

Crossing frontiers: Languages and the international dimension

The third biennial conference for languages in higher education, jointly organised by CiLT, the National Centre for Languages and the Subject Centre for Languages, Linguistics and Area Studies

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Cardiff University, Wales

Abstract booklet

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Addresses and Plenaries

Mike Kelly, Director, Subject Centre for Languages, Linguistics and Area Studies

Introduction

Mike Kelly will outline the global changes which are setting a new context for higher education in Europe. He will outline the challenges these pose for education and research in languages in the UK. He will suggest that there is an emerging paradigm shift, and that the UK academic community in languages, linguistics and area studies can play a key role in shaping the new paradigm.

Ceri James, Director, CILT Cymru

Welcome to Cardiff

Jane Davidson, Minister for Education, Lifelong Learning and Skills, Welsh Assembly Government

Conference Address

Elsbeth Jones, International Dean, Leeds Metropolitan University

Plenary: Internationalisation - Crossing Cultures, Changing Culture

As institutions begin to take more seriously the production and implementation of international strategies, how can linguists influence these developments? For some universities, internationalisation is focused on research or student recruitment. For others it has a wider reach. This paper will consider the case study of Leeds Metropolitan University in changing its approach to internationalisation and the important role of culture change in achieving this. It will examine the benefits and implications of a value-driven approach to internationalisation, including the introduction of cross-cultural capability and global perspectives across the curriculum.

In doing so, it will take a critical look at what linguists or specialists in intercultural communication have to offer their institutions in the development of international policies and strategies. It will question whether linguists have more to offer in this respect than specialists in other disciplines and examine the role of English as a foreign language and those who teach it. The paper will be of interest to anyone with either a strategic or tactical interest in internationalisation and will consider approaches to influencing institutional policy.

Hilary Footitt

Plenary: Languages and War

'Foreign Affairs are no longer really foreign. What happens elsewhere increasingly affects us at home' (Jack Straw).

This paper argues that there is a (so far) hidden languages history in international events. Using material on wars and occupation from 1943 up to Iraq today, the paper examines how foreign languages have been (and are being) represented in international conflict situations, looking at such questions as: how are participants in a conflict prepared linguistically? What importance do languages have in the process of occupation/regime change? What role do interpreters/translators have 'on the ground'?

The paper concludes that the ways in which languages are represented in conflicts are key to our understanding of international relations today, and have important public policy implications.

Tony Thorne, Director, Language Centre, King's College London

Closing Plenary: Slangistics, or just Lemon Meringue?

The talk will present samples of UK youth slang (keywords and emblematic terms in particular) recovered by informal research among London students, schoolchildren and members of gangs and clubs. The origins of terms and the ethnic influences on linguistic innovation by adolescents will be considered, as will the role of slang in the construction, reinforcement and negotiation of roles at 'street level' and in relation to adults. The talk will propose that the fuzzy notion of 'slang', whether it is characterised as a sub-set of the lexicon, a (mere) stylistic preference or a social dialect, is worthy of linguists' and teachers' attention. Taken as lexical curiosities, slang terms key into young people's feelings, values and social practices: viewed as components of an emergent language variety they may be indicators of important sociocultural changes.

Panels

Employability Panel

Panel Facilitator:

Teresa Tinsley, Assistant Director (Communications), CILT, the National Centre for Languages

Panel speakers will include:

David Frost, Director General, British Chambers of Commerce

Theodoros Koutroubas, Director & Senior Policy Advisor, European Council for the Liberal Professions

Isabella Moore, Director, CILT, the National Centre for Languages and former Vice-President of *Eurochambres*

Language skills, employability and the international economy

Questions to be raised by the panel for group discussion will include:

- What priority should be given to languages in relation to the Lisbon agenda for growth and jobs?
- What is the current situation in relation to EU labour mobility in the professions?
- How can languages support national and EU policy goals?
- What is the outlook for graduates with and without language skills?
- What role should European universities be playing and how can this role be strengthened?

Workshops

Association for Language Learning (ALL) (Co-sponsored by the LLAS Subject Centre)

Workshop Facilitator:

Linda Parker, ALL

Speakers will include:

Josephine Redford, Tile Hill Wood School, Coventry

Kristina Hedges, KS3 and KS4 project Officer, CILT Cymru

Languages in Schools

This workshop will bring delegates up-to-date with the latest developments in languages in secondary schools. In particular it will focus on innovations in pedagogy (especially cross-curricular initiatives which include other subjects – History or Geography, for example – being taught in other languages), ICT (with the latest on blogs and podcasting!), and the growing importance of internationalism. A small panel of teachers will give short presentations and answer questions.

Association of University Language Centres in the UK and Ireland (AULC)

Workshop Facilitator:

Andrew Grenfell, University of Newcastle-Upon-Tyne

Podcasting

This workshop will consist of a one-hour introduction to Podcasting (the syndicated distribution of audio or video files across the internet).

Andrew Grenfell, University of Newcastle-Upon-Tyne

Linguacast

Andrew Grenfell - Manager of Open Learning Resources at the Language Centre, Newcastle University - will give a presentation about the Linguacast project <http://linguacast.ncl.ac.uk/>. This is a demonstration podcasting site that was set up to learn how MP3 audio files and podcasting can be used to facilitate language learning and internationalisation.

Ruth O'Rourke, President, Modern Language Society

Schools Enterprise Euromarché

Ruth O'Rourke, the president of the Modern Language Society, will present *Schools Enterprise Euromarché* an interschools podcasting project that is hosted by Linguacast.

Marketing Languages

Workshop Facilitator:

Adam Gumbley, Euro RSCG Riley

Making a difference: creating demand and attracting students

This workshop will look at how university staff, both administrators and academics, who work in language departments, can make a real difference in marketing their subject, creating demand, and then working throughout the application process to turn enquiries into current students. It will provide practical tips, look at marketing for non-marketeers and discuss how delegates can add value to the process in their own departments.

Subject Centre for Languages, Linguistics and Area Studies (LLAS)

Workshop Facilitator:

Alison Dickens, LLAS

Subject Centre Showcase

This session will present some of the Subject Centre's recent projects and research and will include the following:

- A research project investigating the longer term employability among humanities graduates. A series of interviews were conducted with former humanities students from a range of institutions who graduated between 1975 and 2000. They were questioned on their perceptions of their attitudes to their studies and how prepared they felt for the world of work.
- A research project on attitudes of languages undergraduates at all levels to reading both in their own language and in languages that they were studying.
- A guide to using our recently produced *Why Study Languages?* promotional CD for languages. These materials have been extended to include activities for pupils in year 9 as well as information on routes into university study. It also includes video interviews with undergraduates studying languages.

There will also be a brief overview of our website and other recent Subject Centre activity.

Centres for Excellence in Teaching and Learning (CETLs)

Workshop Facilitator:

John Gillespie, University of Ulster

Embracing languages of the wider world, embracing a world of multimedia: SOAS-UCL CETL and UU CETL

This session encompasses two presentations and a paper. Each of the Languages CETLs, (Centres for Excellence in Teaching and Learning), will introduce their general background, aims and projects. "Teaching and Learning Languages of the Wider World" will be presented by Dr. Cristina Ros I Solé, SOAS-UCL CETL. The second presentation, "Multimedia Language Learning" by Prof. John Gillespie, UU CETL, will be followed by a paper entitled "Task-based Learning", presented by Dr. Caoimhín Ó Dónaill, also of UU CETL.

Cristina Ros I Solé, UCL

Teaching and Learning Languages of the Wider World

This presentation introduces the SOAS-UCL CETL in *Languages of the Wider World* covering the languages of the Middle East, Africa and Asia, Russian and other Slavonic and East European languages, Hebrew, Yiddish, Dutch and Scandinavian languages. These

less-commonly taught languages (LCTLs) do not have a large presence in UK HE, either in terms of student numbers or in terms of spread and range of provision. This CETL aims to greatly enhance competence in languages of increasing strategic, commercial and civic importance, and accelerate expertise in the development and evaluation of curricula, learning materials and teaching techniques. Examples will also be provided of some of the SOAS-UCL CETL projects to date.

