# Abstracts

# A

## A multimodal approach in the classroom as a bridge to the 21st century world of work

*Key words:* multimodal communication, classroom interaction, input, modes

**Lorena Marchetti** (University of Urbino, Italy)

This talk would like to present a multimodal approach to learning and teaching and demonstrate through a small scale research project, how interaction and communication in a L2 classroom can mirror the communicational landscape of the working world. The research was conducted with undergraduates of the language and business degree course in a university in central Italy and draws on the theories of Kress (2010) and Jewitt (2009) and refers to the origins of multimodality in The New London Group (1996).

The original hypothesis questioned the teacher's role in providing students with necessary skills to meet future work and life requirements. The research aimed to collect data on the teacher's use of resources and students' perceptions about how communication was aided in the classroom and investigate interaction between teacher and students. Results showed how teachers in fact used a variety of modes and multimodal materials to encourage speaking skills in the classroom, and were aware of different contextual factors involved in eliciting speech and creating an environment conducive to communication and learning.

All teachers in fact recognized how their selection of resources included text, image, audio and other modes to promote communication. The response from students also provided insight into their views and preferences for the use of classroom materials and multimodal resources. Interaction with classroom materials, with the teacher and even with the outside world through students' mobile devices was investigated and findings showed how students were keen on mixed modes and this was advantageous to their classroom experience.

Considering certain aspects of the business world such as the language and visuals used in marketing and advertising we can see how a multimodal perspective is useful. The crucial point is to find the right balance between appropriate use of input and learning to communicate and communicating to learn through all the available resources.

## A close look at oral assessment practices in the context of CLIL at the tertiary level

*Key words:* content and language integrated learning (CLIL), oral assessment, quality assurance

**Reinhard Kunz** (Lucerne School of Business, University of Applied Sciences and Arts)

Competency in English at the C1 level is increasingly establishing itself as the benchmark for graduates from Swiss universities of applied sciences, and content and language integrated learning (CLIL) as a general approach to language teaching has proven to be an effective means for helping students reach this goal. CLIL is regarded to be a highly effective way of combining content and language learning, whereby the classroom invariably becomes a lively and motivating place if lessons are well designed and incorporate engaging current topics. Furthermore, the language department, as well as the university, benefit from being able to rightfully position themselves as innovative centres of learning. With respect to overall course design, however, a CLIL approach harbours numerous risks relating to consistency in content and quality of teaching that are easily overlooked during the excitement of designing courses and modules. Especially in large programmes with several instructors teaching in parallel, these risks are particularly pronounced – in particular during oral assessments. Unless fair and consistent quality assurance standards are in place, the benefits that CLIL brings to the table during course delivery can quickly evaporate during the assessment phase, possibly without students and instructors ever becoming fully aware of what happened.

The proposed enquiry examines closely the oral assessments practices of established language teaching programmes at the tertiary level in general, using Lucerne School of Business as an example. It aims to evaluate the status quo against carefully selected benchmarks that are used internally and at other schools in Switzerland and Europe. In addition, the opinions of language experts at other tertiary-level language teaching centres in Switzerland and Europe will help to identify the relative strengths and weaknesses in current assessment procedures with a view to proposing a viable set of recommendations to curriculum designers and practitioners in similar fields and programmes.

## Aiming for the Dream Job: Enhancing Employability from Curriculum Design to Assessment – The Case of an Integrated Content and Language Course (poster)

*Key words:* employability, intercultural communication, intercultural awareness, CLIL, foreign languages

**Sofia Martinho** (University of Leeds)

With employability high on the Higher Education agenda, this paper presents an example of how employability skills, intercultural communication and intercultural awareness were embedded in a second-year undergraduate core Portuguese-language module at the University of Leeds.

In addition to improving language skills, the changes to the curriculum and assessment focused on more effectively preparing Students for a work placement

during the Year Abroad and on raising their intercultural communication abilities and awareness. Bridging the gap between classroom setting and the workplace, the activities and professionalisation talks featured aimed to help learners increase their confidence, capitalise on their multilingual dividend and showcase their own employability qualities.

This presentation briefly outlines the changes to the curriculum and assessment of the course that were introduced and then discusses a preliminary evaluation based on student and tutor feedback.  This shows that the teaching unit not only provided an opportunity for the enhancement of all language skills while maximizing learner engagement, but also prepared students for the future by increasing their awareness of how their skill sets might fit into the global world/market and enhancing their understanding of the challenges of communicating across cultures and dealing with people across cultural boundaries.

# B

## Beyond the Walls: An Intercultural Lesson in Language & Empathy (poster)

*Keywords:* intercultural awareness; study abroad; identity; international students; world citizens

**Marion Martinez** (York St John University)

This paper will showcase innovative teaching practice by demonstrating how a Spanish language class can reach beyond its walls and become a stage for Hispanic, English and Asian authentic inter-cultural exchange.  Confidence and empathy develop in relation to study abroad and an attitude of interest is fostered in the role students can play as world citizens able to embrace diversity in global peoples and markets.

This lesson was devised as part of a UK university International Week which brought students of Spanish (pre and post *study abroaders*) together with Asian international students of English as a Foreign Language. The Argentinian film, *"Un Cuento Chino"* by Sebastian Borensztein became the focus through which students shared a lesson in language while deepening their sense of inter-cultural understanding.

The session brought the two different language groups together to create and develop an interest in "otherness" in relation to the culturally familiar through: a variety of ice breakers and mixed group speaking activities where students were required to question identity and the multi-faceted structure of self;  peer teaching and exercises where roles of possessor/seeker of knowledge were switched; watching the film *"Un Cuento Chino"* of an unlikely, life changing encounter between two men, one Argentinian, the other Chinese which captures the richness of overcoming cultural and linguistic barriers leading to friendship and human understanding. The session concluded with a follow up written assignment written in

the second language where students reflected and expressed their own understanding of the film and its intercultural themes.

# C

## Careers using Languages conference: a Widening Participation and Employability event

*Keywords:* languages, employability, conference, widening participation

**Alison Hayes** (York St John University)

Since 2011 York St John University has run an annual one-day 'Careers using Languages' conference for schools in Yorkshire and Humberside. It has the aim of demonstrating to school students the opportunities in life that speaking a foreign language opens up as well as showing how they will be able to offer an added bonus to their future employers if they maintain their language skills. This is crucially important given that, according to the CBI, "Close to half of businesses (45%) recognise foreign language skills among their employees as beneficial."

The conference programme includes a high-profile keynote speaker from, for example, the worlds of international sales, banking and GCHQ, with wide experience of using languages in their career, while the rest of the day comprises a range of interactive workshops on such topics as creating a French or Spanish marketing campaign; how languages are used in the hospitality industry; volunteering abroad; studying abroad; language and culture tasters in Japanese, Arabic and British Sign Language and also a hands-on introduction to interpreting.

It is advertised to local schools and their feedback has always been overwhelmingly positive. So far the event has been funded by Routes into Languages and supported by York St John Business School.

This presentation will outline the rationale behind the conference, what the conference comprises, some of the practicalities involved such as advertising and recruitment, the logistics of the day itself, some feedback from the staff and students who have attended and time for discussion or questions.

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## Content modules in UK and US universities – their unique contribution towards the development of Intercultural Competence and Criticality

*Keywords:* intercultural competence, criticality, modern languages, content modules, language degrees

**Elinor Parks** (University of Hull PhD student & p/t lecturer in German, Leeds Metropolitan University p/t lecturer)

The paper explores the unique contribution of content modules towards the development of Criticality (Barnett, 1997) and Intercultural Competence (Byram, 1997) in Modern Language degree programmes. It draws upon the findings of a PhD study investigating the implications of the division between language and content, as experienced by German studies students in two American and two British universities.

The importance of developing a critical perspective towards culture has been raised in the Worton (2009) report, which identifies one of the potential implications of the language crisis as affecting the UK's ability to 'negotiate in all fields with in-depth intercultural competence.' (Worton, 2009, p.34)

The QAA (2015) Benchmark Statement similarly emphasises the value of graduates developing a 'critical understanding of other cultures and practices other than one's own' (QAA, 2015, p. 15-16)

Findings from the *Southampton Project* found that while all components of a language degree played a role, in language courses 'the focus on criticality development itself is less central than in other areas of the ML curriculum, especially the 'content' courses.' (Brumfit et al., 2005, p.159).

