

## **The Language Education TIG in Vlorë, Albania**

At the Language Education TIG in Vlorë, **Faris Keblawi and Iman Keblawi from Al-Qasemi University in Israel** presented their work on self-regulated vocabulary learning in a Moodle-based course. Their presentation explored how learners can take greater control of their vocabulary development through structured online tasks and guided autonomy within a digital learning environment.

**Ulrika Jonsson from the University of Gothenburg in Sweden** discussed language testing in Sweden. She presented results from receptive English proficiency tests taken by Swedish sixth-grade students as part of the National Tests, covering the period from 2013 to the present.

**Juljana Jacobsen from VIA University College in Denmark** shared her work on reading and writing culture in and out of texts, focusing on representations of Africa in foreign language classrooms within a Danish educational context. Her presentation demonstrated how reading and writing activities can help students critically examine how Africa is portrayed in texts and develop more reflective intercultural perspectives.

**Adinda Dewit from PXL University of Applied Sciences in Belgium** focused on the use of AI as a reading coach. She highlighted the challenges many higher education students, particularly multilingual learners, face when engaging with academic texts due to complex language, vocabulary, and concepts. The presentation explored how Generative AI can make academic texts more accessible and support inclusive learning.

**Anne Decelle from the UCLL Department of Teacher Education in Belgium** presented a project investigating how explicit language and grammar instruction can be integrated into writing lessons rather than taught separately. The project is based on a focus-on-form approach, which involves drawing learners' attention to linguistic features—such as grammar, sentence structure, cohesion, vocabulary, and punctuation—while they are engaged in meaningful communication and writing tasks.

**Cynthia Savage of Texas Christian University** explored Choctaw language revitalization through Chahta Anumpa Aikhvna (the Choctaw Language School) as a model of “teaching without walls.” Her presentation highlighted how community-based, intergenerational, and virtual language programs have supported the preservation of the Choctaw language, demonstrating the importance of tribal sovereignty and culturally grounded education in sustaining Indigenous languages.

**Liza Lee from Chaoyang University of Technology in Taiwan** presented a case study on the effects of music therapy on spoken language development in a five-year-old child with autism. Over a period of 20 weeks, structured musical activities

helped the child progress from vocalizations to words and simple sentences. The findings showed improvements in speech production, communication skills, and willingness to interact, suggesting that music therapy can be an effective and motivating support for language development in children with autism.

Finally, **Carmel de Groot from Hogeschool Leiden in the Netherlands** led a workshop on the use of wordless picture books as a tool for language and literacy development. Her work highlighted how these books encourage learners to create their own narratives, stimulate oral language production, and support vocabulary growth through visual storytelling. By removing written text, wordless picture books open up opportunities for interpretation, discussion, and collaborative meaning-making, making them particularly valuable in diverse classrooms and for emerging language learners.

Thank you to all participants in the TIG for sharing such inspiring and engaging presentations. Your contributions brought valuable insights, fresh perspectives, and meaningful discussions to the group. It was a pleasure to learn from your work and exchange ideas together.