John Gillespie, University of Ulster

Multimedia Language Learning

The presentation will acknowledge the significance of the two CETL awards (SOAS-UCL and UU) in recognising important developments in language teaching in general. A broad overview of computer-based language learning and teaching will provide an introduction to the University of Ulster CETL, the Centre for Excellence in Multimedia Language Learning. Using multimedia lab technology, the focus of the University of Ulster CETL is on meaningful integration of technology in pedagogical practice, and the promotion of dynamic interaction between teachers and students. The presentation will summarise key aspects of the Centre's activity to date and will chart further developments planned by the Centre.

Caoimhín Ó Dónaill, University of Ulster

Task-based learning

Research into computer-based language-learning and teaching has traditionally tended to focus on individual evaluation of courseware, websites and specific hardware. Many institutions have invested heavily in state-of-the art multimedia computer labs, with a view to increasing the integration of computer technology in learning and teaching. Nevertheless, there is limited research on the success of multimedia labs in developing and enhancing pedagogical approaches. This paper outlines work that has been undertaken by the University of Ulster's Centre for Excellence in Multimedia Language Learning in the area of multimedia-enriched task-based language learning in Irish and French. It will also consider the impact of this initiative on student learning.

Papers (ordered alphabetically by first presenter)

Danielle Barbereau, University of Sheffield

Exploring the Evolving Role of HEI Language Centres in the Context of National and International Languages Strategies

This paper will describe the progress to date of a research project aimed at exploring the changing roles of language centres, primarily in research-led Universities. The purpose of the paper is to define research questions and examine various aspects of the paradoxical situation of Language Centres. It will focus in particular on their role, function and the way they are perceived, within their Faculty, their Institution and indeed in the wider national and international context. It is envisaged that the presentation will contain autobiographical and ethnological perspectives.

The author will set the study in the current and rapidly changing global context, where governmental Education Departments, funding bodies and HE institutions aim to develop International teaching and learning strategies.

The paper will argue that in addition to their IWLP roles, Language Centres have the potential to reinvent themselves as hubs of professional and innovative teaching and can play a pivotal role in many other areas including: internationalisation, personal development, intercultural communication, outreach activities, lifelong learning, e-learning, widening participation, employability and cross sector co-operation.

Susan Beigel, University of Chester

A case study of the effects on student attainment, and on retention, of personal development planning (PDP) via departmental mechanisms for improving student learning and through the institutional Progress File

A pedagogical research grant from LLAS has enabled the continued evaluation of work undertaken in the Languages Department in the University of Chester in supporting and enhancing student learning via Personal Development Planning: the session will report on this project and invite discussion on experiences in other institutions. Our project has had a double focus:

1. collection of qualitative data on staff and student perceptions of departmental mechanisms for supporting independent learning (portfolio of self-directed study using electronic resources, with reflective evaluation) and links with the institution-wide electronic Progress File
2. analysis of statistical data comparing successful engagement with PDP and student achievement and progression

The session will consider the role of PDP in meeting a diverse range of needs and in enabling students from a variety of backgrounds to make appropriate progress, during their study in HE and beyond. Some consideration of the transferability of reflective skills to study abroad and the value of the Progress File at this stage will also be included. This experience in Chester will be of interest to colleagues in institutions currently reflecting upon their profiling arrangements and experiences elsewhere will be of value to the presenter in the further development of this work.

Ariane Bogain & Val Thorneycroft, University of Northumbria

Translation, theory and practice: an interactive approach

The learning paradigm shift towards constructivism has led to the promotion of collaborative learning. As an instruction method in which students work together in small groups towards a common goal, its benefits lie in the process of articulation, conflict and co-construction of ideas that occurs when working closely with peers. It develops critical thinking through the explanation and self-explanation process when participants formulate their own constructs and solutions. It also develops key skills and social skills such as project-management, interpersonal skills or time-management.

This paper will discuss how on-line collaborative learning has been implemented at Northumbria University to introduce students to the theory of translation and enhance their understanding of translation in practice.

The paper will discuss the following:

1. Pedagogical considerations behind on-line collaboration.
2. Pedagogical considerations behind implementing collaboration in the field of translation and their impact on the design.
3. The feedback gathered from the pilot group.
4. The impact of this project on students' critical thinking and key skills.
5. The merits and potential drawbacks of online collaborative work.

The paper will conclude by suggesting the most effective way such collaboration can be integrated into a taught undergraduate programme to enhance students' learning and spread cognitive effort.

Jonathan Bunt, University of Manchester

The Virtual Manchester Campus (VMC): a site and tool for distance learning Independent Language Learning Programmes (ILLP)

Manchester's Japan Centre and Visualization Unit have developed a browser-accessed VLE consisting of a 3D Campus model with avatars, text-chat and interactive blackboards. This has been used to pair learners with native-speakers in distance-learning relationships involving 'swopping' language practice and 'finding out' about culture. The scheme has now expanded to Italian and German as well as Japanese and has a generic tasks booklet to enrich the experience. The ILLP element of course marks provide a route to credits for this work.

The presentation will outline the set-up of the partnership scheme focusing on recent exploitation of freeware technology for audio-visual conferencing but will also present an assessment of the outcomes at the end of the year. Initial feedback suggests that students are maximizing language acquisition in a realistic environment by building personal relationships in which they undertake meaningful activity in their target languages. The practical difficulties of running the programme and using the tools seem to be clearly outweighed by the benefits. The integration of conferencing tools into teaching and learning models seems highly feasible and likely to offer immense benefits and opportunities to developers and users at multiple levels.

Nick Byrne, LSE

Tracking new patterns in the uptake of language study at universities across Europe: facts, figures and issues picked up from the AULC surveys and DfES & ENLU projects

AULC has tracked the uptake of language courses below that of Honours for the last three years. In 40 institutions surveyed there were 60,000 students taking language courses either as an assessed unit of their degree, or as a paid extra. These students did not appear in official figures, so the "good news" that interest in languages was strong among students never made it in the press. More work is being done on finding out students' motivation for choosing languages, and a DfES grant will have

enabled us to present some more findings in the light of the recent Hilary Footitt report. However the picture does not stop at the UK, as the recent ENLU project, which aims to establish a European Network in Teaching Languages to all Undergraduates, has shown in a recent survey. In each of the 23 countries surveyed a similar picture emerges: languages are growing, but not necessarily in the form of traditional degrees. This session will present all the key facts and figures, but will also raise some key issues:

- What sort of language competencies are we developing?
- Are the levels high enough for the world of work?
- Has English got a too dominant role?

Ann Carlisle, Foreign and Commonwealth Office

Meeting the FCO's strategic language needs - a worldwide challenge

Languages are a key skill for members of HM Diplomatic Service overseas and in the UK. Language competency supports and underpins key strategic objectives prioritised by the FCO. The organisation is rather unique in its requirement for linguistic capability in up to 85 world languages – some commonly taught, others not currently part of traditional educational delivery. Rapidly changing diplomatic and security circumstances in a post 9/11 and 7/7 world have repercussions for the complex language needs and training requirements of the FCO.

Recent reviews of organisational language policy and training delivery have initiated wide-ranging transformation of policy and training practice as well as re-evaluation of areas such as recruitment and staff deployment. In its role as an employer with a critical language requirement and as a language training provider, the FCO is dependent on a healthy, dynamic languages sector across the UK particularly in less widely taught languages.

This presentation will look at how the strategic language needs of the FCO are changing, consider the impact on the organisation of national language strategies and initiatives, explore the effect of changing trends in language learning, and anticipate what action needs to be taken to protect the strategic needs of the organisation in the future.