With regards to the USA, the 2007 Modern Languages Association (MLA) report notes that 'a two-tiered structure impedes the development of a unified curriculum in which language and content may be taught coherently at the upper and lower divisions of the university FL sequence' (MLA 2007, pp. 2–3) and suggests that 'a curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level.' (MLA 2007, p.5)

In interviews, both staff and students from across all universities included in the study, referred to upper-level / content modules as the area which contributed the most to students' development of intercultural competence and criticality. Implications of these findings are discussed and recommendations are made for the future of Modern Languages in Higher Education.

**D**

## Developing Digital Skills through Language Learning: *Livejournal* as Virtual Learning Environment

*Keywords:* TEFL, development of professional skills, ICTs, Livejournal, VLE

**Rebeca Gualberto Valverde** (Universidad Isabel I / Universidad Europea de Madrid)

The aim of this paper is to share an innovation project designed around the social network Livejournal as a virtual learning environment in the context of teaching English as a foreign language. The project, designed in a purely theoretical framework after a personal learning experience in the field of post-graduate literary studies, aims to propose a model to implement the use of ICTs for advanced English learners in a Public School of Languages in Madrid, Spain. It is a project thus aimed for professional learners seeking mostly to improve their employability through English learning—a goal better pursued precisely through an integrative teaching methodology that is based on multiple skills development. Hence this proposal for developing ICTs skills through EFL learning, prepared for a real group of students whom I taught during my teacher training in 2012, goes further than utilizing digital resources as mere aids to provide information, in order to focus instead in their interactive and collaborative nature. This results from the use of a specific social network which, as will be explained, favours group interaction and collaboration— fundamental circumstances for a meaningful language learning experience and a full skills-based training. Specifically, as will be detailed in my paper, students will create a virtual common room—a Livejournal community—to which they can asynchronously displace classroom interaction. They will be responsible for creating the virtual learning environment and for interacting in it through collaborative activities that will be based on communication, cooperation and intercultural learning as pillars not only of L2 learning but of the integrative professional skills development that the job market demands today.

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# E

**Enhancing Employability and Language skills for virtual and mobile work in Higher Education: The CoMoViWo Project** (poster)

*Key words:* employability, skills, virtual, mobile, work

**Carmen Herrero and Jennie Shorley** (Manchester Metropolitan University)

The combination of economic globalization and new technologies is changing the working dynamics of business communication, particularly with the spread of inexpensive telecommunication networks and tools.

This paper presents CoMoViWo (Communication in Mobile and Virtual Work) [www.comoviwo.eu], an ongoing European project that seeks to define skills needed in virtual and mobile work in a multicultural environment. In consultation with enterprises, this project has designed virtual training modules aiming to embed online communication literacy (English and Spanish are the lingua franca in the modules), employability skills and intercultural communicative competence to support the needs of workplace communication.

Drawing on research led by the CoMoViWo team, this paper presents the different phases of the project and focuses on the results obtained in the UK: a) review of communication literacy; b) needs analysis and current practices in virtual communication, based on the results of the survey conducted among SMEs and large companies in Finland, Germany, Poland, Spain, and UK; c) the design and creation of the virtual training modules in English and Spanish; d) the piloting and revision of the virtual training modules.

Finally, this paper considers the importance of the collaboration of academics and researchers with enterprises and business representatives to assess and provide the linguistic, and employability skills required in a fast changing globalized labour market.

# Enhancing online language learning as a tool to boost employability skills

*Keywords:* languages, employability, online learning, flexible learning, technology

**Sol Escobar and Susanne Krauß** (University of Essex)

This presentation will describe the successful measures taken to maximise online language learning as a tool to boost university students' employability. The Languages for All team at the University of Essex (which offers free extracurricular language tuition institution-wide) has developed a series of online language courses

using the Rosetta Stone Advantage programme as the main platform, while incorporating an innovative blend of tutor support with flexible tailored lessons which combine both everyday and professional language, bespoke assessments, as well as integration of university-led employability initiatives such as The Big Essex Award.

This combination of factors (along with others) has contributed to a 22% increase in retention and pass rate, placing our modules well above the average for non-credited extracurricular online academic courses. As it is widely recognised, having knowledge in a foreign language can boost employability, which can be further enhanced if our repertoire includes the uses of that language in professional situations. However, for university students, general time constraints often make it difficult to learn a language alongside their programme of study. This is where online language courses come into play, as they can be a very effective tool to acquire language expertise in a flexible way, while encouraging autonomous learning, time management, self-motivation and other skills relevant to employability.

However, given the interactive nature of language learning, online courses can oftentimes feel isolating to students, losing their efficacy and leading to attrition. But an innovative approach mixing tutor support and autonomous flexible learning has proven to be a successful combination in improving completion, pass rates and overall student learning experience. Whilst online language learning cannot replace face-to-face instruction, it can be an effective way to teach languages as a tool to enhance employability.

## Enhancing students' employability through language skills: Project-Based Learning in the Business Spanish classroom

*Keywords:* business Spanish, languages for specific purposes, project-based language learning (PBL), curriculum design

**Javier Moreno** (University of Sheffield)

The globalization process in which we are all immersed nowadays highlights the need in language training within the Business sector. In the recent research of languages for specific purposes (LSP), several authors suggest carrying out tasks that insert learners into their fields of specialization in the classroom should be the main target of instructors. From this perspective, our study advocates for Project-Based Learning (PBL) as the most appropriate practice in order to meet the training expectations of a course of this nature.

According to Sheppard and Stoller (1995), pioneers on the application of PBL in language teaching, this approach is particularly effective in LSP because it offers an exposure to authentic language use, a focus on language/register, authentic tasks within the field of specialization of the learner and it is learner centeredness.

Based on the categorizations that emanate from the study of English for Specific Purposes (Legutke & Thomas 1991, Sheppard & Stoller 1995, Stoller 1997; and

Allan & Stoller 2005), this paper looks into the use of project work for syllabus design of Business Language courses, especially in Spanish language. Through a case study carried out at Sheffield University on non-specialist learners (studying Spanish as an additional language to their Business degrees), this paper aims at showing teaching practices to be inserted into PBLL (Project-Based Language Learning), specifically in Higher Education, and how students credited them as valuable experiences towards their professional development. Furthermore, a set of useful PBLL resources will be provided, as well as frameworks for curriculum design and assessment.

## Enhancing Students Potential: EBL projects in Language Teaching

*Keywords:* enquiry-based learning, integrated learning, project work, motivation

**Theresa Federici** (Cardiff University)

This paper presents an innovative approach to undertaking EBL projects in the language classroom. Through the use of projects and portfolios with summative outcomes, student engagement with Italian culture, current affairs and history is increased.

The EBL approach adopted allows students to engage with techniques of critical thinking and analysis that foster deep-level learning and encourage transferable skills that are relevant to non-language modules and professional development.

The EBL projects are continuously assessed with a series of checklists for self-assessment, peer-assessment and facilitator-assessment; the student remains responsible for the topic, research and format of the projects and retains autonomy over the direction and final version. The checklist system reinforces reflective practice in students and guides the student through techniques to refine and improve his/her project at a linguistic level as well as in terms of content and structure.

The EBL projects are supported by an integrated approach towards teaching language and culture and independent learning resources for language skills, study skills and cultural materials in the target language. Students become responsible for the direction of their learning, engage in a harmonious way with language and culture, and increase their knowledge of and, therefore, motivation towards the target language and culture.

This paper will focus on the practical application of EBL projects in a second-year advanced Italian language course at Durham University.

## Enhancing the Learning Experience of Interpreting Students outside the Classroom: the Scottish Parliament experience

*Keywords:* situated learning, professional environment, motivation, skills

**Fanny Chouc and José María Conde** (Heriot-Watt University)

Drawing on a study carried out with MSc students following the Conference Interpreting programme at Heriot-Watt University, we are proposing a reflexion on situated learning, and the benefits of taking the concept further to enhance students' learning experience and employability skills awareness.

The students involved in our study are already exposed to a number of situated-learning activities in the classroom environment, based on concepts developed by Lave and Wenger (1991) and D'Hayer (2006), to name a few. To take these concepts further, an experiment was set up, whereby the group was taken out of their usual learning environment, and taken to a real professional booth, in order to practice simultaneous interpreting from a live and authentic event: a normal parliamentary session at the Scottish Parliament. For the purpose of this experiment, mute booths were used, so students' microphones weren't switched on and their only listeners were members of staff, present in the booths during the experiment.

