

# Abstracts UK Lingua 2022

## **Aziza Zaher: Error Analysis for Language Teaching F2F and Online**

In 1967, Corder's "the Significance of Learners' Errors" offered a transformative view of errors as providing evidence of learners' progress and approaches to learning. Errors can be overt or covert, and they must be considered in context. Selinker (1972) developed the idea of 'interlanguage' which represents learners' dynamic internal linguistic system which develops during their learning. Lightbown and Spada (2013) view errors as natural and valuable part of language learning. We deal with learners' errors all the time, and we have different approaches to them. Moving to online teaching has affected the way we do things and the nature of interaction with students and the amount of errors we see from students has changed. In this presentation, I aim to have a conversation with other teachers about how we can best view learners' errors and how we can implement them as a tool to enhance learning and teaching, both in traditional teaching and in online settings. Corder (1967) The Significance of Learner's Errors, in *International Review of Applied Linguistics in Language Teaching*; Jan 1, 1967; 5, 4; Periodicals Archive Online pg. 161 Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing, Strasbourg, available at [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr) Lightbown, P., & Spada, N. M. (2013). *How languages are learned*. Oxford: Oxford University Press. Selinker, L. (1972). *Interlanguage*. *International Review of Applied Linguistics in Language Teaching*, 10, 209-241. <http://dx.doi.org/10.1515/iral.1972.10.1-4.209>

*Aziza Zaher, Associate Professor of Arabic teaching at Durham University and Senior Fellow of the Higher Education Academy. She has a PhD in critical discourse analysis, MA in linguistics, and a Postgraduate Certificate in Learning and Teaching in Higher Education. Aziza has co-authored textbooks for teaching Arabic as a foreign language.*

## **Barbara Allen: Is it possible for older language learners to learn new tricks?**

When the pandemic hit, as a self-employed languages teacher it seemed like the end of my business. My older learners couldn't possibly learn online. I couldn't teach online (I'd only ever done it once and never wanted to do it again – it didn't suit language learning). However, needs must and online we went. I taught my usual groups online through Zoom, learned new techniques for teaching and learning and gained so much through the experience that my business and my teaching is now transformed because of it. The learners engaged so positively in the experience (about 80% of my learners continued online and some continued offline by accessing the materials and carry out self-study at home) that their language and motivation sky rocketed. As they were so engaged, I put on languages master classes, cookery demonstrations, lectures on different aspects of France and French society. I even (co)wrote a language journal which combines online and offline materials. This has been so well-accepted by learners that we are now in negotiation with a publisher. Conclusion The learning that occurred during the pandemic lockdown was different, the teaching was different, but it has led to different ways of accessing languages. And age is not a barrier – my oldest learner is in her 80s and continued to learn with me even when she was confined to home because of lockdown in addition, I have found that older learners are keen to embrace new technology such as Zoom and they are able to communicate and learn in new ways.

*I've been teaching French to adults for a number of years firstly in a formal setting of a local authority in adult and community learning, and latterly as a self-employed languages teacher. The classes are not subsidised by public funding and are run on a commercial basis. I have a BA(Hons) in Modern Languages and Political Studies and an MA in French Area Studies.*

### **Bernardette Holmes MBE and Steven Fawkes: Adapting, Accepting, Acknowledging - Exploring multilingual approaches to learning and the value of multilingualism to modern life**

Adapting, accepting and acknowledging - Exploring multilingual approaches to learning and the value of multilingualism to modern life Bernardette Holmes MBE and Steven Fawkes The four nations of our United Kingdom have long been countries whose citizens use a wide range of languages, for reasons of identity, history, migration and empire. We are nations of distinct traditions, traditions, which we wish to retain. As teachers of international languages we rightly guard 'our specialist language(s)' fiercely, but we also recognise, value and love other languages, the languages of our multilingual classrooms. As access to the world, at least electronically, becomes more available, why have policy makers been so slow to capitalise on the wealth of cultural flexibility and linguistic resource which exists in abundance in our communities? How could the experiences of the pandemic, and the general move to living and communicating online, contribute to raising the profile of all our languages? Given the pressures on time experienced by teachers and learners in all sectors, how can we encourage the sharing of successful approaches without losing the specificity of individual languages and cultures? Can language teachers, in community with others who share similar interests and values, create together public messages about the rich contributions made by languages, and everything that goes with them, to the shared future of humanity? In this workshop we intend to stimulate discussion and share practical strategies for how to develop multilingual approaches to learning, and a wider understanding of the value of multilingualism to our modern world. Bernardette Holmes and Steven Fawkes are both previous Presidents of ALL who know from personal and professional experience the value of bringing people together to seek ways forward.