Rose Clark, University of Portsmouth

E-Journals & blogs in Curriculum & Language Integrated Learning (CLIL)

The paper examines the role of those technologies, which provide language learners with an environment for participation and activity through the teaching of language through content. (Debski 2004) Debski makes the distinction between the role of technologies, which are tools of cultural broadcasting, for example, newspapers, radio and TV, and those, which are part of an environment for participation and activity. Such participation technologies would include both production and communication technologies such as web page composition, blogging, and chat.

The technologies discussed in this paper were used in a British Cultural Studies course for international students studying for a three-year undergraduate degree in the UK. The pedagogical innovations discussed relate to the use teacher and learner created web blogs to enhance learning through collaborative activities and the production of individual e- journals as assessment artefacts to express learner understandings of Britishness as represented in visual communication.

The use of blogs and e journal allows learners to create their own 'multi modal texts' drawing on graphics, images, spoken and written words.

Debski, R (2004) 'The Internet in support of community languages: Websites created by Polish living abroad'. *Information, Technology, Education, and Society* 5(1), 5-20

Ellis, R (1997) *Second Language Acquisition*. Oxford Introductions to Language Study. Oxford: Oxford University Press

Ochs, E (1986) *Culture and Language Development: Language acquisition and language socialisation in a Samoan Village*. Cambridge: Cambridge University Press.

Schechter, S.R. & Bayley, R. (2002) *Language as Cultural PRACTICE: Mexicanos en al Norte*.

Mahwah Lawrence Erlbaum.

Wenger, E. (1991) *Communities of Practice : Learning, Meaning and Identity*. Cambridge: Cambridge University Press

Wenger, E. (2002) *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Harvard Business School Press.

June Clarke, Sheffield Hallam University & Paul Redhead, Sanako Ltd

I can hear you but I can't see you: the pedagogical implications of web-based synchronous teaching for language learning

This research originated in a HEIF funded Knowledge Exchange project involving staff at Sheffield Hallam University and staff working for Sanako UK Ltd. Part of this project involved piloting the use of "Forum 100" software to deliver web-based synchronous language teaching to staff working at Grippe, a Sheffield based company. The purpose was to evaluate possible uses of the technology for flexible delivery both in the UK and overseas.

This session will explain the various stages involved and evaluate the experience from the perspectives of all participants. Particular emphasis will be placed on the experiences of the staff at Grippe including their reflections on incorporating their learning alongside their usual day-to-day working activities. Are there any perceived differences between this and previous learning experiences and what are the pedagogical implications of this form of delivery for both teacher and learner?

This is a continuation of work originally presented at the International Telework Academy Conference, 2005, under the title: *Synchronous teaching and learning: the practitioner/learner experience*.

Robert Crawshaw & Julia Harrison, University of Lancaster

Pragmatic factors affecting communication between language teaching assistants and 'mentor/responsables' in France and England

This presentation will summarise the findings and potential application of a three year, ESRC-funded research project 'Pragmatics and Intercultural Communication' ('PIC'). The project focuses on the nature of communication between language-teaching assistants and their 'mentor/responsables' in primary and secondary schools in France and England. The significance of this relationship for the success of the programme had been highlighted by the findings of the HEFCE/FDTL *Interculture Project* (1998-2002). The 'PIC Project', which has been run in full collaboration with British Council and the *Ministère de l'Éducation Nationale* and is now in its final year, has gathered data from some 60 students from 8 universities in both countries. The data, comprising personality profiles, questionnaires, recordings of live interactions, personal journals, interviews and retrospective reflections offers a comprehensive overview of the character of the assistant-'mentor/responsible' relationship. The findings relate to the balance between personal, linguistic, political, and above all cultural factors in influencing the successful management of 'rapport' (Spencer-Oatey 2002) between the interlocutors. The codification and storage of the data on a publicly accessible website, to be demonstrated in the presentation, means that they can be used both for further research in intercultural pragmatics and for the practical preparation of future participants in the Assistants' programme.

Annette Duensing, Ursula Stickler, Carolyn Batstone & Barbara Heins, The Open University

Face-to-face or face-to-screen? – An analysis of tutorial interaction online and face-to-face

With a sharp increase of the online teaching and learning of languages worldwide in recent years, there is now an abundance of target language material on offer. Students can access this independent from classroom restrictions at times and places convenient to them. At the same time, it is understood that language learning cannot be solely an individualised activity; interaction is needed to help students achieve their language learning goals (e.g. Gass 2003; White 2003; van Lier 1996).

For students studying languages at a distance, synchronous audio or video conferencing via the Internet is so far the most promising way of offering genuine interaction (Hampel & Hauck 2004). However, can online tutorials offer interactivity equally beneficial to student learning as could the old face-to-face variety? To investigate this question, we conducted a series of studies on beginners' language courses.

At The Open University (UK) over 6000 students are currently studying a range of language courses using specially designed materials. Students are also encouraged to attend tutorials, either face-to-face or online. A sample of these tutorials for a beginners' German course was recorded at two points during the course, January and July 2004. The recordings were subsequently analysed using Social Network and QSR N6 analysis so that interaction and participation could be systematically examined.

Gass, S. M. (2003). 'Input and interaction'. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 224-255). Malden, MA: Blackwell Publishing Ltd.

Hampel, R., & Hauck, M. (2004). 'Towards an effective use of audio conferencing in distance language courses'. *Language Learning & Technology*, 8(1), 66-82. Retrieved June 7, 2004, from <http://llt.msu.edu/vol8num1/hampel/>.

van Lier, L. (1996). *Interaction in the Language Curriculum*. London: Longman.

White, Cynthia, 2003, *Language learning in distance education*, Cambridge: Cambridge University Press.

Hélène Duranton & Helen Phillips, University of Bristol

Developing online self-access materials for subject specific language courses at an advanced level (SAM Project)

The Language Centre at the University of Bristol is committed to providing students with up-to-date and innovative learning opportunities. Over the course of the academic year 2004-2005 the applied foreign language team developed a range of online language learning materials in French, German and Italian for Engineers, Scientists and Social Scientists studying language at advanced level.

The principal aim of the project was to integrate e-learning into the curriculum and to expose students on the Study in Continental Europe programme to more innovative language learning strategies. By creating bespoke online packages generated through Course Genie authorware, students were given the opportunity to further develop, through autonomous learning, the essential academic skills required to function effectively in an academic environment abroad e.g. note taking, presentation skills, graph analysis.

The paper will focus on the rationale and development of the project, provide an insight into the collaborative methods used to develop the materials across the different languages using the University's virtual learning environment and analyse the primary evaluation of the project to date.

Christian Fandrych, King's College London

Academic language competence in Modern Foreign Language degrees. Towards an integrated, bilingual approach

In this paper, I would like to discuss the current and potential role of Academic Language Competence in Modern Foreign Language Undergraduate (UG) courses at British universities. I will argue that it is quite urgent that we take a new look at the ways in which this competence is taught.

I will advocate an approach which places the teaching of Academic Language Competence at the heart of both language and content courses, and which also integrates at least some aspects of the teaching of the so-called "study skills" in this curriculum. It is proposed that this can be achieved by an integrated language teaching approach, linking language courses with content courses, and by developing a bilingual approach of teaching in content courses.

I will start by looking at some of the key factors that determine to a greater or lesser extent the teaching of all MFL Departments, then discuss some of the beliefs and myths about language teaching in MFL degree courses that are still quite popular, and finally outline some principles and concrete proposals of how to integrate academic language skills more efficiently in the UG curriculum.

Maria Fernández-Toro, University of Newcastle-Upon-Tyne

Using e-learning for self-assessment in advanced productive skills: from essay writing to liaison interpreting

This paper presents and evaluates two e-learning applications aiming to promote self- and peer-assessment of productive skills such as essay writing and liaison interpreting. Because of the unpredictable nature of the output in productive tasks, teachers tend to devise self-assessment methods (typically, checklists) that focus primarily on generic aspects of performance and fail to address the specific problems that learners experience with the target language.

The two projects, which are part of a final year Spanish language module at the University of Newcastle upon Tyne, involve a combination of class-based and independent learning using Blackboard, the institution's VLE.