By taking the learning experience out of the usual academic environment and into a professional setting, we were able to examine how students react to an authentic setting and to the challenges of materials not designed for pedagogical purposes (namely: genuine parliamentary business). We were able to consider to what extent this confrontation with a professional assignment (albeit still controlled, since no audience was depending on students) contributes to focusing their study strategies, their awareness of professional skills and their professional project.

# I

## "I'm just a linguist. All I can do with languages is teach or translate." Broadening language students' horizons through employer engagement

*Keywords:* employer engagement, employability, professional skills, work-related learning, authentic project

**Dawn Leggott** (Education & Language Consultant and Associate Staff, Leeds Beckett University)

How can universities help students on language degrees to develop the confidence and networks they need, so that they 'dare' to use their language skills within a business context?

Employers in the UK recognise that a lack of language skills can limit their international growth. Many students on language degrees, however, feel unprepared for working in a business environment.

This session will discuss how Leeds Beckett University helps language degree students make their transition into employment through the award-winning final year Working with Languages module. Using their language and intercultural skills the students carry out an authentic market research project for a local company to help

that company to move into a new export market. This includes acting at all times with a 'professional mindset' e.g. no more emails using textspeak!

The module incorporates guest speakers from local export firms and alumni from Leeds Beckett's language degrees, who share their experiences of the transition from student life to work life.  To further develop their confidence and contacts, the students are invited to an annual Employer Day. Much more interactive than a graduate fair, the Employer Day is more like a 'speed-dating' event to make professional, rather than personal, contacts. A LinkedIn group also connects over 700 students, alumni and employers, so job opportunities can be shared.

This authentic employer engagement module has a direct effect on the career decisions which many of the students make. Some even go on to work for the company they did the project for, or with one of the guest speakers or alumni.

Language graduates can bring much more to a small, medium or large international business than they may think. This module helps them to realise that they are not 'just a linguist' and to see what they really can offer in the workplace.

## Intercultural Communicative Competence: Developing Awareness, Skills, and Global Citizenship

*Keywords:* awareness, communicative competence, intercultural training,    culture learning, curriculum enhancement

**Sandra López-Rocha and Fabienne Vailes** (University of Bristol)

Intercultural Communication Training (ICT) is crucial in the preparation of students who will travel abroad to study or work as part of their programme of study.

The promotion of a set of key skills will allow students to interact more efficiently with members of the host society; at the same time, such skills will enhance the students' self-awareness in terms of culture and perceptions, while minimising culture shock, potential misunderstandings, and the reinforcement of stereotypes.

This two-part presentation aims, first, at introducing the concepts of Intercultural Communication (IC) and Intercultural Communicative Competence (ICC), their relevance, and the urgent need to fully incorporate them as part of the language and culture curriculum. Secondly, as a follow up, we will share our experience in the creation of a training programme, including content, organisation, and, finally, will reflect on the feedback obtained from students who participated in said programme.

The overall idea we intend to convey is that a programme of this nature is not only essential, but it is also directly linked to a strand of skills fostering the development of global citizens.

**L**

## "Languages in the Workplace": embedding employability in the MFL undergraduate curriculum

*Keywords:* work placement, skills, experience, study abroad

**Alison Organ** (York St John University)

A work placement module is compulsory in the second year of most degree programmes at our university, as part of an institution-wide strategy to embed employability in the curriculum. As most Languages students spend their second year studying abroad, the Languages in the Workplace module was designed in such a way that the setting up of the placement is carried out on the student's own initiative. This case study reports on how the module works and what the students feel they gain from it.

The whole concept can be quite daunting to students already apprehensive about embarking on a year of study abroad, and faced with the added challenge of finding and completing a placement. However, the fact that they are forced to take the initiative adds an aspect which is lacking from schemes where the placement is organised on the students' behalf. Our scheme involves independent research, communication with external bodies, and sometimes an interview process. These would be challenging activities to carry out in English, let alone in a foreign language and culture, but are precisely the elements which appeal to potential employers, showing initiative, adaptability and coping skills.

Many students regard the experience as transformative, commenting on its effect on their self-reliance and their ability to interact in the target language in often challenging situations. It is clear from reading their reports that students value the whole process highly, and that even a negative experience can clarify their career path.

This presentation will provide details of the work placement module and include data from student reports, offering a student view of the impact of the placement on their character development and career plans.

## Linguistic and cultural (Spanish and English) student exchange using email and Skype learning about student life abroad - Preparation for the Year Abroad

*Keywords:* linguistic, cultural, year abroad, email, Skype

**Nelson Becerra-González** (University of Liverpool)

The presentation will report on a student exchange project using email and Skype to improve linguistic skills and learn about socio-cultural aspects of a foreign country using the target language. This exchange facilitates not only language learning, but also the development of transferable soft skills important for future employability, such as: communication, collaboration, task and time management, intercultural awareness and digital literacy.

Based on 'Content and Language Integrated Learning' (CLIL) concepts and methodologies, this project combines the study of a language with the study of intercultural matters in order to prepare students for the Year Abroad.  I will present the methodology, types of tasks set for students, challenges and what has worked particularly well.

The project allows the students to work on a range of topics related to the Year Abroad and/or learning about life abroad, to enrich students' learning experiences, prepare them for their time in a foreign country, gain an understanding of a different culture, improve all four language skills and take more ownership for their learning.

It is based on a peer to peer student exchange which involves mutual assistance to facilitate practical language learning and knowledge acquisition. It involves a variety of written and spoken tasks and learning approaches over a five week period. Working in pairs and discussing specific tasks the students have the opportunity to engage with real-life situations.

The exchange has been developed over a period of 4 years, with close collaboration between 4 universities from 3 countries (England, Spain and Colombia). This year it has become an integral part of the language assessment process for second year Spanish courses in Liverpool University and we are expanding the scope to further UK universities and countries.

## Looking beyond language skills - Integrating digital skills into language teaching

*Keywords***:** employability, collaboration, assessment, digital, technology

**Carolin Schneider, Amanda Deacon, and Lucy Parkin** (University of Leeds)

- Are you under pressure to offer modules which include employability skills?
- Do you like the idea of portfolios for assessment and to encourage on-going participation but find yourself frustrated when students complete the work just before the deadline with a "what-do-I-have-to-do-to-pass-mentality"?
- Do you feel that class presentations motivate students to work on their speaking skills but then worry that everyone will get bored watching them one after the other?
- Would you like to encourage on-going feedback from students throughout the semester?

These are some of the issues we tried to address with new and existing modules at the University of Leeds. Our aim was to offer students the opportunity to develop

digital and professional skills alongside language skills, thereby enhancing their employability.

On a new French module students participated in a collaborative website linked to an assessed portfolio and we transformed the traditional presentation into a collaborative speaking task which involved video, animation and other digital tools.

On an existing Italian module we encouraged students to set up their own websites on a topic of their choosing under the broad umbrella of Italian culture. The website was offered as a 'CV boost', so that students could show their digital and language skills to future employers.

We wanted to provide a space where students would take creative risks and have a real audience so opening up the dialogue from a linear student tutor communication to a broader collaborative engagement within a community of practice.

We would like to take you through our journey in developing innovative assessment tools and embedding digital literacy into our teaching and learning, modelling some of the techniques we encourage in our students.

Our presentation will evaluate our project, drawing on perspectives from tutors, resource management professionals, learning technologists and most importantly, include the student perspective.

# M

**Making sense of study abroad: strategies to develop Intercultural Communicative Competence in MFL learning at university**

*Keywords:* intercultural communicative competence, intercultural competence, study abroad, experiential learning, Italian as a second language

**Laura Tarabusi** (New York University Florence, Italy)

As one of the consequences of globalization university students are required also to master soft skills, which are used to determine the individual's success at work and in the community. Study abroad can be seen as a resource to foster intercultural communication skills, such as flexibility and mental openness, cultural empathy, self-awareness and initiative (Borgioli & Manuelli, 2013).

This presentation first explores the nature of intercultural competence, whether it is possible to distinguish it from intercultural communicative competence, and the relationhsip of both with second language competence (Bennett, 1986, 1993, 2004; Byram & Zarate, 1996; Byram, 1997, 2008; Balboni, 1999, 2006, 2007; Balboni & Caon, 2014). Some of the tools to assess ICC are then examined: even if according to intercultural experts the best way to assess such competence is through a mix of qualitative and quantitative measurements, research shows that quantitative tests are very often used (Deardorff, 2006).

