Embedding Modern Languages in the curriculum

Dr Catriona Cunningham

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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?
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

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<td><strong>Listening</strong></td>
<td>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</td>
<td>I can understand the main points of standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many standard TV programmes on current affairs or topics of general interest when the delivery is relatively slow and clear.</td>
<td>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is familiar and I have a passive knowledge of relevant vocabulary. I can understand long and complex written text, appreciating the overall structure and the relation between different parts.</td>
<td>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the context.</td>
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<td><strong>Reading</strong></td>
<td>I can understand familiar names, words and very simple sentences, for example on notices and posters or in dialogues. I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables. I can understand short simple personal letters.</td>
<td>I can understand texts that contain a normal range of everyday vocabulary and context (e.g. on leisure, sport or current events for people with an elementary level). I can understand books 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 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 the overall structure and the relation between different parts.</td>
<td>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as newspapers, specialised articles and literary works.</td>
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<td><strong>Speaking, Interaction</strong></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 usually understand enough to keep the conversation going myself.</td>
<td>I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter into conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). 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 pertinent 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 pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</td>
<td>I can express myself fluently and spontaneously with a good degree of accuracy, coherence and fluency. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution 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 will have no problem in making myself understood around the atmosphere so that other people are naturally aware of it.</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 will have no problem in making myself understood around the atmosphere so that other people are naturally aware of it.</td>
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<td><strong>Spoken Production</strong></td>
<td>I can use simple phrases and sentences to describe myself, home, people I know. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</td>
<td>I can connect phrases in a simple way in order to describe 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 opinions and ideas, integrating sub-themes, developing particular points and concluding with an appropriate conclusion.</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. 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 notes and messages. I can write a very simple personal letter, for example thanking someone for something.</td>
<td>I can write clear, detailed text on a wide range of subjects related to my field of interest. I can express myself in clear, well-structured text, expressing points of view, opinions or personal interests in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
<td>I can express myself clearly, well-structured text, expressing points of view, opinions or personal interests in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</td>
<td>I can write clearly, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</td>
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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

- 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.
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

From the pre-workshop reading, 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?
Scenario:

At the University of Lentilles, where there is a large number of non-traditional and international students, in your role as programme leader in your discipline, you have been tasked with evaluating and changing in the way your programmes address the employability agenda. With particular focus on internationalisation and interculturalism, outline (in pairs) how you would go about achieving this. Use image, storyboard or simple words to show what you would do!
References


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 ohsohappyytogether

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


Image from Flikr some rights reserved by Kimb0lene