In essay writing, Blackboard is used for circulating team-written essays among course participants before each session for peer assessment. Tutors then supply language-specific feedback in class.

In liaison interpreting, the VLE gives students remote access to recorded dialogues and specialist recording software and is also used for student submissions consisting of audio recordings of themselves, self-transcripts followed by error self-analysis, and strategy questionnaires. This work is used in combination with face-to-face activities in class such as interpreting role-plays.

The benefits of combining class- and e-based components are discussed. Implementations of this approach using e-learning alone (e.g. year abroad) are finally proposed.

Tim Graham & Alice Oxholm, Sheffield Hallam University

Exploring the changing attitudes of TESOL teachers to classroom-based research

As an early part of the SHU MA TESOL, students undertake a research-oriented task focusing on classroom-based issues or puzzles. Students are guided and supported through their research by communication via a VLE and e-mail with tutors and peers. We examine the stages that students go through during this assignment and how this has helped focus our use of differing discourse modes at each stage to foster greater autonomy of purpose and action in research decisions.

We explore how the attitudes of student-teachers change and evolve with regard to practitioner research, evaluating how teachers with little or no research skills or experience at the outset of the task take on board the input of tutors and peers and how this shapes their developing classroom practice with respect to their potential role as researchers. We ask whether experienced teachers but novice researchers feel more comfortable with investigative practices after completing the assignment and roughly what degree of comfortability is achieved. We look at the extent to which research experience changes teachers' attitudes towards the classroom dynamic and their role and investigative place within it.

We report our findings quantitatively and qualitatively, giving voice to opinions and attempting to frame them objectively.

Bettina Hermoso-Gomez, University of Manchester

Online feedback

In the last few years we have suffered an increased pressure on Higher Education institutions to promote the use of e-learning amongst students to encourage autonomous learning so that the teacher's workload is reduced. In the field of language learning things are not so simple and the biggest challenge for teachers is to create appropriate and coherent online feedback for students. The teacher is faced with a big variety of programs where each of them will perform a specific role and cover one necessity leaving the teacher unable to make his mind up about the most appropriate program. This paper will explore the challenges of e-learning and its implementation pursuing constructive feedback in the implementation of independent learning in the language student. It will look at the advantages and disadvantages of online feedback and analyze the problems that teachers have to overcome to provide quality feedback through IT in High Education institutions and its impact on the students' learning process.

Joan Hoggan, British Council

Language Assistants: Enhancing the Learning Experience

The development of the British Council Personal Development Portfolio arose from a desire to recognise the transferable skills and experience acquired during the language assistantship in a more formal way. A collaboration with several universities and the Centre for Recording Achievement has resulted in a 'default' PDP which universities can customise in accordance with their own QA requirements for dual certification from the BC and the home institution. Response from participating students and tutors has been very favourable - 'for the first time, students were able to acknowledge the changes they go through which are usually obvious to members of staff who see them return from their year abroad.'

This session will describe the various elements of the British Council PDP, and will also outline the pedagogical support and materials available on the dedicated LanguageAssistant website, developed with the co-operation of ELT specialists in the British Council.

Liz Hudswell & Paula Davis, LLAS

Cross-sector collaboration mapping project

This paper will present the findings of a DfES-funded project into cross-sector collaboration carried out by the Subject Centre for Languages, Linguistics and Area Studies. The project focussed on language outreach activities across universities and schools in England. The aims of the project were to map current provision and encourage the sharing of good practice in this area in order to promote further activity. The project report contains case studies of good practice and recommendations for further activity in this area. Comparisons are also drawn with other subject areas.

Shu-Mei Hung, University of Bristol

Intercultural communicative competence in tele-collaborative foreign language learning

This research aims to explore foreign language learners' development of intercultural communicative competence (ICC) in computer-mediated communication (CMC). Key issues involved include 1) Task design for intercultural CMC, 2) Evaluation of ICC development in CMC, and 3) Investigation of using new technologies (such as instant messengers and wikis) in intercultural CMC. The theoretical underpinning is constructed based on

1. theories of task-based language learning under the tele-collaborative learning context,
2. models of intercultural communicative competence, and
3. theories of discourse analysis.

Participants include English as foreign language learners from Taiwan and Chinese as foreign

language learners from the UK. Learners from both sides will have real-time conversation with each other through instant messengers (IM) according to the tasks designed for them by further knowledge co-construction on wiki websites. IM and wiki data recorded on the computer and Internet will serve as the resource both for learners to examine and reflect on their ICC development and for the researcher to explore the three issues mentioned above.

Toni Ibarz, University of Sheffield

Exploring blended language learning in a lifelong learning context

The paper starts with a brief consideration of the two key concepts in its title: blended learning and lifelong learning with a brief reference to their role in university language learning. Data from questionnaires and interviews with adult learners studying languages in a university lifelong learning department are used to support some of the conclusions, although much of the data analysed comes from a small project carried out in collaboration with a leading European private provider of language learning software. This provider has been experimenting with complementing some of its courses with a blended learning dimension. The research questions for this project required data that showed what was going on in the learning settings and elicited the perceptions from tutors and learners about their experiences. With this in mind, a quantitative and qualitative methodology was used. The email exchanges between learners and tutors were examined quantitatively to have an indication of how much was going on, and qualitatively, to determine what kind of exchanges they were. Tutors and learners had to complete a pre and post-learning experience questionnaire. The main conclusions support the generalised view that technology has a role to play in adult language learning, but perhaps not always the one we would expect.

John Klapper, University of Birmingham

Supporting the professional development and training of language teachers in higher education

This paper will outline some of the ideas contained in a new book from CILT, the National Centre for Languages. The book links insights from pedagogical and applied linguistic research to the practicalities of the university language classroom.

The presentation will discuss the notion of teachers' individual belief systems and show the importance in training and development of building on prior learning and teaching experiences. It will also briefly outline developmental approaches to the following:

- language acquisition, teaching methodology and key characteristics of the university language learner;
- curricular issues central to language teaching, including course planning, autonomous learning, and assessment;
- core learning and teaching activities (the four language skills, grammar, vocabulary and translation).

The presentation will be of interest to:

- staff new to HE seeking subject-specific support for a postgraduate certificate or diploma of teaching and learning;
- experienced tutors, both in language centres and language departments, wishing to keep abreast of developments in language teaching and to reflect on current practice;
- postgraduate and foreign language assistants seeking support for their classroom activity;
- staff developers and language teacher trainers;
- tutors and tutor trainers working in post-16 language training and education.

Shirley Lawes & Ana Redondo, Institute of Education

Reconceptualising PGCE Modern Foreign Languages: the merits of M-level initial teacher education

The current model of Initial Teacher Training is centrally focused on school experience where the underlying assumption is that effective practice is mainly developed through practice, that is practical teaching experience and that academic considerations are secondary. This paper will draw on recent substantial research into the role of theory in current ITT MFL programmes, in order to explore and chart the policy context for the move to M-Level PGCE MFL courses in the near future. The paper will also consider some of the implications of M-Level accreditation of PGCE in terms of course content and assessment, as well as the relationship between school experience and HE provision. It will further consider some of the principles upon which a more theoretically-orientated course might be conceived.

Julie Lawton, University of Manchester

Enquiry-based learning: an approach to enhanced independent learning in the Humanities

This paper will examine the pedagogical thinking behind EBL and provide an example of an EBL module of work within the discipline of French Studies, including a brief history behind the first pilot project for this module, and will finally explore some ideas for taking the EBL approach forward.

Question: Why was fascism attractive to many French people in 1940?

Answer: I don't know! So I'm going to make enquiries about the issues involved in finding out how to answer this question. And then I'll try to provide an answer.

This is a simplified *résumé* of the procedure which will be examined in the context of students learning about the situation in France following its occupation by the Germans. The onus is on the students – but that does not mean that the tutor has no part to play; on the contrary, the tutor of an EBL group has a very important role, but one which is different in terms of perspective, delivery and assessment to the traditional didactic role of the teacher.