The language-related outcomes of study abroad experiences are reviewed, as well as the potentiality of Kolb's experiential learning cycle for enhancing the ICC of study abroad students. In this way the groundwork for a research project focused on the development of the ICC of study abroad students were laid. Byram's Intercultural Communicative Competence model is then further explored, in particular the formulation of its components (skills, attitudes and knowledge) as objectives, and the National Culture Dimensions by Hofstede (1980; Hofstede, Hofstede & Minkov, 2010) presented as an appropriate way to compare cultures.

This presentation finally explains why and how the National Culture Dimensions can be used to develop the ICC of study abroad students of higher education institutions.

## More than just a translation class: Training the next generation of professional linguists

*Keywords:* translation, technology, employability, software, teamwork

**Mary Murata** (York St John University)

This employability skills final year module is designed to give students a broad range of language-related skills and knowledge that can be applied across a range of working environments. Hard skills as evidenced by qualifications as well as soft skills such as time management and team work.

Although young people are often referred to as "digital natives", the assumption that they possess a wide range of digital skills is not borne out in reality. The module focuses on the use of language-related technology in the workplace. The lectures and background reading cover topics current trends in translation (fansubbing, crowdsourcing, post-editing etc,) There are hands-on technology sessions using and evaluating CAT tools, machine translation tools and subtitling software. There are also weekly tutorials in practical translation where they critically evaluate their own and others' translation decisions.

Central to the module is the use and evaluation of open-source language-related software. Students do mini-projects using and evaluating machine translation, CAT and subtitling software. The highlight of the module is a group project which simulates the team work required in the workplace. Students are assigned roles such as project manager, translator, editor, proofreader and given a time frame by which to complete the project with the lecturers acting as clients. At the end of the project, they give a LWA (likelihood of working again) rating from 1 to 5 to the members of their team in the style of professional online forums such as Proz.com. This highlights the importance of teamwork and good communication and organisation skills as well as language skills.

Students have gone on to a range of careers or post-graduate study.

# O

## Opening Doors to Teaching

## UG Language Teacher Training at Bristol – A Case-Study

*Keywords:* MFL teacher training, learning to teach, experiential learning, theory in practice

**Jonas Langner and Andrea Zhok** (University of Bristol)

This case study will describe, analyse and disseminate our experiences and findings in teaching a final year undergraduate unit which aims to provide initial but substantial teacher training in modern languages.

Teaching, together with translating, is one of the employment options most closely associated with an MFL degree, or at least one where the language skills acquired are an intrinsic part of the profession in question. Yet, British UG language programmes often lack opportunities which facilitate students' transition to postgraduate study and a teaching career.

We have set out to attempt to bridge this gap by providing a balance of theoretical and practical knowledge aimed at students wanting to pursue a teaching profession, so that they can make informed decisions about their future in the employment market.

The unit is currently offered in the following languages: French, German, Italian and Spanish.

Students can try teaching for the first time, although the course often taps into their desire to continue with teaching after working as language assistants on their year abroad.

The unit is co-taught by a team of colleagues and mixes a variety of teaching methods (lecture, seminars and tutorials) as well as practical, real-life teaching tasks. Through co-operation with a select network of local secondary schools, students are required to observe teaching and then team-teach a lesson. This combination of theory and hands-on experiences is also reflected in how candidates are assessed: a more traditional academic essay is accompanied by a reflective and detailed Lesson Plan.

Finally, our students are offered a direct path into teaching thanks to our collaboration with the Graduate School of Education in facilitating entry to PGCEs or Teach First (or TEFL) programmes, which has led to a significant number of students entering the profession.

# P

## Practical Initiatives to Develop International Students' Employability Skills

*Keywords:* employability, international students, globalisation, multicultural, higher education

**Ricky Lowes** (Plymouth University)

This session outlines projects at Plymouth University to support the development of international students' employability skills.  Back in 2004, Fugate et al talked about the 'turbulent career environment' faced by graduates and emphasised flexibility, adaptability and proactivity as characteristics that are crucial components of employability (Fugate et al, 2004:16).  The rapidly changing world in which today's graduates find themselves requires awareness of their own potential for career management, the capacity to operate in a multicultural setting using English as a lingua franca, and the ability to deal with unfamiliar or ambiguous situations effectively to ensure career success.  Team-working, communication, problem solving and intercultural awareness are commonly cited as skills valued by employers (Hunter, 2004).  Developing these skills is particularly important an age of rapid globalisation, and international students can excel in these attributes, with appropriate support. Higher education institutes have long recognized the role they can play in preparing graduates for the world of work, and clearly university modules and extra-curricular opportunities have the potential and the duty to develop employability attributes in all students (Waltz, 2014; Harvey, 2005).

Bearing this context in mind, the session describes recent collaborative initiatives between lecturers and the Careers and Employability service in relation to integrating language development and employability skills, and will outline the context of activities, events and services tailored to international students that these are situated in.  Particular examples of how various aspects of employability skills have been embedded in final stage English Language modules for international students through: raising students' awareness of the range of influences on careers and their own potential for career management; developing professional competences through multicultural team-work; and coping with job interviews in English will be examined. We will report on feedback from the cohorts involved and on an on-going research project on multicultural team-work.

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# R

## Rotating poster presentations

*Keywords:* poster presentations, oral presentations, interaction, motivation, creativity

**Manuel Lagares Alonso and Sandra Reisenleutner** (Nottingham University)

Oral presentations are a common practice in foreign language classes, often as a way of assessment. Usually, these presentations have one person presenting and the rest of the class listening, sometimes with *PowerPoint* slides or *Prezi* as support. However, frequently the audience does not engage with the presentation and thus, the benefit is rather one-sided. In addition, the perspective for the student of spending several weeks just sitting and listening to others' presentations is rather discouraging.

For these reasons, last semester we introduced oral presentations on a refurbished format in German and Spanish language classes. On the one hand, students had to create a poster as support for their presentation; on the other hand, the presentation's setup was a kind of fair, where students walk around and listen to the various presentations.

As a result, we got very positive feedback. Students found it easier to present their topics as the small groups made them increase confidence. Besides, the audience was much more motivated to attend the classes and the interaction with the presenters gained in quality. Finally, students considered that posters made it easier to follow presentations and that having learnt to make them was a good skill for employability.

# S

## Showcasing Employability via Assessment

*Keywords:* assessment, employability, technology, innovative, student-led

**Caroline Campbell** (University of Leeds)

Assessment is a critical part of teaching and learning but how to better engage students? Which language skills do they really need? How can they showcase their skills to prospective employers? How can they demonstrate breadth of knowledge and skills as part of their degree?

With this in mind, the Institution Wide Language Programme - Languages for All - at the University of Leeds introduced an innovative student-led speaking assessment for students taking modules at CEFR B1-B2. The task outlines what is expected but gives students the freedom to be creative and the flexibility to decide the topic and the choice of media/technology to present their work. It requires interactivity with students working in pairs or small groups.

The task outcome enables students to demonstrate a range of skills including their linguistic ability, research skills, critical analysis, digital skills and intercultural awareness, all of which employers are keen to see. The finished product can be added as a link to their CV and viewed by an employer.

Students who create a digital output have the opportunity to load it on to the University's digital showcase, VideoLeeds, to expand their audience. Scheduled for the end of Semester 1, and with a weighting of 35% towards the overall assessment of the module, it encourages students to fully engage with the teaching and learning from the start of the module.


# T


## Teachers as awakeners: a collaborative approach in language learning and social media to enhance students' language skills and employability

*Key words:* technology, language learning, digital literacy, social media, employability

**Alessia Plutino** (University of Southhampton) **and Katie Churchill** (co-presenter), iChamp, finalist UG at University of Southampton


After providing a brief overview of the pedagogical project TwitTIAMO, which involves micro blogging (Twitter) for Italian language learning, this paper provides an analysis of the reasoning behind two recent implementations to this project, now in its third year.

Firstly, it considers the pedagogical principles behind the experimentation of a free dictation tool to develop pronunciation and writing skills as well as focusing on grammatical accuracy.

Secondly, it explores the implementation of a Twitter Champ (a student expert in the use of Twitter and part of the Student Champion Network http://www.diglit.soton.ac.uk/ at University of Southampton). The Twitter Champ's role aims to facilitate collaborative activities using the course Twitter account and

enhance their own as well other participating students' digital literacy at the same time.

More broadly, the paper will offer an overview of social media as a powerful tool to transpose classroom communities into online learning communities and enhance spontaneous and collaborative learning outside conventional classroom settings, based on Vygotsky's ZPD principles and current PLE theories.