*Bernadette Holmes is an acknowledged expert in languages education working across the discipline and across the sectors in areas including languages pedagogy, assessment and policy development. Bernardette has played a central role in the implementation of language education policy since the inception of the National Curriculum in 1988. She continues to be actively involved in advising the DfE on curriculum reform for modern languages. She was a member of the working group revising the current national curriculum for primary and secondary schools (2013). She was the subject content criteria writer for the GCSE in modern and ancient languages (2014) and for AS and A Level in French, German and Spanish (2014), working with ALCAB (A Level Content Advisory Board). After a successful campaign to secure their future, she subsequently developed subject content criteria for A Level in modern foreign languages with smaller cohorts (2017), including Arabic, Bengali, Gujarati, Modern Greek, Modern Hebrew, Japanese, Panjabi, Persian, Portuguese, Polish, Turkish and Urdu. Bernardette was a member of the Modern Foreign Languages Pedagogy Review (2016) and a member of the review panel for GCSE content in modern foreign languages. (2013-2016) Bernardette was principal investigator for Born Global, a major policy research project for the British Academy, engaging key stakeholders from employment and education in a radical rethinking of languages education. Her current research interests are transparent and reliable assessment of language proficiency across the lifespan, second language acquisition in instructed settings, interdisciplinary learning, and languages and employability Bernardette is a member of the newly convened advisory group for Home, Heritage, and Community Languages. She is co-Chair of RIPL, the Research in Primary Languages Network based in the University of Essex, and Chair of IOLET, the Educational Trust Board of the CIOL (Chartered Institute of Linguists). She is former President of the Association for Language Learning.*

*Steven Fawkes moved to the North-East to do his teacher training (as a Primary teacher), and still lives in Durham, where he began teaching Languages (in Secondary) in 1977. His thirteen years in a Comprehensive School in Durham City were followed by three years as a Curriculum Support Teacher in the County, supporting curriculum development for Languages across mainstream and special schools during the implementation of the first National Curriculum. Steven volunteers for ALL locally, as Chair of the NE Branch and nationally. He has twice been President of the Association, and is now a Trustee and Fellow of the Association. He is closely involved with the work of several Special Interest Groups within the Association (including currently the Initial Teacher Education SIG and the Primary Steering Group). Steven writes regularly for Language teachers and continues to contribute at many events.*

**Cathy Hampton and Lou Smith: Where can languages take pupils? Travel in the classroom and adapting to changing circumstances**

We know that school pupils have had less access to language trips during the pandemic, and that this state of affairs continues (Language Trends 2021). We know that Brexit is having a negative effect on language recruitment, and we know that, these things notwithstanding, there is a desire to increase intercultural experience and an awareness of global and local identities in the classroom. Furthermore, the ability to adapt to change, to be agile and resilient, is held to be an important component of twenty-first century learning, both in the school and Higher Education sectors. This involves exposing students and pupils to challenge whilst helping them to identify personal qualities they might use to deal with this. Warwick University uses Year Abroad students as agents to open up the challenge of new cultural encounters for school pupils and to take those pupils on a virtual journey with them. Last year we sought to reduce the impact of covid travel restrictions with a 'virtual trip', where students abroad would provide video tours of their local town for pupils to explore and interact with. Over the years we have also developed a flexible partnership model with local schools (Adopt a Class), where a student works with a teacher across a term or a year, providing interventions that fit with a class's MFL programme. These might take the form of virtual resources (videos, blogs) or realia (letters). If partnered with a language assistant, it is sometimes possible to set up class exchanges. Pupils are stimulated by having a personal connection overseas; they identify with the challenges of the journey; they are ready to share in the new discoveries of the student; they draw on their own linguistic knowledge and are helped to make the imaginative leap into another culture by responding to real-life situations. Our paper also explores how teachers and students adapt interventions in the light of unexpected Year Abroad contingencies.

*Cathy Hampton: I have worked in the French Section of Warwick's School of Modern Languages and Cultures (SMLC) for 23 years and am currently the School's academic lead for Teaching and Learning. Much of my teaching is centred upon first-year learners, and I am particularly interested in the processes of transition between school and Higher Education modes of learning. I also run the Warwick Adopt a Class scheme which links pupils in primary and secondary schools with MFL students on their study year Abroad. Next year Warwick is taking on the running of Routes into Languages for the West Midlands, and I will be the academic lead for that.*

*Lou Smith: I have been teaching for 30 years in both Secondary and Primary schools; more recently mostly primary languages, music, and a small amount of Latin. I am currently the languages lead in a primary school on an estate on the edge of Rugby. I am also a private tutor and have edited a primary languages workbook for French. Having worked in several subjects and phases, I became interested in transition and in the use of age-appropriate pedagogy. More recently, I have also been interested in how cognitive science can inform teaching. Believing in collaborative work, a few years ago I set up a primary languages hub in Rugby for mutual support, sharing of ideas and resources. I have also run training in several primaries across the country for non-specialist primary teachers, and more recently, been involved in ITT in primary languages for Warwick University. Once a language teacher, I saw how important links with other countries & cultures was to pupils who could rarely travel to the country of the language they were learning, so when I met Cathy Hampton of Warwick University through a 'teach meet', I was keen to join in with their Adopt a Class scheme. I have been involved in the scheme for some years now.*