Following tentatively in the footsteps of PBL in the sciences, EBL in the humanities is still a relatively new methodology. This paper will therefore seek to identify some of the teaching and learning issues currently being raised and will hope to invite wider interest in enquiry-led research.

Christine Leahy, Nottingham Trent University

"ICT for ULP" - Principle consideration for the introduction of Information and Communication Technology to university language programme teachers

This paper sets out to introduce some principle pedagogical considerations which influenced the design and delivery of a teacher training project at Nottingham Trent University.

NTU has a long-established IWLP which has delivered language classes for the lower stages mainly based on traditional book- (paper-) based material and class-room face-to-face teaching methods.

Like other British universities, NTU is presently undergoing a major restructuring process which led, among other things, to the formulation of an e-learning strategy which encourages staff to actively shape future e-learning practice.

In order to use e-learning effectively, staff should not be driven primarily by technological possibilities, but should make informed decisions based on pedagogical insights. Therefore, a pilot training programme was launched which introduced basic principles of e-learning to teachers of NTU's University Language Programme. This paper is divided into two sections: Part 1 outlines the design considerations of the staff development project, e.g. argues for the necessity of a theoretical framework in which e-learning can take place, as well as introducing different forms of e-learning.

Based on the design decisions for the programme, practical decisions had to be made in order to implement it. Part 2 introduces some of the cornerstones of the programme delivery.

Marie-Odile Leconte, Leeds Metropolitan University

Delivering the international agenda; are we as language lecturers the best people to do it?

Language and culture are inseparable. Or are they? Do you necessarily deliver cross cultural awareness through the teaching of a module on Italian literature or Spanish politics? Does being a French specialist automatically equip you with the ability to contribute to the international agenda of your institution? The assumption is yes. And yet, there is a need to challenge such assumptions. As the European Union refers to pluriculturalism and is gone beyond a 'binary' system, as there is clear evidence of a decline in the number of undergraduates taking language degrees, I would argue that there is a need for language lecturers to 're-invent' themselves, reflect on their practice and methodological approach as well as content of delivery if we are to come closer to matching these assumptions.

This talk is proposing to look briefly at the challenges faced by language specialists in Higher Education, offer reflections on language learning and language teaching and finally offer a positive, researched answer to the question in the title.

Miranda Y P Lee, Hong Kong Polytechnic University

Enhancing employability in the global market - workshops for parallel text drafting

Fresh university graduates who are advanced English L2 learners may find that their language level fails to meet the expectations of employers. This problem may be attributed to the fact that the current university curriculum lacks the training of practical language skills that are applicable to the real workplace; and their relevance to the global market is still lacking. In view of this, a series of subjects has been designed to enhance Hong Kong students' employability in the global market, through practicing parallel text drafting. Parallel text drafting refers to presenting a message on an identical topic in two or more languages by the same person for readers of different linguistic and cultural backgrounds. Unlike translation, the parallel drafting process involves no source texts but only source messages to be rendered. This paper aims to present the design of the subjects and to share their pedagogic implications for integrating language teaching/learning and application in the global market. The subjects enhance students' awareness of different linguistic and cultural conventions of the target readership as well as selecting appropriate approach and rhetoric of the target language. They succeed in helping students transit from university to real world.

Jenny Lewin-Jones & Joe Hodgson, University of Worcester

Differentiation strategies for the inclusion of students with severe visual impairment in MFL modules in higher education

It is now mandatory for modern foreign language teachers in higher education to make "reasonable adjustments" to allow full participation by students with disabilities. The Special Education and Disability Act (SENDA) 2001 requires post 16 institutions to have implemented the Disability Discrimination Act Part IV (DDA) 1995 by September 2005. Implications of this legislation for Modern Foreign Language teaching on institution-wide language programmes in higher education are examined in this paper. A lecturer in Modern Foreign Languages and a specialist teacher of the visually impaired (VI) explore practical teaching strategies for enabling the successful inclusion of a student with severe visual impairment in an MFL module. The paper reflects upon issues such as pair and group interaction, using visual prompts and video material, and the role of support workers. Case studies illustrate some models of support and offer insight into the process required to maintain academic standards while enabling the VI student to participate fully in the module. These case studies focus on a one-semester free choice module entitled "German for Beginners", part of a university-wide "Languages for All" programme at the University of Worcester.

Sabine Little, University of Sheffield

The Innovation Exchange project: online collaboration between HE students and secondary pupils

The Innovation Exchange Project has been funded by the DfES with the aim to find ways to encourage collaboration between HE students and secondary school pupils. This presentation intends to share the findings from one of the studies linked to the project. Six university students on their year abroad in Germany and Austria were linked online with a class of 24 Year 9 pupils in the UK, and collaborated to explore German language and culture. The findings suggest that the project was equally motivating for the pupils – at a time when choices for GCSE were imminent – and for the students, who used the project to gain experience in working with teenagers with view to pursuing a PGCE in languages. Nevertheless, the findings also support the need for careful facilitation of the collaborative process, and highlight the issues which proved difficult, such as technological issues for pupils and students, timetabling constraints and tying the project into the general curriculum.

Gee Macrory, Manchester Metropolitan University & Angela McLachlan, University of Manchester

Bringing modern languages into the primary classroom: investigating effective practice in teacher education

The inclusion of a modern language (ML) in the primary curriculum is once again high on the political and educational agenda. The last concerted effort to push forward a similar programme of curriculum reform was in the mid-1960s. The Burstall Report (1974:246) ultimately recommended against this, effectively sounding the death knell for modern languages in the primary curriculum for the next 30 years.

The Nuffield Enquiry (2000), with its remit to establish our national capability in languages for the next twenty years, resulted in the publication of the National Languages Strategy (NLS) – Languages for All: Languages for Life – A Strategy for England (DfES, 2002). Its most radical proposal is the commitment to provide access to a modern language throughout Key Stage 2 by 2010. In the field of Initial Teacher Education, this has far-reaching implications.

This paper will report on the response of one HEI to the NLS. Data collected through focus groups, questionnaires and semi-structured interviews will serve to ascertain the impact of training on trainees' perceptions of their role in implementing the NLS and bringing an intercultural dimension to their teaching. Implications for future training, both in the university and school contexts, will be discussed.

Keith Marshall, CILT Cymru

Constructive collaboration v. cut-throat competition

Since 1990, while the academic tradition of collaboration in an open exchange of ideas and information has been reinforced by the internet, the tradition of rivalry has sharpened into cut-throat competition. Driven by financial pressure, institutions compete for prestige in RAE ratings, and student recruitment. An ideal environment for expanding subjects in an elite group of HEIs, it is destructive for many MFL departments

This paper will examine how the Welsh Assembly Government (WAG) Department of Education and Lifelong Learning (DELL), the Welsh Funding Council (HEFCW), the Centre for Modern Foreign Languages in Wales (CILT Cymru) and Welsh Vice- Chancellors (HEW) have collaborated in drawing up a:

- DELL Strategy for Modern Languages in Wales (Languages Count)(2001)
- Report on a HEFCW-funded Strategic Survey of HE MFL in Wales (2005)
- Plan of Action for implementing recommendations in the Report (2005)

The aim is to support constructive collaboration to:

- Promote MFL among educational, business and general social circles;
- Encourage cross-sectoral collaboration between schools and universities;
- Increase uptake of MFL at GCSE, AS, A-level and in HE;
- Improve inter- and intra-institutional MFL cooperation;
- Develop multilingualism out of Welsh bilingualism.

James Milton, University of Wales Swansea

French exams and the CEF

This paper will examine the placement of French foreign language exams and syllabuses within the Common European Framework for Language by means of a detailed analysis of the vocabulary which is acquired by learners passing through school and university in the British educational system. This will include reference to the year abroad. It will demonstrate that the vocabulary knowledge of learners is comparatively slight in relation to the levels required for communicability, and British exams are misplaced within the CEF. This must have the effect of devaluing the British exam system internationally, and must also limit the capacity of students to function through their foreign language. A necessary first step in developing a national foreign language is to establish vocabulary learning targets which will allow users to meet their communicative needs.

