, such as student and teacher motivation in digital environments (Appel & Gilabert, 2002; Develotte et al., 2005; Estrada et al., 1994; Reinhardt & Nelson, 2004). As such, the crisis provides an opportunity to investigate what the integration of technology in LSP programmes has revealed about teaching and learning applied LSP since its dawn in the late 1980s and especially since its acceleration in 2020.

Anchored in an interdisciplinary conference, this workshop will consider the challenges and opportunities that technological innovation provides to language learning, teaching, and research. We propose three thematic areas and a non-exhaustive list of questions that might be addressed in communications:

1. Integration of digital corpora and quantitative tools in LSP programmes. This includes the creation and annotation of specialised corpora (Nesi, 2015), the training of students to use corpora in language learning (Aijmer, 2009; Boulton, 2016, 2017; Boulton & Vyatkina, 2021; Gavioli, 2005), the use of learners' corpora (Gilquin et al., 2007) and translation technology (Frérot & Pecman, 2021; Gledhill & Zimina-Poirot, 2019; Kübler et al., 2018).

    a. What new tools or methods have been created or exploited?

    b. How have corpora been integrated into distance or hybrid classes?

    c. How has machine translation technology been integrated into online assignments and evaluations?

2. The large-scale implementation of digital platforms has also increased the amount of digital data available from language learners. This provides a key opportunity to investigate what linguistic data from learners' productions can teach us about the nature of language itself and what insights learner corpora may hold for applied language teaching (Milin et al., 2016).

    a. What type of data has been generated through online assignments and video classes?

    b. Does this data have any particular characteristics? How could it be used to understand second language acquisition and, more generally, language itself?

3. Papers may also address the question of the impact of the pandemic on the acceptance of technology and its integration into LSP programmes.

    a. Has the pandemic increased the acceptance of these tools or has it rather strengthened the resistance to technology in teachers, students, and university administration?

    b. Faced with the challenge of the pandemic, how did teachers redesign their courses? How did practices change? Were some approaches better suited to the new context? Have new practices/approaches emerged? Will these new practices/approaches become permanent?

    c. How has it changed the representation of the role of the teacher, of the student, and of technology in LSP didactics?

    d.Have stereotypes about teaching and learning been changed, reinforced, or invented?

Important dates:

End of September 2021: Call for Papers published

15 January 2022: Deadline for abstract submissions

25 February 2022: Deadline for abstract submissions
25 March 2022: Acceptance notifications
30 April 2022: Final programme published

Spring 2023: Publication of special issue with certain papers after evaluation

Instructions for contributors
Presenting your submission
Please send an anonymous abstract to the following address:

<colloque.crini-lea2022@univ-nantes.fr>

Please include "Workshop 1/ Atelier 1" in the subject line and the title of the paper, the name(s) of the author(s), their position, their institution (with postal address) and their e-mail address in the body of the email.

The abstract should be sent as an attachment in .pdf format. It should not be more than 500 words, references included. It must be anonymous and not contain information identifying its authors in the abstract itself or in the metadata of the file. Abstracts and presentations may be in French or English, but the latter is preferred because of the international nature of the conference.

Registration
The registration fee is 75 € (35 € for PhD students).

Lunch and coffee breaks on June 22, 23 and 24 are provided by the organisers.

Organising committee:

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