**Christopher da Silva: Collaborative writing in French language, using a word processing software**

The pandemic has affected university learning and teaching immensely and many academic staff would agree that it has been an adverse disruption. However, I would like to show one of its positive effects, especially in the use of technology (IT assisted) learning. During the previous and current academic years, I have been using a word processing software (such as Microsoft Word (Office 365)) in a Proficiency-level French language class, to increase and enhance engagement from students into the curriculum. Students and I have been using this set-up when working on different topics (related to French language and culture). Another positive outcome of this change of curriculum practice has been that students work on their writing skills in the target language (for essays, for example) but they also hone their collaborative writing skills and obtain live feedback from the tutor.

Writing skills can be sometimes dreaded by students, even more in a target language, but this environment has allowed them to experiment and work in a concerted way (in small groups) to approach the exercise requirements in a more accessible way. This has enhanced their preparation in class, but also their enthusiasm in advance of the individual assessment (individual essay writing).

*French lecteur and Teaching Fellow (assistant) in French for Durham University from 2012 to 2019, and now Lecturer in French language for Essex University since 2019, I have been looking into the impact of technology (IT-assisted) on language learning. I am also a keen participant to the national mailing list of ALT (Association for Learning Technology).*

### **Geraldine Crahay: Challenging tradition: Making creative writing accessible to French learners**

Although creative writing activities are still relatively rare in higher education language courses, they have recently enjoyed an increased interest. Such success is notably rooted in their pedagogical, academic and personal benefits: learners can find their own voice, gain self-confidence in their command of the target language, engage with challenging texts, develop intercultural skills, etc. They indeed allow revitalising the teaching of writing skills, which is still too often focused on the production of academic or professional texts, favouring for example arguments and synthesis at the expense of creativity. Believing that creative writing is a 'self-empowering tool' (Zhao, 2015) for students and a means to diversify the language curriculum, French teachers at Durham University's French department and language centre (Dominique Carlini-Versini, Anna Johnston, Cynthia Tavors and myself) have developed a project for both French learners and their teachers aiming to promote creative writing in UK higher education. Our project has been organised along five lines: 1) creative resources shared on the platform IFProfs; 2) free online creative writing workshops for learners; 3) free online creative writing masterclasses for teachers led by writers and fellow teachers during the academic year 2021-22; 4) a creative writing contest for learners of French launched in November 2021; 5) a one-day conference about creative writing in French courses in September 2022. In this paper, I will examine the reasons that led us to undertake this project, its organisational process, the obstacles that we have encountered (notably finding funding) and the outcomes (to date). My purpose is both to demonstrate the importance of making creative writing accessible to language learners and to encourage fellow teachers to organise collaborative and innovative projects.

*Dr Géraldine Crahay is Lecturer in French at the Centre for Foreign Language Study at Durham University. After a B.A. and an M.A. in French Studies and a teacher training degree at the University of Liège (Belgium), she completed a Ph.D. in French Studies at Bangor University on the construction of gender identities and sexual ambiguities in July Monarchy narratives and scientific texts. Her research interests include nineteenth-century French narratives, gender studies, literature and creative writing in language classes and relations between language and dance. She is also a Fellow of the Higher Education Academy and a certified DELF-DALF examiner. Her first monograph, *The Hermaphrodite, the Effete and the Butch: Sexual and Gender Ambiguities in Nineteenth-century French Narratives*, is to be published by Peter Lang.*

### **Helena Butterfield: Promoting a love of language learning from KS2 to KS5: How can we help linguists of tomorrow develop a love of language learning today?**

Promoting a love of language learning from KS2 to KS5: How can we help linguists of tomorrow develop a love of language learning today?

A roundtable discussion about promoting a love a language learning across the age range, so we have linguists in the future. I am happy to share successes (and not so successes) of what we have done and are doing to promote languages at Teesside High. We want to harness a love of language learning right from KS2.