Del Morgan, University of Glamorgan

Sector, what sector? (An experiment in providing language skills for adults)

The provision of a series of language classes offered out in the community has resulted in some predicted, but also some surprising outcomes in terms of the current debate about widening participation in Higher Education.

A conventional campus-based model of delivery for language skills was taken out to a number of adult education centres with some trepidation. After completing taster sessions, groups of adults agreed to pilot HE-accredited modules.

Motivation for this initiative came from a number of angles, but the fear was that adults such as these lacked the confidence to align themselves with a University based educational programme, coming from traditionally inward-looking backgrounds.

However, the pilot surpassed expectation and has been followed by a wider programme, which seems to be exceeding targets and improving the skills of vulnerable communities.

Barriers between Universities and the more conventional adult training sectors have been broken down. The ability to overcome difficult elements such as assessment and accreditation seems to have occurred more readily and more quickly than had been anticipated.

Individuals who might otherwise have shied away from participating in a University based learning programme have become part of a successful trend that meets a number of challenges, aims and targets.

Marina Mozzon-McPherson, University of Hull

Virtual learning spaces as learning communities

The Internet in its multiple forms (WWW, chats, bulletin boards, email lists etc.) is perhaps the fastest growing, and least understood, macro socio-cultural context of education. Currently there is a great deal of enthusiasm for the use of the Internet in creating learning communities (Palloff & Pratt 1999, Preece 2000, Preece et al. 2003, Kim 2000, McAteer et al. 2002, McConnell 2002, Renninger & Schumar 2002) and promoting new ways of thinking about teaching (Warschauer 1999, Laurillard 2002, Goodfellow et al. 2001).

How we are to understand these spaces as communities, participation within them, and their potentials for learning is the theme of my presentation.

Firstly, I shall review research into learning communities and examine some of the ways in which online groups may evolve into learning communities and present some of the possible ways in which such evolution can be influenced. Specific examples from an online Italian-speaking community and a community of language learning advisers will be used to support the argument. In particular I will address issues of self-presentation, boundary formation, inclusion and exclusion and their effects of learning.

Secondly, I shall discuss changes in roles and explore the interconnection between online and offline worlds, local-global contexts, formal and informal learning. I shall suggest some possible interpretive frameworks through which we can read online social interactions and through which we can develop successful learning communities. I shall argue for the importance of more sociolinguistic research in this field on educational technology.

Linda Murphy, Monica Shelley* and Uwe Baumann*, The Open University & Cynthia White*, Massey University, New Zealand

Language teaching at a distance: establishing key principles to develop professional practice

What skills, knowledge and attributes are needed for distance language teaching? How do these differ from classroom teaching? Although the requirements for teaching a range of subjects at a distance and for classroom language teaching have been examined (e.g. Williams, 2003; Grenfell et al, 2003), few studies explore the nature of the distance language teacher's role despite increasing numbers of distance language teaching programmes. At the same time, although researchers have emphasised the importance of the tutor in distance learning (e.g. Tait, 2004) the tutor's voice is 'undervalued' (Lentell, 2003).

An international, collaborative research project set up by The Open University (UK) and Massey University (New Zealand) aims to articulate and recognise the skills, knowledge and attributes deployed by distance language teachers and the principles underpinning practice in order to enhance professional development. Its starting point has been the perspectives of part-time language tutors which have been identified and refined through a variety of qualitative research methods and will be triangulated with the perspectives of tutors in other countries, course writers and line managers. A similar study of the language learners' perspective is planned. This paper will report on the research process and key findings to date with discussion of the implications.

Grenfell, M., Kelly, M and Jones, D. (2003) *The European Language Teacher. Recent Trends and Developments in Teacher Education*, Oxford, Peter Lang

Lentell, H (2003) 'The importance of the tutor'. In A Tait, R Mills (eds.), *Rethinking learner support in distance education*. Routledge, London, pp. 64-76

Williams, P (2003) 'Roles and competencies for distance education programs in higher education institutions'. *The American Journal of Distance Education* 17,1, pp. 45-57

Tait, J. (2004) 'The tutor/facilitator role in student retention'. *Open Learning*, 19, 1, pp.97-109

* co-authors

Clare McCullagh, Jonathan Smith and Anne Pallant*, University of Reading

On-line tutoring for journal article writing skills: new genres of dialogue?

As the practice of on-line tutoring continues to expand and develop, so the mode and medium are being further explored, and new genres of dialogue are emerging. Thus, the question arises whether, due to richer dialogues and the affordances of the medium, can 'on-line' students receive more meaningful and effective individual feedback than their 'face-to-face' counterparts ?

Courses in on-line journal article writing to French researchers, based throughout the world, have been run by The Centre of Applied Language Studies at the University of Reading for the past five years, with increasing numbers of participants. As the course has developed it has become apparent that one-to-one tutoring of writing skills can be managed in a number of ways. It is possible to maintain a cyclical approach to the process of writing, while working towards the end product of the linear-formed complete journal article. The dialogue that takes place between tutor and student is of intrinsic importance to both the success of the approach, and to students in achieving their writing goals.

This presentation will explore some of the effects that the richer form of dialogues between tutor and student have on the students' motivation and development. It intends to offset the common misperception that the dialogue is a one-way event in which the tutor merely proof reads and corrects the student's work.

*** co-author**

Marina Orsini-Jones, Coventry University

Using voice tools and subtitling software to stimulate the acquisition of employability skills while learning Italian (and/or other languages)

This presentation will illustrate how the integration of voice tools and subtitling software in conjunction with the use of a virtual learning environment (VLE) into the teaching and learning of Italian have enabled staff at Coventry University to explore innovative ways of delivering the syllabus and created more opportunities for students to engage with work-related activities and simulations in line with the government's drive towards an employability agenda for HE. The presentation will also show how the new tools have boosted students' engagement and motivation. The major features of the voice tools and subtitling software will be demonstrated and examples will be given of activities carried out with learners of Italian from absolute beginner to advanced level. Examples will also be given on how the voice tools could be used to create spoken entries for an e-portfolio.

Participants will be invited to share ideas on the ways in which the new tools could be integrated into the learning environment in their institutions and share practice on activities that promote employability skills amongst language students.

Marina Orsini-Jones, Coventry University

Plans and e-plans: integrating Personal Development Planning (PDP) into the languages curriculum

This paper will first of all provide the background to the introduction of Personal Development Planning into the HE curriculum (e.g. QAA Progress Files) and then illustrate how Personal Development Plans can be integrated into the languages provision at HE level for both specialist provision and UWLP. It will also demonstrate how the European Language Portfolio could be used for this purpose and how it could be integrated with an e-portfolio like pebblePAD and/or a VLE like WebCT to foster the development of students' academic and professional skills in a student-centred way.

Linda Parker, ALL

Breaking barriers to inclusion

From 2002-2005 Nottingham Trent University coordinated the ALLEGRO project. The aim of this ambitious and innovative European project (Lingua 1) was to take language learning out of institutions and into the very heart of communities. Partners worked with agencies in social work, community work, health care and related fields to bring language learning to new groups of learners. It took the notion of widening participation to the limit.

In this session Linda Parker will talk about the challenges of working with new agencies and developing suitable approaches, as well as the benefits of outreach work of this kind for both the

learners and the professionals involved. There will be an opportunity for participants to discuss the potential for this kind of work in their own institutions.

Isabelle Perez & Christine W L Wilson, Heriot-Watt University

The team approach to specialist training in Public Service Interpreting and Translating at Heriot-Watt University

Hitherto interpreting and translation training in HE has focused on international conference, diplomatic and commercial settings while Public Service Interpreting and Translating (PSIT) settings have largely been neglected. However, the academic and professional consensus is now that PSIT training, for example in legal or medical settings, should take place at university level. Available expertise in the field within the Centre for Translation and Interpreting Studies in Scotland combined with a growing demand for trained PSIT professionals from Scottish police forces, courts and other organisations as a result of recent legislation led to the launch of a specialist postgraduate programme of studies in PSIT in legal settings in 2003.