The paper will include examples of activities and the intervention of the Twitter Champ, Katie Churchill, a finalist at University of Southampton, who will talk about how her experience and her involvement in the project had an impact on improving her digital and social media skills, hence fulfilling the ever-growing employers demand for digitally literate employees.

## The *Litinclass* Blog: Bringing back literature to the foreign language classroom

*Keywords:* literature in the FL classroom, content and language integrated learning (CLIL), new technologies in language learning, employability skills, intercultural awareness

**Ana Almeida** (University of Liverpool) **and Idoya Puig** (Manchester Metropolitan University)

This paper aims at presenting the national research network, "Literature in the Foreign Language class", whose principal investigators are lecturers in language and culture from Manchester Metropolitan University and the University of Liverpool, and which aims to encourage the use of literary materials within the language classroom.

The analysis of literature within the language learning classroom provides a positive experience for students, not only because it develops purely linguistic abilities, by exploring nuances and complexities of the language at a more advanced level, but also because it helps foster intercultural awareness.

Learning a language through its culture is particularly important at a time when we are moving towards offering greater levels of internationalization in third level education, when our students  encounter cultural difference in our universities, during periods of residence abroad, and also in their employment after graduation. An approach to language learning that enriches students' intercultural awareness develops important employability skills, preparing students who are enthusiastic and perceptive travellers not only to speak languages, but also to engage with cultural diversity.

With this in mind, we started a blog, *Litinclass:* https://litinclass.wordpress.com/,  to disseminate the results of our scholarship, and to exchange knowledge, activities, and resources with experts working in the area, at both national and international levels. The paper will present the way the blog has been thought out, the various sections it aims to develop and the first responses and feedback received once it

was launched. It will also discuss future plans and possible research areas to develop.

## The lessons of Twitter: collaboration and reflection in the ab-initio language classroom (poster)

*Keywords:* collaboration, motivation, ab-initio, employability, TEL

**Ana Reimão** (University of Liverpool)

Since its creation 10 years ago, Twitter has become a well-established social network with multiple uses, from promoting conferences to discussing social issues. But what is its role in the MFL classroom?

The current scholarship describes the potential of Twitter in the language classroom and suggests different activities to make the most of this tool. However, there is little data to evaluate its impact.

In an attempt to promote digital literacies and encourage independent learning, I asked a group of ab-initio students of Portuguese to set up Twitter accounts and perform Twitter-related weekly tasks before, finally, writing a reflective piece on the impact of this experience on their language learning journey.

In this presentation, I will reflect on the results of this experiment, particularly on the potential to develop skills beyond the expected four (reading, writing, speaking, listening) as well as the potential to motivate students to work on their target language outside of contact hours.

## The Worldwise Language Advantage Programme: using Rosetta Stone to promote language learning awareness and enhance employability skills among university students

*Keywords:* language learning, intercultural awareness, higher education, self-study, Rosetta Stone

**Sofia Anasidou** (University of Central Lancastershire)

In an increasingly diverse and interconnected world, knowledge of other languages and cultures is incredibly important not only for education but also for the economy, international engagement, security and community relations (Manifesto for Languages[1]).

As a result University language centres face many challenges and are under growing pressure to play a crucial role in the development of global graduates. The University of Central Lancashire (UCLan) having recognised the importance of language skills

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[1] The All Party Parliamentary Group on Languages Manifesto campaign launched in 2014

for its graduates, committed to a ten year Medium Term Strategy (MTS) in which employability was a key theme alongside student experience and internationalisation.

In response to the aims of the University's Medium Term Strategy, the Worldwise Learning Centre (WWLC) developed the Worldwise Language Advantage Programme (WWLAP) by identifying two main challenges in the area of language learning. Firstly, the apparent unpreparedness and unwillingness of UK students to learn a foreign language resulting in a workforce of monolinguals offering only English as they enter professional life.  And secondly, the ever-increasing number of international students pursuing degree programmes in UK universities who need to improve their general and academic English.

To address these challenges, the WWLAP's objectives were designed to make language learning provision more flexible, easily accessible and better able to meet individual requirements. Regular conversation classes with native speaking language assistants constitute an important part of the programme and enhance students' intercultural awareness and communication skills via interactive activities based on real-life scenarios.

The presentation discusses how the programme implements a variety of mechanisms to meet the objectives with a focus on the practical application and critical evaluation of Rosetta Stone language learning software in a Higher Education environment. Patterns of participation are identified and assessed with reference to learner experience and engagement and, in this context, the programme's strengths and weaknesses are discussed.

By analysing and assessing current practices, it becomes evident that a new, innovative mechanism of engaging students in language learning is established, leading in turn to a more user-cantered and tailored language learning provision, both software-oriented and classroom-based.

## The Year Abroad: Understanding the Employability Skills of the Global Graduate

*Keywords:* global graduate, employability, languages, year abroad

**Cristina López-Moreno** (Sheffield Hallam University)

The 2013 British Council *Languages for the Future* report highlighted the "alarming" shortage of people able to speak foreign languages and how this is likely to impact on the UK's leading position in the global economy. The ability to speak languages and in particular, the soft-skills associated to language-learning, are therefore key assets which greatly enhance graduate employability. These skills are further developed when they are coupled by an international study or working experience overseas, producing a highly-desirable global skill-set that many employers struggle to find in the UK.

Graduates with such skills, however - and to a great extent language academics - often fail to recognize the uniqueness of a bilingual, international profile for the British employment market. As a result, the enhanced professional attributes gained through the year abroad and indeed through the language learning process are not articulated appropriately. The effect of this is quite profound and can be noticed in the way many graduates "undersell" themselves or self-limit their range of graduate employment avenues.

This paper aims to raise awareness about the importance of describing the global skills set in a manner that conveys its value and uniqueness effectively. It will aim to demonstrate the strength of this highly sought-after profile and will challenge widespread perception that foreign language and multicultural skills are mostly appreciated in the very specific fields of teaching, translation/interpreting and cultural arenas.

## Twitter for language learning: the learners' view

*Key words:* Twitter, Language learning, MALL, social media, microblogging

**Fernando Rosell-Aguilar** (The Open University)

Language Learning was quickly identified as a subject area that could be enhanced by the use of Twitter. Among the many possible uses of Twitter beneficial to language learners, there are linguistic benefits (noticing vocabulary, expressions, idioms and grammar), cultural benefits (access to native speakers and insight into their routines, opinions, media and general interests), and social benefits (extending learning outside the classroom, social presence and distribution). Other benefits for language learning include opportunities to participate in online communities, and searchable authentic language in context, language tandems and learning about current affairs, politics or culture, engaging in language play and posting homework and brief questions to respond to, intercultural information and exchanges as well as raising awareness of popular culture, humour, and sharing experiences of visiting a target language area.

A number of studies have looked into the use of Twitter for language learning, but these have mostly been small scale evaluations carried out by teachers researching the effectiveness of their own initiatives to use Twitter with their own students. To date, there has not been a large quantitative study of how language learners use Twitter independently. This paper reports on a large-scale study of language learners who use Twitter: the participant profile, their practices (how often they use Twitter, how, where, using what devices, in what language), and beliefs about how helpful Twitter is as a tool to contribute to their language learning experience. The study was carried out using an online survey and promoted through Twitter. The results show that participants use Twitter often, learn vocabulary and facts about the

areas where the target language is spoken, and have positive beliefs about the use of Twitter to improve their knowledge of the language they are learning.

**Two Approaches to Telecollaboration in Foreign Language Teaching: Analysis Students' Participation and Task Design** (poster)

*Key words:* higher education, virtual exchange, language, culture, social media sites

**Mª Victoria Guadamillas Gómez** (Universidad de Castilla-La Mancha)

The use of new technologies in language learning is considered a common practice in foreign language teaching. There are a growing number of projects addressing the use of virtual platforms or social nets in university conversation exchanges (Romaña Correa, 2015; Bueno-Alastuey, 2011; García Chamorro et al., 2009). In addition, intercultural awareness has a significant role in English as a Foreign Language (EFL). The project *Language & Culture* between the University of Castilla-La Mancha (Spain) and the University of Warwick (UK) has as a main goal to combine language practice and share cultural realities. Therefore, students have more opportunities to practise oral and written language as well as deconstruct stereotypes commonly associated to their cultures which can limit communication in the Foreign Language (FL).