*I am Head of MFL at Teesside High School in Eaglescliffe, an all through private school, where we teach French and German from KS2 through to KS5. I am currently in my 28th year of teaching, having taught languages in a range of different schools in the Tees Valley area. I am a passionate advocate for German teaching and for promoting a love a languages for students of all ages and abilities.*

### **Hindiye Suhair: New ways to teach and learn vocabulary in MFL**

We live in a continuously changing world where roles are not always clear-cut and responsibilities are not always well identified. In multilingual language learning, whose responsibility is it when it comes to students learning new MFL vocabulary? In the traditional method of passive learning, the teacher would provide the information (role: giver) and the student would try to absorb it (role: receiver). However, models of teaching and learning MFL vocabulary must evolve with new research. In this paper, I draw upon the “constructivist” model of learning (supported by the neuroscientific predictive processing framework) and reflect on my own experiences of teaching in a variety of contexts to challenge the traditional model of learning vocabulary as a passive exercise. I address the question by shining a light on the shared and balanced responsibility, where the MFL teacher and the student are both responsible for the vocabulary learning process. This approach requires flexibility and collaboration for the student to absorb complex new words in a complex new language. The teacher’s role is to encourage students to use their imagination, resourcefulness, and self-awareness as tools to see the links among words, bringing in examples and references. To make the learning experience easier and more enjoyable – and to supply connective tissue to help learners forge mental connections among groups of words – the teacher must provide broader cultural and historical context, rather than just leaving students to memorize. This interactive and broadening approach helps both teacher and student to move beyond the outdated view of memory as a storage system rather than a constructive imaginative process. It is also important for MFL teachers to adapt to the ability of their students in terms of (i) learning styles, (ii) empathy (for example learning a new language themselves - the “how it feels”), and (iii) neuro-diversity (e.g. autism, aphantasia, dyslexia etc.) by challenging stereotypes of traditional learners. Drawing on these insights and approaches, this paper will build a constructivist model of learning and teaching whereby teachers encourage students to be more responsible and independent for their own learning whilst providing them with the tools to do so. REFERENCE: Zettersten, Martin. "Learning by predicting: How predictive processing informs language development". Patterns in Language and Linguistics: New Perspectives on a Ubiquitous Concept, edited by Beatrix Busse and Ruth Moehlig-Falke, Berlin, Boston: De Gruyter Mouton, 2019.

*My name is Suhair. I work as an assistant lecturer in the Arabic studies department, Durham University. I have been working as an Arabic assessor at CIOL, London since 2018. I also work as an Arabic instructor for over nine years. I taught Arabic to both native and non-native students from a wide range of backgrounds and age ranges at schools, sixth form colleges in London and at universities (Al-Quds University and Durham University). I also taught Arabic to diplomats, UN officials and academics. I hold two MSc degrees from Birkbeck, University of London one in “education, power and social change” and one in “politics, economics and philosophy” with distinction in dissertation research. I also have a Bachelor degree in English literature and language, minor translation (Arabic-English and vice versa).*

### **Karen Liddle and Karen Faulds: Bringing the world into Scotland’s classrooms**

Scotland’s National Centre for Languages (SCILT) and our sister organisation, Confucius Institute for Scotland’s Schools (CISS) have adapted and in many ways, transformed our ways of working to continue to offer quality professional learning to language educators and support children and young people in their study of languages. In this session, we plan to talk about widening access to language learning across Scotland, teaching

less commonly taught languages in innovative ways. We have done this through a variety of projects, but today we will concentrate on our work with Polish and Mandarin. We have worked to develop virtual exchanges with partners across the world. This has had a hugely positive impact on both learners and school communities. We will use the example of our Climate Ready Classrooms project to illustrate this. This project involved primary schools working with partner schools in China to learn about carbon literacy and climate awareness and sharing their learning with each other. The learning had Mandarin language learning integrated into the project and allowed learners to put their language skills to use. We have adapted to changes in society as awareness of the Polish language grows and demand for teaching and learning of Polish increases. We have introduced Polish as a language option for young learners. With Polish now the most commonly spoken language in Scotland, other than English and Scots, the 10 Steps to Polish programme and the Polish through Art project have widened access to this important language for our learners in innovative ways and have provided a model which can be replicated by other languages and programmes. We will talk about the philosophy and ideology behind these projects as well as the pedagogical and practical approaches we used and how they can be used as models for your projects

*Karen Liddle is Professional Development Officer with CISS (Confucius Institute for Scotland's Schools) based at the University of Strathclyde, within Scotland's National Language Centre (SCILT). Before taking on her role with CISS and SCILT, Karen was a Secondary Modern Language teaching and taught French, Spanish and Mandarin for 15 years in schools across Scotland during which she spent time as Principal Teacher of Languages and Confucius Classroom Hub coordinator. Karen's main role at CISS is supporting and delivering professional learning to teachers of Chinese languages across Scotland, whether they are exchange teachers, student and early career teachers or qualified in-service teachers. She also helps manage the Confucius Hub network, a Scotland-wide network of 41 primary and secondary hub schools, and 3 specialist Confucius hubs based in national cultural institutions. Karen works with partners and stakeholders to lead national language learning projects in all languages.*