The presentation will focus on four areas:

- Rationale which led to the creation of a specialist degree programme
- Course structure and its theoretical underpinning, with the development of specialised teaching, learning and reference resources – including self-study materials
- Team approach to programme delivery (eg joint involvement of academics and immigration, police, court and probation professionals) and learning/teaching methods (eg mixed language sessions and peer evaluation)
- Future developments, in particular in terms of flexible modes of delivery in response to the objectives of lifelong learning and widening participation

Elena Polisca, University of Manchester

Promoting less widely taught languages: the outreach experience of FLAGS (Foreign Language Awareness Group for Schools)

This paper assesses the experience of FLAGS, a new project at the University of Manchester which promotes less widely taught languages. FLAGS aims to develop the awareness of language learning opportunities among local sixth-form pupils who are considering language study at tertiary level.

Small groups of 2nd year university students, studying at least one of the relevant languages, visited partner schools/colleges in September 2005 to deliver short sessions on Italian, Russian or one of the Middle Eastern languages. After this initial face-to-face meeting, university students continued to mentor sixth-formers via a purpose-built WebCT website. Sixth-formers must complete two sets of lessons in two of the languages concerned; university students act as facilitators for these lessons, providing weekly virtual support.

This paper focuses on the delivery and outcomes of the project, which are assessed through both continuous mentors and school/college teachers' feedback after each session and focus groups with pupils at the end of each set of lessons. Results seem to suggest that FLAGS acts as an incentive in promoting less widely taught languages by offering an innovative student-led perspective on the acquisition of a new language, as well as promoting the cultures of the countries where these languages are spoken.

Gerry Procter, Asset Languages

Asset Languages - a new route to certification in language learning

The presentation will look briefly at some possible barriers to wider participation and achievement in language learning, under the headings of:

- attitudes to language study;

- current paths to certification;
- student needs and student perceptions of the learning process and the rewards on offer through it.

It will examine the Asset Languages assessment scheme and relate some of its features to possible increases in motivation through:

- a reinterpretation of the concept of “modern languages”;
- the provision of an integrated assessment scheme covering the entire spectrum of language proficiency;
- the availability of a common scheme across sectors, from Primary, through Secondary and Adult, to Further and Higher Education;
- the widening of learner choice through increased flexibility and portability of qualifications;
- the fostering of learner autonomy and qualification ownership.

The presenter, Gerry Procter, is a Senior Development Manager at Asset Languages. He has taught in Secondary, Further and Higher Education, and has been involved for many years as a senior examiner in GCE A-Level and AVCE assessment, and in certification in languages through a variety of contrasting schemes.

Michael Prosser, Polytechnic University Of Valencia

The introduction of Chinese onto the curriculum of Spanish engineering students at the Polytechnic University of Valencia

10 years ago suggestions of introducing Chinese onto the curriculum of engineering students (who were offered German and French in addition to English) at the Polytechnic University of Valencia met with bemused laughter. This September my first Chinese class was full to bursting. This communication sets out to analyse student motivation in embarking on studying what for Spain is a mind-bogglingly exotic language and to analyse their experiences and the degree to which they assimilate the language to be able to use it in real communicative situations. Their motivation and progress will be broadly compared with that of comparable groups of German beginners in the same institution. Of particular interest will be how students (and potential employers) perceive the relevance of Chinese to their future careers.

Nebojsa Radic, University of Cambridge

The Junior CULP Project: phase 2

The Junior CULP Project is aimed at the 14+ age group and specifically those who are less motivated to continue studying languages at KS4.

Phase 1 of the Project was carried out in the academic '04/'05 year and involved the University of Cambridge Language Centre (LC) and the Impington Village College and St Ivo School. 77 year 9 students registered for courses in French at intermediate and Spanish at basic level. The evidence gathered indicates that a language learning course that integrates on-line and face-to face language learning is effective and well received in a secondary education context.

Junior CULP Phase 2 is taking place in the academic '05/'06 and focuses on creating a model that other institutions can adopt and adapt.

The LC is putting its work and experience in the conception, design, development and delivery of language courses that integrate online learning at the service of the Government's national languages strategy, Languages for All, Languages for Life. The Centre also wants to share with the broader community of learners the state of the art technology in its independent learning centre and teaching rooms.

Paul Rowlett, University of Salford

A professional body for linguistics: the Linguistics Strategy Group

The talk will present the recently formed Linguistics Strategy Group. The Group is currently a small working group with support and representation from LLAS, UCML and CILT, as well as the learned societies in the various sub-areas of linguistics (the Philological Society, the LAGB, BAAL, BAAP, the Henry Sweet Society and the AFLS). The aim of the Group is to allow academic linguists from across the spectrum to collaborate in promoting the discipline with its various stakeholders. The Group is currently working on projects: (a) to determine the size of the discipline in the UK HE sector and how this has changed over the last five years; (b) to heighten awareness of what the discipline has to offer society at large; and, (c) to encourage interest amongst potential applicants to programmes in the discipline. The work of the talk will be of interest to linguists from all any institutional background, which stand to benefit from current and future activities of the Group.

Kikuko Shiina, Chiba University & Toru Tadaki, Meijo University

Why Japanese cannot put forward their point of view: Two cultures of literacy

This paper reports the results of an ongoing research project funded by the Ministry of Education and Culture of Japan. We explored the reasons why Japanese university students have difficulty in putting forward their point of view in English without hesitations in accordance with a variety of interlocutors. Teaching grammar and vocabulary doesn't seem to be enough to make them competent language users in these respects.

Margaret Southgate, The Open University in Wales

Speaking across frontiers - promoting the independent use of synchronous voice conferencing by scattered groups of Open University language learners

During the past two years The Open University has opened its Internet-based synchronous audio-visual conferencing system to language students for use in independent study partnerships. This paper explores the ways in which language students scattered throughout the UK and other European countries have received and are making use of this opportunity to speak to one another and share images independently over the Internet. It will consider the University initiatives required to promote and provide pedagogical support for these independent partnerships, and will also evaluate early indications of the effect of such mutual support groups on student motivation, performance and retention.

Margeret Tejerizo, University of Glasgow

"To and from Russia - with love?" The changing face of the 'Year Abroad' in Russia since the demise of the USSR

This paper will have two sections. The first one will offer an overview of the new opportunities which have opened up for students of Russian language and culture during the so-called 'year abroad' in Russia since the fall of the former Soviet Union. This section will include information about NGOs, University Courses and commercial and cultural placements which have all been experienced by our students and feedback will be presented and evaluated. In the second section of the paper the 'academic' value of the year abroad in Russia will be assessed and discussed, together with new anthropological-type studies/dissertations which our students are now encouraged to undertake and prepare. Video will be used to illustrate certain points in the course of the paper.

Teresa Tinsley, CILT, the National Centre for Languages, Ceri James, CILT Cymru & Joanna McPake, Scottish CILT

Community languages: responding to 'superdiversity'

In September 2005, CILT, Scottish CILT and CILT Cymru jointly published the first survey of community languages provision in England, Wales and Scotland. The findings point to a growing

'superdiversity' in the languages in use in the UK, which is present even in parts of the country previously regarded as monocultural and monolingual. The research, undertaken by Scottish CILT, has raised awareness of the linguistic resource present in our diverse society and presents both challenges and opportunities for mainstream education providers in all sectors of education. The benefits which modern languages specialists recognise in students who gain competence in languages such as French, German or Spanish apply equally to those who speak community languages. And many of the languages in question: Turkish, Chinese, Arabic, and Urdu, are of crucial importance for international relations and economic development. Improving provision for their study could also play an important role in social inclusion and raising achievement.

The session will present the results of the survey and discuss the implications for developing inclusive, diversified and successful language provision which meets the needs of a globalised society. It will draw out in particular the implications for policy and practice in HE.