Firstly, this paper presents the main experiences carried out; then, it addresses the importance of task design for virtual telecollaboration projects, giving some examples of how tasks were presented in the first and second phase of the project. Later, it shows the main tasks in *Language & Culture Project* between UCLM and University of Warwick in the two phases. Finally, it deals with the results obtained through three virtual questionnaires distributed among students during the first phase. In general, the results show positive students' perceptions regarding the skills' practice and intercultural values developed. However, results of participation and satisfaction significantly varied in both phases which concludes on the importance of tasks design and delivery.

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## Biographies

### A

**Ana Almeida** is a Lecturer in Portuguese language and culture in the Modern Languages and Cultures Department at the University of Liverpool.

Ana is interested in the ways literature can enhance language learning. She has recently published a translation into Portuguese of a short story by Irish author Kevin Barry, accompanied by an introductory analytical study: http://www.ulices.org/projectos-investigacao/contar-um-conto-storytelling-en.html

Together with Dr. Idoya Puig (Manchester Metropolitan University), she is the coordinator of the Litinclass project, a research group working on the relevance of literature to the language class. Information on the project can be found at the Litinclass blog: https://litinclass.wordpress.com/about-us/

**Sofia Anysiadou** is currently working as the Worldwise Learning Centre Resources Coordinator in the School of Journalism, Language and Communication at UCLan. Her main role is to promote the use of new technologies in facilitating and enhancing language learning.  Her background is in the area of languages and technology. She holds a degree in English Language and Literature from the School of Philosophy at Aristotle University in Thessaloniki, Greece, and she completed her postgraduate study (MEd) in Communications, Education and Technology at the University of Manchester.  She teaches Greek on the University of Central Lancashire's Institution-Wide Language Programme. Her research interests include e-learning, design and development of technology-based language learning environments and open educational resources.

### B

**Nelson Becerra** is a Lecturer in Latin American Spanish Language and Culture. He studied at the UPTC Colombia before moving to England where he studied an MA in Economics and Social Studies and an MPhil in Latin American Studies, both at The University of Manchester. Before coming to Liverpool in 2006, he taught Spanish language, translation and Latin American culture and society at The University of Manchester and at Bristol University.

He currently teaches Spanish and Latin American Culture at Liverpool University and is the Director of the Latin American Year abroad. His research interests include Technology enhanced Learning – TEL, Translation and Interpreting in the undergraduate curriculum and Latin American Spanish and culture. He has recently developed a student exchange programme using technology between universities in the UK, Latin America and Spain, to prepare students for the year abroad, enhance cultural awareness and improve linguistic skills.

# C

**Caroline Campbell** is Director or Languages for All at the University of Leeds. Her background is in language teaching – English for Academic Purposes, English as a Foreign Language, French, German and Japanese. The design of assessment is one of her main interests and ensuring that assessment is fit for purpose forms the focus of her feedback as an external examiner. She is currently Secretary/Treasurer for the AULC (Association of University Language Centres) and IWLP representative for UCML (University Council of Modern Languages).

**Fanny Chouc** has been a Teaching Fellow at Heriot-Watt University since 2006. She teaches at UG and PG level, on the MA in Translation and Conference, the MA in Translation and on the MSc in Conference Interpreting and Translation, within the French section.

She coordinates MA and MSc mini-conferences and the annual public multilingual debate. Fanny is also Career Liaison Officer for the Department of Languages and Intercultural Studies.

Her research interests lie in pedagogical strategies, employability, the use of IT tools and interpreting training. She has also been working as a freelance interpreter since 2007, after training at Heriot-Watt University. Recent publications include the article "Enhancing the learning experience of interpreting students outside the classroom. A study of the benefits of situated learning at the Scottish Parliament" at The Interpreter and Translator Trainer Journal, co-written with José María Conde (Heriot-Watt University).

**José María Conde** is an Assistant Professor at Heriot-Watt University and a professional interpreter and translator since 2004 and has worked as such mainly in Spain but also in countries like Qatar, Kuwait and United Kingdom.

He started his teaching career at Pablo de Olavide University (Seville, Spain) and joined Heriot-Watt University (Edinburgh, United Kingdom) in 2009 as a Translation and Interpreting lecturer. In 2012 he became a Teaching Fellow at the latter institution. José María teaches Conference Interpreting, Translation and Spanish courses at Undergraduate and Postgraduate levels.

His research interests include conference interpreting, pedagogical approaches and language teaching methodology. Recent publications include the article "Enhancing the learning experience of interpreting students outside the classroom. A study of the benefits of situated learning at the Scottish Parliament" at The Interpreter and Translator Trainer Journal, co-written with Fanny Chouc (Heriot-Watt University).

**Katie Churchill**, Modern Languages iChamp at the University of Southampton

(co-presenter with Alessia Plutino)

**D**

**Amanda Deacon** teaches on French elective modules at all levels and also, co-ordinates the first year language programme for the French degree at Leeds. She has a background in teacher education and is interested in Participation theory, creative and collaborative assessment models and ways in which technology can facilitate  this and motivate students.

**E**

**Sol Escobar** is Programme Director of Languages for All at the University of Essex, where she manages 30 teachers in a programme that offers free language tuition to over 1,200 students across 3 campuses. She is also Lecturer in Spanish (and occasionally ESL/EFL) with extensive experience in teaching EAP, translation and Spanish at all levels. Sol has studied and taught in Canada, Italy, Spain, Germany and the UK and her research interests are within the field of language acquisition, student motivation and engagement, as well as teacher training, curriculum development and language policy.

An avid language learner herself, Sol is currently involved in writing a course book for advanced level academic Spanish courses in HEIs.

**F**

**Lizzie Fane** studied History of Art and Italian at The University of Edinburgh, and spent her third year abroad, studying in Italy as part of her degree course. Based on the problems and wonders she experienced, she founded **ThirdYearAbroad.com** to guide and support other studentsthrough the process.

Having created a community of internationally-minded students, Lizzie has developed products to help solve their biggest problems: a bespoke insurance policy - **YearAbroadInsurance.com** - which covers students to study or work anywhere in the world for up to 18 months; a Q&A platform -**TYAAnswers.com** - where students and graduates can get their questions answered; and, most recently, a jobs board - **GlobalGraduates.com** - to help those who want to use their intercultural skills and languages in their career find international opportunities.

**Theresa Federici** recently joined the Languages for All programme at Cardiff University as Coordinator for German, Japanese, and Italian. She is an Italian language specialist and professional translator from Italian into English.

She has been working with an EBL approach to language teaching and a process approach to developing language skills since 2006 and in 2009 published *Developing Writing Skills in Italian* with Routledge, a skill-specific course book that

adopts a process approach to teaching advanced writing skills to learners of Italian and places an emphasis on transferrable skills to enhance employability.

Her paper will highlight the use of individual, EBL research projects in the language classroom that allow students to develop targeted research and transferrable skills whilst continuing to develop and extend their language skills.

## G

**Mª Victoria Guadamillas Gómez** (Department of Modern Languages, University of Castilla-La Mancha) obtained a Ph D in English Studies in 2015 and is an Assistant English Lecturer (*Profesora Ayudante Doctora*) at the Faculty of Education in Toledo. Her main research areas are language teaching, didactics and assessment. Currently, she is developing a tele collaboration project with the University of Warwick (UK) to promote culture and language exchange.

During her undergraduate degree at University of Castilla-La Mancha, she studied at the University of Sudbury in Canada for a semester (August 2006-December 2006). She has taught at University of Warsaw (Centre for Foreign Language Teacher and European Education). She carried out research at the Department of Education and Human Science at the University of Nebraska, USA in February 2013, and at the Department of Modern Language at University of Bristol, UK during the spring of 2015.

**Rebeca Gualberto Valverde** is a lecturer at Universidad Europea de Madrid, where she teaches English, Bilingual Education and Children's Literature. She completed her PhD in Literary Studies with honours at the Complutense University of Madrid in 2015, with a research project that explored varied processes of representation and reinterpretation of the Arthurian myth of the Waste Land in Anglo-American Literature.

Rebeca completed part of her pre-doctoral research at the University of Edinburgh, UK, as a visiting postgraduate student (2013). She has a Master's Degree in Teaching English as a Foreign Language, and has participated in several national and international conferences in the field of English Studies.

She has published scholarly articles on Arthurian Studies, Myth-Criticism, and Literary Modernism, and her fields of research include Literary and Cultural Studies, English Studies, and, recently, Language Learning and Teaching.

## H

**Alison Hayes** is a Senior Lecturer in Languages at York St John University, mainly teaching Spanish but is also involved in the Schools Direct PGCE in Modern Languages.