*Karen Faulds joined SCILT in October 2019 as a Professional Development Officer for primary schools. As a highly experienced primary practitioner, she has extensive knowledge of working in the primary sector. In 2009 Karen took a break from teaching to continue her studies in higher education and graduated from the University of Glasgow in 2014 with an MA (Hons) in French, including completing a course in Russian during her final year. Her key role with SCILT involves working in close collaboration with colleagues in SCILT and external partners to develop, facilitate and evaluate the various professional learning opportunities offered to teachers, student teachers and Development Officers across Scotland. As an avid learner of languages she intends to continue with her professional development by undertaking a Level 1 course in BSL in addition to her studies on the MEd programme at the University of Strathclyde.*

### **Lara Escudero Baztan, Penelope Johnson and Sarah Moss: Student Collaborative Research Projects between countries**

Since March 2020 the technological learning curve undergone by both students and teachers has been exponential. The last couple of years also saw an increase of difficulty in organising the Study Abroad, which forms a compulsory part of most language degrees in the UK. Therefore, we could say that now, online exchanges are more relevant and necessary than ever before. This is because we are all more savvy in using virtual platforms and because it is a way of either preparing the students for their Study Abroad or even, in some cases, being an alternative to it.

Online intercultural exchange (OIL) has gone by many names: Telecollaboration, e-Tandem, Blended Intercultural Model, COIL (Collaborative Online International Learning) and it can be a mere exchange of information or a collaborative task where students have to produce something tangible, like a video clip. The aim of this presentation is to discuss an International Collaborative Project between students of Spanish at Durham University and students of English at A Coruña University in Spain (with language levels ranging from B1 to B2). Although not well known, there is a historical, social and literary link between the North East of England and the province of A Coruña in Spain, which is called the Camino Inglés. All the collaborative tasks of the project involved researching this link between the two cultures from several different perspectives: legends

and myths, traditions, tourist promotion, etc. This, it is hoped, has made the project much more relevant to both parties involved'. Underpinning the project are theories of group dynamics, task-based learning, integration of culture and language, interculturality and online learning. We will first present and contextualise the project, discuss the observations and suggest possible improvements for the future. Even though the case study focuses on University students, many of the issues raised will be relevant to online exchanges at primary and secondary level.

*Dr Lara Escudero-Baztan is Lecturer in Spanish at the School of Modern Languages and Cultures in Durham University. She holds a PhD in Spanish Golden Theatre from Universidad de Navarra. Her research and scholarship are based on hagiographic theatre. She has published books (critical editions of Tirso de Molina plays), and articles on Tirso de Molina, autos sacramentales, primary sources of Golden Age theatre, and reception of hagiographic plays.*

*Dr Penelope Johnson is an Assistant Professor at the School of Modern Languages and Cultures in Durham University. She holds a PhD in Translation Studies from Newcastle University. Her research and scholarship activities are based on postcolonial theory of translation and transnationalism. She has published articles on translation and ideology focusing on text selection, anthologizing, re-translations, the role of language mediation in pilgrimages, and translation and border writing. She translated into Spanish the fact-based novel by Kim Kupperman (2018).*

*Sarah Moss. Degree in Spanish and French Language and Literature (University of Hull). Postgraduate Diploma in Translation (Institute of Linguists). Doctoral courses in Linguistics and Rhetoric (University of A Coruña). Translator specialised in Tourism, Business and Sociology. More than 30 years' university teaching experience in Translation and Intercultural Communication, as well as English for Specific Purposes in various areas, including Business, Architecture and Tourism. Currently lecturing in English for Tourism and English for the Working Environment at the Faculty of Tourism, University of A Coruña (Spain). Member of a research group in Cultural and Environmental Heritage and Youth Training (University of Santiago de Compostela, Spain). Former Vice-dean of International Relations at the Faculty of Philology (University of A Coruña), and currently Vice-dean of Academic Organisation and International Relations at the Faculty of Tourism, University of A Coruña.*

### **Laura Martín Cisneros: Culture, creativity and "cheat-proof" language assessments**

In a language class, we primarily assess language skills. Cultural and intercultural competence, and other higher order critical and thinking skills should come into play too, but much of the assessment is underpinned but the students' linguistic competence, which is not that of a native speaker. Professional language teachers in Higher Education are always trying to do a balancing act between assessing true linguistic competence and other higher order skills which are expected at university level, but which can be difficult to target when you are in the initial processes of language learning. During the Covid19 pandemic, language teachers, especially in HE, have been forced —for non-pedagogical reasons, but administration reasons, as admin rules, in many cases— to assess students' linguistic competence through assignments and exams done online, from home. As a consequence, any of us have been disappointed to see malpractice and use of poor strategies on the part of some students (e.g., use of online translation tools, students communicating with each other to share answers, different degrees of intentional or unintentional cheating, etc.). Once we started realising the problems with validity, reliability and fairness that these “home” assessments posed for language teachers and learners, and without the possibility of in person assessments, we became creative. Very creative. In this workshop/conference, I will show some examples of engaging online and “take-home” written assessments which embed Hispanic culture (literature, music, art...), creativity and linguistic competence that attempt, and I believe succeed for the most part, in assessing students' Spanish linguistic and (inter)cultural competence fairly and reliably. I will focus on 3 types of assessed written activities: discussion boards, directed reading (with a focus on graphic novels and comics) and translation activities that my second year Spanish students completed as part of their assessment. These tasks were designed to be engaging and “cheat-proof”. I will show, through specific examples, how students' Spanish language competence and interest in Hispanic culture improved as they became more engaged with this type of assessments, especially through the first whole