Teresa Tinsley, CILT the National Centre for Languages & Alison Dickens, Subject Centre for Languages, Linguistics and Area Studies

Getting the message across

This session will look at practical ways of providing cross-sector support for languages. It will report on feedback and evaluation of the first year of CILT's 'Languages Work' materials: how they have been used and future plans for taking the project forward. There will also be information about the new 'Mixing it up' factsheet aimed at encouraging 6th formers to include a language with their degree course plans and 'Languages work for Spanish' which will be coming out in the autumn. It will also demonstrate the Subject Centre's new version of its 'Why Study Languages Materials' and discuss ways in which it can and has been used by schools, colleges and universities to support school visits, open days etc. and to generally help motivate pupils to continue with language learning to GCSE and beyond.

John Trafford, University of Huddersfield

The language learning experiences of new teachers of modern languages in England

Teachers of modern languages in schools come to the profession inevitably influenced by their own experience of language learning.

What evidence is there about the language learning backgrounds which best equip new teachers with the necessary skills and confidence to teach effectively? Can we glean anything from the profiles and perceptions of new teachers to help us identify the best preparation for language teaching, in terms of subject knowledge? Should school curriculum planners, university languages departments and teacher educators be collaborating more closely to produce the teachers who will secure the future of a subject area currently facing major challenges in the secondary school curriculum?

Research conducted with different generations of language teachers at the beginning of their careers will inform this session. It will examine whether particular early language learning experiences might be a significant factor in leading students towards a career in language teaching.

Miranda Van Rossum, University College London

The aware language learner: promoting reflection in an online Dutch course at intermediate level

One of the main characteristics of a good language learner as identified by Naiman *et al.* 1996 is that they show an awareness of the language learning process. Equally, they focus both on form and communication, which could be described as awareness of language. Research into deep and surface learning shows amongst other things that learners who take a deep approach relate previous knowledge to new knowledge (Ramsden 2003: 47). In the context of language learning this would take the form of making a link with the mother tongue or any other language the learner knows, as well as with other cultural knowledge. These kinds of awareness are important in a society with an increasing emphasis on continued or lifelong learning, as also demonstrated by the introduction of

PDP into Higher Education – a good language learner is a good learner. However, they do not come naturally to all language learners, and hence ways of promoting them within the context of a language course have to be devised.

This presentation will show how the 'awarenesses' described above can be promoted in a language course at intermediate level, using examples from a newly developed online Dutch course (working title: *Lagelands 2*).

Naiman, N., Frohlich, M., Stern, D., and Todesco, A. (1996) *The good language learner*. Canada: Ontario Institute for Studies in Education.

Ramsden, P. (2003), *Learning to teach in Higher Education* (second edition). London: RoutledgeFalmer.

Irmgard Wanner, King's College London

Interactive e-learning modules in language teacher education

MFL Teacher Education comprises both generic and language-specific aspects of language teaching and learning. Important areas such as grammar, vocabulary, pronunciation and cultural aspects are discussed. Nevertheless, students' feedback consistently indicates the need for additional sessions, which would enable them to:

- develop their awareness and knowledge of the target language
- enable them to teach language and culture using pedagogically-sound models
- improve their own use of target language

Time constraints in a highly intensive teacher education course such as the PGCE do not allow for additional face-to-face sessions; therefore we have introduced e-learning within a VLE to meet the demand. The e-format is designed to foster a high degree of interactivity, for example with built-in feedback as a feature. Students are able to revise and up-date their target language knowledge, complete tasks on 'how to teach', send those in to tutors for comment and assessment, engage in reflective thinking and share their experiences with fellow students and tutors in chat-rooms and blogs.

The flexible format offers a differentiated approach with graded resources to meet the particular needs of individual students.

This presentation will show samples of graded resources, student activities and students' feedback.

Cathy Watts, University of Brighton

Widening Participation: a case study

This proposed paper summarises a case study which was carried out during 2004/5 involving The School of Languages, University of Brighton and Addington High School in Croydon under the former's Widening Participation programme. The pupils from Addington High School all had refugee status and were users of English as an Additional Language. The broad aim of the visits from their viewpoint was to raise aspirations regarding study in Higher Education.

Students in the final year of the BA in Language Studies (BALAST) Degree at the University of Brighton following a module entitled "Language Teaching and Learning" hosted the two visits. The visits from their perspectives aimed to provide contact with non-native speakers of English to support the module content and to raised awareness of possible career routes upon graduation, particularly as the accompanying teacher from Addington High School was a former BALAST student.

The paper will first detail the nature of the two visits and then outline some of the lessons learnt based on data collected from all parties involved. It will propose a model to underpin future visits and highlight way to successfully integrate the parties from both sectors.

Christine W L Wilson & Rita McDade, Heriot-Watt University

Training the trainers of the trainers: team-working across boundaries to turn a dream into a vision

This paper profiles a unique development in language teacher education in the Department of Languages and Intercultural Studies at Heriot-Watt University, Edinburgh, Scotland. Although BSL was recognised as a minority language by the UK government in March 2003, all developments involving BSL are significantly curtailed due to lack of competent staff and resources.

A *Graduate Diploma in Teaching BSL Tutors* was launched at Heriot-Watt in September 2005; this initiative is seen as the vital first stage in unlocking developments involving BSL. The primary aim is to educate Deaf people who are already experienced tutors of BSL as teacher-trainers, as well as to be able to develop BSL language-learning, teaching and reference materials and conduct research. Graduates' expertise should also feed into the training of advanced BSL language learners (e.g. students of translating and interpreting).

The paper explores the project as a model of good practice. Lack of expertise in the UK means the development and delivery of the course has provided an unparalleled opportunity for working in collaboration, sharing knowledge with experienced and internationally renowned trainers from around the world (e.g. from America, Denmark, Australia, etc.). Moreover, demands on students' time have informed creative modes of delivery and support.

Sarah Wullink, University of Nottingham

Widening Participation in Modern Foreign Languages at the University of Nottingham

This paper will discuss how Widening participation has been embraced in the School of Modern Languages and Cultures at the University of Nottingham to respond to recent changes and challenges.

The origin of this work stems from a study into Widening participation in languages at Nottingham from 2002-2003:

- In response to target set by the government, that by 2010 50% of those aged 18-30 should have had some form of Higher Education learning experience.
- To ascertain what action might be taken to reverse the general decline in modern languages participation at pre-degree and university level and to counter threats to participation posed by the government's decision to remove the compulsory modern foreign languages element from the curriculum at age fourteen.

Outcomes have led to:

- East Midlands Widening Participation Consortium
- Taster Days
- Undergraduate Ambassadors Scheme
- Success of visits into schools
- Network of language providers and organisations
- Collaboration between university schools and departments

which will be discussed and exemplified.

The session illustrates ways in which Widening Participation can be successfully integrated. It is by no means exhaustive and participants should come ready to share ideas and explore further ways in which HE institutions can work to promote the study of languages.

Jocelyn Wyburd & Ameeta Chadha, University of Manchester

"Keep talking"

"Keep Talking" is a project aimed at motivating KS3 pupils to retain an interest in language learning and to support their teachers. It is divided into 3 strands:

1. provision of undergraduates as role model classroom assistants in KS3 language classes in local secondary schools where KS4 language provision is under threat;
2. organisation and funding of workshops at the University for KS3 pupils and teachers from a wider range of local state secondary schools (excluding Language Colleges), including use of open access facilities, opportunities to talk to native speaker undergraduates and a focus on careers and transferable skills from language learning;
3. organisation and full funding of symposia for local KS3 and KS4 language teachers to share experiences, encourage cooperation and to boost morale and motivation.

The paper will describe the rationale for the project, how it is organised and funded and will report on evaluation of the impact of the project in local schools in Manchester.

**Contents correct at time of going to press.
Errors and omissions excepted.**

**Late changes will be notified via the web site
& at the conference itself.**