Tales of Hope: Embedding Modern Foreign Languages across the Curriculum

Gateshead
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Workshop dimensions

Relevance of Modern Languages in the curriculum
Exploring why IWLP can make a difference to embedding modern foreign languages in the curriculum

Transformative power of Modern Languages across the curriculum
What this means for learning and the 21st century graduate
Institution-wide Language Provision

What? Why? Where?
UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2013-2014)

Dr John Morley, University of Manchester

- Growing number of institutions offering IWLP *differently*
- In 2013, 54 500 students in 75 institutions studying IWLP
- Recruitment on to IWLP good
- Top Languages: Spanish, French, German, Chinese
- IWLP attracts large numbers of international students
- Strong support at institutional level
• Native Language Teacher or Subject Specialist?

• Standardisation and accreditation

• Differentiation?

• How to integrate IWLP into modules/courses?
## Common European Framework of Reference for Languages - Self-assessment grid

<table>
<thead>
<tr>
<th>Common European Framework of Reference for Languages</th>
<th>A1 Basic User</th>
<th>A2 Basic User</th>
<th>B1 Independent user</th>
<th>B2 Independent user</th>
<th>C1 Proficient user</th>
<th>C2 Proficient user</th>
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</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>I can understand familiar words and very basic phrases concerning everyday situations when people speak slowly and clearly.</td>
<td>I can understand directions and routine information in everyday situations (e.g., in a store or restaurant).</td>
<td>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, parties, etc.</td>
<td>I can understand extended speech on familiar matters regularly encountered in work, school, parties, etc.</td>
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<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences, for example in notices and posters or in dialogues.</td>
<td>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, short notices and timetables and I can understand short simple personal letters.</td>
<td>I can understand texts that are oriented mainly towards everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</td>
<td>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</td>
<td>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.</td>
<td>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.</td>
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<tr>
<td><strong>Spoken interaction</strong></td>
<td>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
<td>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter appropriate into conversation on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in conversations on topics that are familiar, of personal interest or relevant to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can express myself fluently and spontaneously without much obvious searching for words. I can use language fluently and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contributions skilfully to those of other speakers.</td>
<td>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. I do not have a problem in making back and forth exchanges around the difficulty so that other people are entirely aware of it.</td>
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<tr>
<td><strong>Spoken production</strong></td>
<td>I use some phrases and sentences to describe where I live and people I know.</td>
<td>I can use a series of phrases and sentences to describe in simple terms my family and other people, their occupations, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to descibe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</td>
<td>I can present clear, detailed descriptions of a wide range of subjects related to my field of interest. I can explain a viewpoint or a logical sequence allowing the advantages and disadvantages of various options.</td>
<td>I can present clear, detailed descriptions of a wide range of subjects integrating sub-themes, developing particular points and running off with an appropriate conclusion.</td>
<td>I can present a clear, smoothly-flowing text in an appropriate style. I can write complex main ideas supported by detailed supporting points. I can write a text which is relevant and interesting and which presents information effectively.</td>
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<td><strong>Writing</strong></td>
<td>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</td>
<td>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
<td>I can write short, simple reports on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</td>
<td>I can write clear, detailed text on a wide range of subjects related to my field of interest. I can write an essay or report, passing on information or giving reasons in support of a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
<td>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, outlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.</td>
<td>I can write a clear, smoothly-flowing text in an appropriate style. I can write complex main ideas supported by detailed supporting points. I can write a text which is relevant and interesting and which presents information effectively.</td>
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*Common European Framework of Reference for Languages (CEFR) © Council of Europe*
With reference to the ‘hot topics’ on the previous slide, consider which position is taken by you (and your institution)? Why?
Why Modern Languages matter
LOST IN TRANSLATION?
Lost in translation

- Move towards the image that appeals to you the most
- Consider your response – what is about the words and image that you like?
- What do the words mean?
- What do they evoke?
- Can you think of a time in your professional life where you had a similarly (rich) lost in translation moment?
Internationalising Higher Education Framework

Preparing 21st Century Graduates to live in and contribute responsibly to a globally interconnected society

Curriculum
Organisations
Values
Knowledge
People
Activity
School in America was easy, assignments sent in by email, classroom air conditioned, professors willing to give make-up tests. But she was uncomfortable with what the professors called ‘participation’, and did not see why it should be part of the final grade; it merely made students talk and talk, class time wasted on obvious words, hollow words, sometimes meaningless words. [...] And they overused the word “excited”, a professor excited about a new book, a student excited about a class, a politician on TV excited about a law; it was altogether too much excitement. Some of the expressions she heard every day astonished her, jarred her, and she wondered what X’s mother would make of them. You shouldn’t have done that. There is three things. I had a apple. A couple days. I want to lay down.

What do you think of the narrator’s voice?

Where do you think s/he is?

What about the comments s/he makes on language?

Do you notice the language you and your students use in class?

What similarities and differences do you notice?
We have looked at:

Value of IWLP – challenges and rewards
Mistranslation – linguistic tensions
Cultural experience in a global classroom

Look at the quotes and choose one that resonates with you.

What are the implications for learning and teaching languages for us and our students?
How could you enhance the intercultural and linguistic skills of your students?
Questions from the HEA IHE Framework

In the design and delivery of the curriculum, to what extent...

...are global exemplars and perspectives embedded and debated?

...is there flexibility (such as timing and format of assessments, induction, modes of delivery) to facilitate international mobility and collaboration?

... are on-going intercultural and international dialogue and partnerships facilitated

...are a range of accessible opportunities for international and intercultural learning provided and promoted?
Scenario 1:
In your School of Languages, you have been asked to create a Languages for All programme. Brainstorm about the shape this might take.

Scenario 2:
You want to develop languages across the curriculum. In words or images, create a sketch of how you would do this in your institution.
References


UCML-AULC (2013) UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2013-2014) [http://www.ucml.ac.uk/languages-education/he-languages](http://www.ucml.ac.uk/languages-education/he-languages) (accessed on 7th January 2014)

Even the fall of a dancer is a somersault"


Image from Flikr all rights reserved by *bearnaked*
“Un panier de crabes” - a can of worms


Image from Flikr all rights reserved by robbierobertson2008

“Encontrarse como un pulpo en un garaje” - to find yourself out of place


Image by Flikr some rights reserved by ohsohappytogether

4. “My hovercraft is full of eels in many languages”


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