academic year of the pandemic, which was mainly online, and the challenges faced with this same type of assessments during the current academic year, when students are “back” in campus, but not quite back yet. Finally, I will conclude by sharing the “hits and misses” and the learnings to take on board for future, which seems more unpredictable than ever. The balancing act continues.

*I have been a Spanish language teacher in HE for over 15 years. I also work as a senior assessor for several exam boards, national and international, in different roles, from principal examiner to exam setter. As a teacher trainer, my focus is on the use of art and literature in the language classroom and assessment. My first degree is in English Literature but I have postgraduate accreditations in Spanish Teaching and Learning, Creative Writing and Literary Translation. I am an avid reader and film and music fan. I would like to write more.*

### **Loiana Leal and Charlotte Pickles: Facing change: student collaboration for Portuguese curriculum at Newcastle University – reflections**

In this presentation, lecturer (Loiana Leal) and student (Charlotte Pickles) report on the experience of co-participation in the design of the curriculum of Portuguese Level B General Language at Newcastle University. Together, module leader and students worked together and developed strategies and tools to embed the student voice in the design of this year curriculum. The paper aim to drawn on a quickly presentation on the methodologies devised to engage students on the process of designing the curriculum of their module by effective use of previous years feedback, open conversations with different student cohorts and focus groups, the presentation also intends to highlight experiences that inspired this approach, so much needed in face of the changes needed to be implement on the transition from a full online academic year to a blended learning approach. Charlotte Pickles will report on the student experience and student feedback about their course, considering that we are approaching the end of the academic year in. During this presentation lecturer and student will talk about the structures put in place to redesign the curriculum and highlight the advantages, the pitfalls and challenges faced by their learning community to develop a democratic learning environment in which students feel the co-authors of their curriculum.

*Loiana Leal is Lecturer in Portuguese at Newcastle University. Loiana has been teaching Portuguese at NU for 10 years, and throughout her career in the UK she has been investing in developing a blended approach to her practice by uniting TEL and the communicative approach underpinned by a constructivist pedagogy to foster a vibrant and flexible learning environment together with her students.*

*Charlotte Pickles is a Modern Languages student at Newcastle University (Portuguese, Spanish and German. She is currently Modern Language Society Secretary and Student Decolonising Lead. Charlotte has published her first article “Ngunga’s adventures: the significance of publishing and anticolonial education in her First Year.*

### **Nathalie Paris: Do we still need books?**

Do we still need books? In an increasingly digital world, do we still need physical books in our offices and classrooms? In this interactive session, we will explore how books have traditionally been used and how this has evolved; we will look at practical ways in which we can exploit books (textbooks, picture stories etc) in our teaching and learning. Spoiler: yes, we still need them!

*Nathalie Paris (yes, it is her real name!) was a secondary languages teacher for 19 years with responsibility for outreach primary languages teaching and transition KS2-KS3; she is currently a part-time primary French teacher and the owner of Nattalingo: she uses her picture books, her hand puppets and puppet theatres to make French learning accessible and entertaining. She is also known as the Geordie French storyteller and supports the teaching of languages in many ways. In addition, she teaches French at Newcastle University 2 days a week.*



### **Olga Zobotkina: Learning through Performing**

Russian department has a tradition of putting on a performance or a concert. Last year, during lockdown, we did not want to miss a year and to break our tradition. We arranged an online concert. I would like to present at the conference and to talk about - coming with ideas of performances - creating the script and working on pronunciation, intonation and acting - what the members of the audience thought about our performances - how the students perceived their experience- what was the learning gain for the students (improving the Russian language and developing more “friendly” relations with it, deeper understanding of the Russian history, culture and literature and desire to learn more, open-mindedness, creativity, decision-making, working under pressure, time management, building self-confidence and much more)- comparing the students’ experience of performing for an audience and online performing.