She has long been involved in Widening Participation initiatives and leads on running the annual Careers using Languages conference for schools at YSJU.

Alison holds a Post Graduate Certificate in Coaching and Mentoring and is interested in encouraging students to take a reflective approach to their learning.

**Carmen Herrero** (Phd) is a Principal Lecturer and Spanish section lead in the Department of Languages, Information and Communication at Manchester Metropolitan University. She is currently involved in the COMOVIWO European project (Communication in Mobile and Virtual Work) http://www.comoviwo.eu. She has published articles on different aspect of Contemporary Spanish cinema and film in language teaching. Carmen is the director of the Centre for Film, Languages And Media in Education (FLAME) https://www2.mmu.ac.uk/languages/flame/ and is also the co-director and co-founder of FILTA (Film in Language Teaching Association): www.filta.org.uk, an association with over 3,100 members from over 100 countries. She regularly leads teacher training workshops in this area and contributes to the educational film programme of Home Manchester. She is a programme advisor for Viva! Spanish and Latin American Film Festival at Home (Manchester) and curator of the Beyond Babel Multiligual Film Festival For further information on her research and publications: http://www2.mmu.ac.uk/languages/staff/profile/index.php?profile_id=184

# K

**Susanne Krauß** is German Coordinator and Lecturer in the Languages for All programme at the University of Essex where she teaches German in face-to-face and online settings. Before she joined Essex in 2015, she taught German at undergraduate and graduate degree level in the UK, USA and Germany and has worked as a research assistant in a project on vocationally-based literacy training for adult migrants. Her main research interests lie in using technology for learning and teaching, vocabulary acquisition and resource development. She has authored articles on foreign language vocabulary and grammar learning, and the usage of digital tools and technology in teaching and learning.

**Reinhard Kunz**, originally from Basel, grew up in the United States, where he studied cello and worked as a musician in New York City for many years. Following a career change in 1988, he gained his Master's degree from Teachers College at Columbia University in New York City in 1990. He returned to Switzerland in 1991, first teaching at the International School of Zug in central Switzerland and then moving on to teach at tertiary level at a hotel management school in Lucerne. In 2000 he stopped teaching in order to join the Language Services team of Credit Suisse, where was an English translator for seven years. He left the company in 2007 in order to teach English at Lucerne University of Applied Sciences and Arts, where he has been teaching part-time ever since, in addition to his work as a freelance translator.

## L

**Manuel Lagares Alonso** is involved in the implementation and use of several new teaching technologies, such as the use of clickers and other tools like Videoscribe, Voicethread and Xerte Online Toolkits.

His research deals with key concepts of teaching and learning, such as collaborative learning, the flipped classroom, blended learning, the role of motivation in the learning process and online teaching. Recently, he has been involved in the creation of a NOOC (Nottingham Open Online Course) in Spanish language and culture.

**Jonas Langner** is the German Language Director in the School of Modern Languages at the University of Bristol, where he oversees all aspects of the German language programme – both at degree and institution-wide level. He initiated and designed a final year option unit on language teaching pedagogy for students of German, enabling students to gain various transferable skills and an insight into teaching as a possible career.

His current research interests are the effective use of technology in language teaching at universities and vocabulary acquisition. He is a Fellow of the Higher Education Academy (HEA) and co-author of *German Tutor: Grammar and Vocabulary Workbook* (Hodder, 2016).

**Dawn Leggott** is an Education and Language Consultant and former Principal Lecturer in Languages and English Language Teaching at Leeds Beckett University.

She is passionate about helping university students to make the transition from student life to the world of work. For several years she was the module leader of an award-winning work-related learning module for students on Leeds Beckett's language degrees, for which she was recently nominated for an Achieving

Excellence Award in Enterprise and Innovation. She also organises innovative employer engagement activities, designed to boost the students' networking skills and the employers' links to suitable graduates.

In her free time she loves hill walking and music festivals and she is currently learning to play the ukulele.

**Cristina López-Moreno** is a Senior Lecturer in Spanish Studies and Course Leader for the language degrees at Sheffield Business School (Sheffield Hallam University). Her research interests focus on the effects of the 2008 economic crisis on unemployment and on population movements in Spain. Another of her research areas is student migration and its impact on graduate employability skills.

Cristina has presented her research on a number of UK and international academic events. She is the author of *España Contemporánea*, a textbook on modern Spain

which is widely used in higher education in many countries and she has also written a Spanish language textbook titled *Un año en España.*

**Sandra López-Rocha** (PhD) is Teaching Fellow (Spanish) in the School of Modern Languages at the University of Bristol. As a Fullbright Scholar, she completed an MA in Intercultural Communication at UMBC (University of Maryland, Baltimore County). She later she obtained a PhD in Language, Literacy and Culture (UMBC) and a PhD in Social Anthropology from the University of Bristol.

Her research encompasses sociolinguistics (language maintenance and change); netnography (virtual communities and online representation); migrant experience and adaptation strategies, and the application of intercultural communicative theory in the language classroom. She's coordinator of Year Abroad Work Placements in all Spanish-speaking countries and has co-developed a tailored intercultural training programme for students at the School of Modern Languages (UoB) going on their third year abroad. Data collected from the programme will be analysed and used to better prepare students for their experience abroad while supporting their development as global citizens.

**Ricky Lowes** (Ms), MA TESOL, Dip TEFLA, FHEA, works at Plymouth University, teaching English for Academic Purposes. Additionally, she is Senior Personal Tutor in the Plymouth Business School, where she is also a placement tutor and teaches on modules in personal and professional development for undergraduates.

She has a strong interest in integrating employability skills development into her English language modules and currently collaborating with the Plymouth University Careers and Employability Service on this. She is also working with colleagues in the Plymouth Business School on a research project on group-work. She runs the Languages Café, a social event for both international students and those who wish to practise foreign languages and is part of the university's partnership with the U3A. Previously she was a teacher and teacher trainer at a number of public and private institutions in the UK, China, Sweden and Spain.

# M

**Lorena Marchetti** is originally from Cardiff (UK) and has been teaching English as a second language for over 20 years, starting in the UK, then Spain but mostly in Italy, where she currently teaches at Urbino University. A recent research project carried out as part of her MA in Applied Linguistics and TESOL (2014) brought her to experiment with a multimodal approach to teaching and learning. She continues to be fascinated with multimodality as a research topic and feels that it is ever more relevant to changes occurring in the 21st century, concerning both study and work.

**Sofia Martinho** graduated in 2001 from the University of Coimbra (Portugal) with a degree in Modern Languages and Literature (Portuguese Studies) and completed an

MA in Education at the University of Leeds in 2013 with a thesis on Digital Literacies. Before joining the University of Leeds in 2008, Sofia was the Director of the Camões Centre in Goa (India) and in Newcastle (UK).

She is currently the Director of the Camões Centre for Portuguese Language, acting also as Coordinator of the Portuguese Section and teaching Portuguese and Lusophone Literatures and Cultures.

Sofia's scholarship focuses in the areas of Digital Literacies for Language Learning, Uses and Effectiveness of Technologies in Language Learning and Teaching and Online Autonomous Language Learning.

In 2013, she launched *Fusão*, a programme of public academic and cultural events, with the aim of showcasing the culture of all Portuguese-speaking countries in Leeds and the North of England.

**Javier Moreno** is a Spanish Language Teacher at the University of Sheffield, where he convenes modules at all levels. He holds a Masters in Applied Linguistics from the Instituto Cervantes; and an MA in Institutional Translation from the University of Alicante, in Spain, for which he received a Research Excellence Award.

He has been teaching Spanish in several Higher Education institutions in Spain, the US and the UK. His main research interests lie in the use of Project-Based Learning in the Languages for Specific Purposes classroom (primarily, Business and Legal Language) and the benefits of Specialised Translation in Foreign Language Learning.

He has been invited to deliver several workshops and lectures on Translation and Spanish language instruction in various countries and is currently part of the organising committee of the forthcoming symposium "From Legal Translation to Jurilinguistics: Interdisciplinary Approaches to the Study of Language and Law", to be held in Seville (Spain) in October 2016.

**Mary Murata** (MA, FHEA, MCIL) has worked in language education for 30 years. She has taught English in Japan and Japanese in the UK. In 2004 she took an MA in Applied Translation Studies and began freelancing. She became the CPD coordinator for the Japanese network of the ITI (Institute of Translation and Interpreting) organising training for professionals for several years. Since 2006, she has been Senior Lecturer in the Department of Languages and Linguistics at York St John University delivering language modules, an undergraduate employability skills module and the MA Applied Linguistics: Translation.