*Olga Zobotkina has a degree in philology and teaching from Kaliningrad State University. She worked as a researcher and head of department in Kostroma Historic and Architectural museum (Russia). She has extensive experience in teaching English in secondary schools and University in Russia as well as teaching Russian at GCSE and A-level in secondary school in England. She collaborated with the Kostroma Regional Institute of Education Development, where she co-authored a book “Kostroma from A to Z” and a workbook “A Tour of Kostroma” for secondary school students. She also worked as a freelance interpreter and translator and wrote a book “Kostroma – Durham. English Notes”. Olga has been teaching Russian at Durham University since 2010. She is passionate about Russian language, history and culture and shares her love of Russian culture, language, music and folklore with her students.*

### **Patrizia Ronchetti: From classrooms to breakout rooms: resilience in times of change.**

In this session, we will examine how to offer our pupils a virtual passport out of the UK and lots of easy and practical ways to explore the wider French-speaking world in your lessons. When teachers and learners explore the beautifully diverse world francophone around them, rich cultural conversations can't help but happen. Allow Suzi to reignite your passion, globalise your curriculum and transform your existing Scheme of Work!

*I am a tutor of Italian language and founder of Welcome2ItalianLanguage. I started my career in my hometown, Terni, teaching in language schools and in public/private institutions. I graduated in Perugia (Modern Foreign Languages), with a BA in English Literature and Anthropology and my experience in Italy as a language tutor (Italian L2, Business Italian, English and Spanish) and journalist (I worked for TV and radio stations) gave me the skills to interact with students and to find different tools to communicate efficiently also with the use of creative writing. I moved to UK in 2005, I started teaching Italian for CDLCI (The Centre for Italian language and culture, at the Italian Consulate in Manchester) and at Leeds Beckett University, where I gained a PGCE in Education. I am an Associate Fellow of the HEA and I worked for Bradford University, LOGIK Centre / Leeds University and in public schools around Yorkshire. I also took part in workshops and international conferences as speaker, I organize events and workshops about Italian language. Now I run online classes and work as a Higher Level Teaching.*

### **Raphaëlle Beecroft and Petra Bauer: Fostering of ICC through Telecollaboration**

The current pandemic and Brexit pose a challenge for face-to-face exchange as a vehicle for fostering intercultural communicative competence in the teaching and learning of foreign languages in Higher Education. This creates the need for the development of digital alternatives which do not have to be seen as a secondary option but which can be equally integrated into institutional internationalisation strategies. We will present such an endeavour combining translation and telecollaboration as a virtual exchange format. Both telecollaboration and translation have, in language teaching and learning, often been victims of their inherent binary characteristics, rendering their implementation in the language classroom rare. The presentation will demonstrate how both can, however, be combined to foster intercultural communicative competence.

Connecting approaches from Translation Studies and Foreign Language Pedagogy, we will propose that virtual exchange opens up a plurilingual and pluricultural space within which participants from varying languacultural backgrounds may collaborate on a common product - a translation. The translation process itself requires intercultural exchange both on an affective and linguistic level, in which participants engage in an immediate manner through online interaction in order to carry out the translation. Based on these theoretical foundations, we will present preliminary results from a mixed-methods study focusing on a telecollaborative translation course carried out with Durham University German students and prospective English teachers from Karlsruhe University of Education, Germany, providing insights from student interviews, reflection portfolios, think-aloud-protocols as well as the translated products themselves with a view to the students' acquisition of intercultural communicative competence.

*Dr Raphaëlle Beecroft is a teacher educator in English Language Pedagogy at Karlsruhe University of Education in Germany. Her current research interests include (re)establishing translation as a form of intercultural communication in the English classroom as well as at university level. As part of her doctoral thesis, I elaborated the linguistic dimension of Byram's model of ICC using a new savoir, 'savoir agir' for which she is currently involved in the development of indicators. Her teaching is action and student oriented and founded on permanent development through action research.*

*Dr Petra Bauer is an assistant professor (teaching) in German at Durham University with a passion for the teaching of intercultural communication via the means of translation. In 2019 she started a telecollaboration project between her second-year ab initio students in German and second year students at the teaching university in Karlsruhe, Germany working on the cultural transfer in literary and factual translations. This project is now in his third year and proving incredibly popular and successful. It has sparked a series of presentations at language and ICC conferences, papers and a monograph 'Potenziale der Binarität' together with her colleague in Karlsruhe. She sees translation as a bridge, a window between languages, cultures and ages and is happiest when she is able to infect her students with the 'translation bug'.*

### **Ruth Magee: I'll go the other end then Early Years-KS3 progression & transition: what are sustainable ideas that support & inspire the learner?**

A joint address of how to motivate and ensure progress through the Key Stage transitions. Ruth Magee, an experienced Educational Project Manager and teacher of French & German (from Early Years to KS5+), will guide a discussion on embedding Languages in younger years to complement the many competing priorities of UK Primary School setting and into KS3.

Ruth moved from youth work to managing projects (such as Routes into Languages), trained and taught in secondary and now teaches and advises in primary schools. She has recently written her (second!) Masters dissertation on the pupil view of curriculum and motivation at KS2-3 transition.

### **Salima Jaljule: Adapting teaching and learning Translation for online settings**

With the emergence of the Covid-19 global pandemic, we have all been forced to adapt to new ways in our lives and to move to new normality. As the year of 2020 grounded us in our homes and cut us off physical human contact, it also allowed us to use innovative technology in more ways than. Teaching and learning environments in the various levels of education have certainly been of the main areas forced to change and adapt very quickly to new ways and methods of teaching and learning. For those of us who teach in higher education, one of the most challenging subjects to teach remotely was the practice of translation. Thus, in this presentation, I explore how teaching translation changed during the pandemic, drawing on my own experience as well as the experience different instructors from different institutions had to change their strategies to suit online teaching and learning, and whether they witnessed this adaptation as compromise to learning outcomes. Drawing on

critical ideas in translation studies and in teaching and learning methodologies, the paper asks: If the act of translation is often described by scholars and translators as a bridge between languages and cultures, then how do we pass on the knowledge and skills for building these bridges? What was the extent of student's contribution in the discussion and analysis of the translation product? And finally, how was students' engagement maintained during online sessions and after?

*I am an assistant professor (teaching) in Arabic Language Studies and Translation Studies at the university of Durham. I have been with Durham for nearly 10 years; 3 years as part time language tutor, then started as a teaching fellow in Arabic studies in 2015 up to this date. I specialise in translation which I teach on both PG and UG levels, but most of my teaching focuses on Arabic language teaching in all undergraduate levels. I am also the module convenor for the Arabic Language 1B course. Translation and translation teaching strategies is always at the top of my interest and I always look into how these methods and strategies can be improved and developed.*

### **Suzi Bewell and Danielle Bourdais: Decolonizing the French curriculum one lesson at a time**

In this session, we will examine how to offer our pupils a virtual passport out of the UK and lots of easy and practical ways to explore the wider French-speaking world in your lessons. When teachers and learners explore the beautifully diverse world francophone around them, rich cultural conversations can't help but happen. Allow Suzi and Danielle to reignite your passion, globalise your curriculum and transform your existing Scheme of Work!

*Suzi Bewell is a well known languages teacher and trainer. Until 2015, she ran the PGCE MFL course at York University and currently works part time at St John Fishers in Harrogate and also as a visiting lecturer at Leeds Trinity University. She has over 20 years' experience of teaching French, Spanish and German, and more recently Mandarin in the UK and overseas, is a SSAT Lead Practitioner for languages and also runs her own successful educational consultancy <http://www.pollyglotlanguages.co.uk> supporting languages teachers worldwide to integrate more TL culture into their lessons. She is a huge advocate of global learning at all levels.*

Danièle Bourdais is an internationally recognised writer, editor and consultant with extensive experience of authoring culturally rich materials in French. She has worked for many educational publishers such as the BBC, Oxford University Press, Cambridge University Press, Elmi and Mary Glasgow Magazines.

She has written award-winning resources for the UK market, and most recently for international examinations (International Baccalaureate and IGCSE). She is passionate about taking language learners on a journey through the richness and diversity of the Francosphere!

### **Tianhua Xu: Corpus assisted vocabulary teaching: A year's trial at Guangzhou College of Commerce**

It is generally believed that teaching method is as important as learning method. The 2020 to 2021 academic year, I taught an English-Speaking course at Guangzhou College of Commerce (GCC). The text book used is Inside Out upper intermediate by Sue Kay (ISBN: 9787544625036). Other than the time proven teaching methods, I applied corpus approach into teaching, using the corpus to teach vocabulary, which has been proved popular and effective with students. This research has also secured a research grant for the further attempt of corpus on other area of language teaching, such as ESP, phraseology, translation etc. The significance of this teaching innovation is to improve students' vocabulary awareness and self-learning ability, and to explore the feasibility of integrating corpus into teaching. Implementing Usage Based and Corpus Based approaches together, the attempt is based on the idea that corpus evidence suggests "which language items and processes are most likely to be encountered by language users, and which therefore may deserve more investment of time in instruction" (Kennedy, 1998, p. 281). As leech (1997) claimed that there are mainly three ways to apply corpus into teaching: i) in-class teaching, ii) self-learning and iii) test, for this preliminary attempt, all these three areas have been tried on. This paper discusses the attempts of applying enTenTen 2018 Corpus (L1 Corpus) to vocabulary teaching in the academic year 2020 – 2021, presents the class activity design, implementation, effect and follow-up research



of this corpus-based teaching activities. References: Kennedy, G. (1998). An introduction to corpus linguistics. London: Longman. G. Leech, (1997). Teaching and Language Corpora: A Convergence. London: Longman. Pp.123.

*PhD student in MLAC, Durham University. About to submit. I have been working full time with Guangzhou College of Commerce since 2020.*