She is passionate about bringing out the best in students and training the next generation of linguists. She is interested in all things Japanese and is currently researching for a PhD in community music with a focus on Japanese drumming and identity.

**O**

**Alison Organ** started her career as a secondary school teacher before taking a career break, during which she took the Institute of Linguists' Diploma in Translation. After working as a freelance translator for several years, she taught at the University of York before moving to York St John University full time in 2012. She delivers language modules at undergraduate level, as well as the *MA in Applied Linguistics: Translation* and the PGCE in MFL. She is also responsible for schools liaison within the language department and for the last 8 years has been responsible for organising *Routes into Languages* events for local schools.

Her research interests mainly involve the use of technology to facilitate language learning, and she is a Senior Fellow of the HEA.


**P**


**Lucy Parkin** works as a learning technologist, supporting both staff and students at the University of Leeds. Her main interests relate to matters of assessment, blended learning and staff engagement with technology.


**Elinor Parks** is a PhD student in Applied Linguistics at the University of Hull and part-time lecturer of German and Italian at Leeds Beckett University. Her doctoral research explores the separation between language and content in Modern Language degrees in both the USA and the UK. The study is particularly concerned with the implications for students' development of intercultural competence and criticality. In recent years she has presented at numerous conferences including Nottingham, Sheffield, Southampton, Liverpool and New York.


**Alessia Plutino** is currently a Teaching Fellow of Italian at the University of Southampton and an Associate Lecturer of Italian at The Open University. She is also module co-ordinator for HUMA 2007, an undergraduate teaching training module including a period of school placement.

All her projects have a focus on cultural and intercultural awareness and this is also the case for the academic led trip to Italy scheme (Italy DIY), which she designed and implemented to enhance students' employability and independent skills, as well as creating opportunities for students to become content producers of OERs.

She has multiple research interests ranging from Computer Assisted Language Learning and Telecollaboration to the use of micro blogging (Twitter) to enhance communicative language learning and accuracy.


**Idoya Puig** is a Senior Lecturer at Manchester Metropolitan University, specialist in Spanish Golden Age literature. At present, she is looking at ways of teaching literature through film and new media. She has created with Ana Almeida the Litinclass research group with the aim of developing new teaching materials and methodologies for the teaching of language through literature at a national and international level.

She has published a number of articles on Cervantes and Sixteenth Century Spanish culture and society and edited *Tradition and Modernity: Cervantes's Presence in Spanish Contemporary Literature* Oxford: Peter Lang, 2009, about Cervantes's influence in contemporary literature.

## R

**Ana Reimão** is a lecturer in Portuguese Studies at the University of Liverpool since 2005. She graduated in English and Portuguese Studies from the University of Porto, Portugal, where she also studied for a Certificate in Portuguese Teaching as a Foreign Language (PLE) in 2006. She has taught PLE extensively, from absolute beginners to advanced levels.

She has recently started to experiment with use of new technologies and methodologies to enhance language learning, such as the use of flipped classrooms and social media.

Further to this she has organised several events to promote language development outside the classroom. These included translation slams, foreign film screenings, concerts and talks with authors in order to foster intercultural exchange while providing ample opportunities to create a solid academic community.

**Sandra Reisenleutner** is a teaching associate at the University of Nottingham. Her research interest lies in action-orientated and task-based learning and the adaption of the CEFR to teaching, learning and assessment at university language courses.

Another focus is the use of digital tools like *Moodle*, *Quizlet* and *Weebly* in language teaching and learning. Recent projects have focussed on collaboration and intercultural aspects in the foreign language classroom.

**Fernando Rosell-Aguilar** is a Senior Lecturer in Spanish and Open Media Fellow at the School of Languages and Applied Linguistics at The Open University, United Kingdom.

His research focuses on online language learning, mainly the use of apps, Twitter, and podcasting as teaching and learning tools, as well as the use of CMC learning environments (such as audio and video conferencing) and digital literacy.

He has published his research in international journals such as Computers and Education, Language Learning and Technology, ReCALL, CALL, and JaltCALL, and regularly presents at international conferences.

## S

**Carolin Schneider** is a chartered librarian who manages the self-access centre at the University of Leeds. She has a keen interest in how technology can support

language learning, with a focus on independent adult learners. This project is part of her studies for an MA in Technology, Education and Learning.

**Jennie Shorley** joined the Centre for Enterprise at the Manchester Metropolitan University in July 2010. As Head of Bids and Partnerships Jennie has secured £6M of funding for business growth and innovation support for small firms, as well as successful research council bids to the ESRC, AHRC and EPSRC. Jennie led the award-winning £2.5M ERDF-funded Knowledge Action Network project, working with 214 small companies, supporting these firms to create 71 jobs and safeguard 61.

Jennie leads partnerships across Europe for the Centre for Enterprise, including heading the £0.5M Leonardo Transfer of Innovation Programme with 10 EU business and university partners. She currently leads MMU's involvement in 3 Erasmus+ programmes. She has strong university and business connections in Croatia, France, Poland, Finland, Spain, The Netherlands and Germany.

# T

**Laura Tarabusi** is a lecturer of Italian Language and Culture at New York University Florence. Laura is currently also working on her PhD in Modern Languages at the University of Hull. Her research project is on Intercultural Communicative Competence of study abroad students of HE institutions. Laura received her degree in Foreign Languages from the University of Florence (Italy), and postgraduate Certificates in Teaching Italian as a Second Language. She started teaching Italian L2 at the University of Florence, since 2000 has been teaching Italian Language and Culture at New York University's study abroad site in Florence; from 2001 to 2012 Laura was also in charge of the Community Service program and taught the Service Learning class. Laura was the Director of the Language Centre of the University of Florence from 1997 to 2000. Laura has presented papers and published articles on Italian L2 and on Intercultural Communicative Competence.

# V

**Fabienne Vailes** (MA) is Deputy Language Director (French) in the School of Modern Languages at the University of Bristol. Before that, she ran her own company, *The Language Experience*, which provided language courses as well as workshops in Intercultural Competence to businesses both in the UK and in France, in particular for the training centre of a famous French retailer (Casino Groupe).

She completed her undergraduate studies in France (Licence/Maîtrise L.E.A Langues Etrangères Appliquées) and then gained an MA in Advanced Language Studies (Translation/Linguistics) from the University of the West of England.

She is coordinator of Year Abroad Work Placements for all francophone countries and has co-developed a tailored intercultural training programme for students at the

School of Modern Languages (UoB) going on their third year abroad with Sandra López-Rocha.

## W

**Jocelyn Wyburd,** Director of the Language Centre at the University of Cambridge since 2011 and Chair of UCML. She previously held a similar role at the University of Manchester for 21 years. Through these roles she has particularly focussed on the professionalisation of university language teachers and the promotion of access to language learning to all. Pedagogically she has worked on developing environments, infrastructure and curriculum which encourage and enhance student learner autonomy, supported by ever changing new technologies, for which she was recognised with the award of a prestigious National Teaching Fellowship in 2002.

In 2013 she was appointed Chair of the national Advisory Board for Routes into Languages. She has also led both the University of Cambridge's participation in Routes East of England, and previously the University of Manchester's activity in Routes North West.

Jocelyn was elected Chair of the University Council of Modern Languages (UCML) in January 2014. She was previously UCML Hon Secretary (2008-2011) and Vice Chair for Language and Intercultural Education (2011-2013) and was the last Chair of the Standing Council of Heads of Modern Languages in British Universities (SCHML) before its merger with UCML in 2008.

She is a Fellow of Clare College, was educated at Trinity College, Cambridge, where she read Modern & Medieval Languages (Italian and French) before going to work in the charitable sector both abroad (Nepal) and in the UK. She is qualified to teach Italian, French, German and English as foreign languages and holds a Master's Degree in Applied Linguistics and New Technologies from the University of Hull.

## Z

**Andrea Zhok** (PGCE, Wales; Dip Trans IoL) is Language Director in Italian at the School of Modern Languages, University of Bristol - UK, where he oversees all aspects of the Italian language programme – both at degree and institution-wide level. He has pursued a broad range of interests in the field of language pedagogy including projects on blended learning, translation, employability and teacher training. He has contributed to a project on peer-teaching Italian grammar which won the Apereo Teaching and Learning Award (ATLAS) 2016. He also works as a translator and interpreter.