

Innovative Language Teaching and Learning at University 2015: *Enhancing Participation and Collaboration*



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#InnoConf15



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Programme

9.30-10.00 Registration

10.00-10.15 Welcome and introduction by Cecilia Goria (CG), Oranna Speicher (OS) and Sascha Stollhans (SSt) (conference organisers) and Prof Judith Still (Head of the School of Cultures, Languages and Area Studies, University of Nottingham) **C11**

10.15-11.00 Keynote 1: Prof Zoltán Dörnyei (Nottingham): *Motivation and the vision of knowing a second language* **C11**

11.00-12.00 Parallel sessions 1

Room C11, chair: OS	Room C26, chair: SSt	Room C20, chair: CG
Dorota Rzycka, Mizuho Jones, Joaquin Lopez and Marion Sadoux (Nottingham, Ningbo): <i>Overcoming navigational design in a VLE: Students as agents of change</i>	Anna Motzo (Open University) <i>Evaluating the effects of a student buddy initiative on student engagement and motivation.</i>	David Noble (Southern Cross, Australia): <i>Bridging the gaps: the use of technology to prepare and test students for English for Academic Purposes (EAP); and to bridge the technology gap between Indian education and Australian university.</i>
Sandrine Alègre (Bath): <i>Creating an online diagnostic test for year 1 students</i>	Hanna Magedera (Liverpool): <i>The Four Skills Project</i>	David Button, John Hall (Nottingham): <i>Innovations in assessment: A mixed methods approach to the standardisation of marking in EAP courses</i>

12.00-12.15 Coffee break

12.15-13.15 Parallel sessions 2

Room C11, chair: OS	Room C26, chair: SSt	Room C20, chair: CG	Room C4/5
Elinor Parks (Hull/Leeds): <i>The dichotomy of language and content in US and UK universities - Implications for Criticality and Intercultural Competence</i>	Insa Hartung (St Andrews), Sandra Reisenleutner (Nottingham) <i>"Show me where you study!" - An interactive project between German language students in Nottingham and St Andrews</i>	Salim Razi (Canakkale Onsekiz Mart, Turkey): <i>Open and anonymous peer review in a digital online environment in English as a foreign language academic writing</i>	David Binns (SANAKO): <i>Workshop Technology in Language Teaching</i>
Neil Hughes (Nottingham): <i>Teaching Cultural Content in the Target Language</i>	Jörg Seifert (Warwick): <i>Reflections on: Google+ Community Intercultural Communication: A virtual collaboration project between the Medienhochschule</i>	Ricky Lowes (Plymouth): <i>Feeding back – feeding forward? An exploration of how assessment tasks can develop self-regulated</i>	

	<i>Stuttgart (Germany) and the University of Warwick/Language Centre (UK)</i>	<i>learning in an EAP course.</i>	
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13.15-14.00 Lunch

14.00-15.00 Parallel sessions 3

Room C11, chair: OS	Room C26, chair: SSt	Room C20, chair: CG	
Alessia Plutino (Southampton): <i>Anything can happen out there: an holistic approach to field trips</i>	Franziska Schulz-Badger (Newcastle): <i>Podcasts in language teaching</i>	Sabrina Wagner (Manchester): <i>Would you please mark my text for me? - Improving students' writing and collaborative skills with the help of the Peer Assessment tool on Blackboard</i>	Room C4/5 David Binns (SANAKO): Workshop <i>Technology in Language Teaching</i>
Fakhredine Brahmi (Gafsa, Tunisia): <i>Can wikis or Facebook hook learners instead of schoolbook?</i>	Marianna Leikomaa (Tampere, Finland): <i>Business Information Systems Students Using English in their Project Work</i>	Ania de Berg (Sheffield Hallam): <i>Students as Producers and Collaborators: Exploring the Use of Padlets and Videos in MFL Teaching</i>	

15.00-15.15 Coffee break

15.15-16.15 Parallel sessions 4

Room C11, chair: OS	Room C26, chair: SSt	Room C20, chair: CG
Cathy Hampton (Warwick): <i>From widening horizons to widening participation: transmitting the experience of global citizenship to the school classroom in a student as producer Year Abroad project</i>	Filippo Gilardi (Nottingham, Ningbo), James Reid (Akita, Japan): <i>Transmedia Teaching Framework: from group projects to curriculum development.</i>	Lan Lo (Nottingham): <i>The challenges facing the Cantonese speakers on Mandarin language learning within a mainstream university course in the UK</i>
Sandra López-Rocha (Bristol): <i>Intercultural Communicative Competence: Creating Awareness and Promoting Skills in the Language Classroom</i>	Carmen Álvarez-Mayo (York): <i>TANGO, a collaborative e-learning project: "El tango se baila a dos" ≈ "It takes two to tango"</i>	Kester Newill (Heriot-Watt, Edinburgh) <i>Using Dropbox to Create a Student-Produced Conference Interpreting Speech Repository</i>

16.15-17.00 Keynote 2: Dr Jan Hardman (York), *Engaging and motivating students (and yourself) through dialogic pedagogy* **C11**

17.00 Close **C11**

Abstracts

Dorota Rzycka, Mizuho Jones, Joaquin Lopez and Marion Sadoux (Nottingham, Ningbo):

Overcoming navigational design in a VLE: Students as agents of change

This presentation will seek to review the outcomes of an internally funded Teaching and Learning project. The Language Centre at UNNC sees blended learning as a fundamental part of its Teaching and Learning strategy and is proactive in seeking responses to the formal and informal feedback from students, survey results and tutor difficulties in their current use of the University's proprietary VLE, Moodle.

It is currently undertaking a complex multidimensional research project involving students, tutors, e-tools and up to the date literature on approaches in the field of distributive learning (face-to face blended with eLearning). Through the necessity to develop a multiple skills based approach in languages (where reading, writing must be complemented by listening and speaking), we already have a strong multimodal experience of using online platforms and a considerable degree of expertise in embedding multiple e-tools in our teaching and learning practice.

One of the key problem areas identified is the lack of clarity (students) and flexibility (tutors) in navigational design which makes it difficult for tutors on large modules to appropriate nonlinear learning pathways on Moodle without compromising navigational habits. Student's engagement is affected by the efforts required to navigate new LMS pages intuitively enough to scaffold their learning presence online. Some of the tools as they are set up in our VLE may also further discourage student engagement as they do not allow for anonymous activity – something which may be an issue in the cultural and ideological context in which we operate.

Our project adopts a student/faculty collaborative approach to navigational design as the optimum way of questioning and resolving a number of vulnerable assumptions that prevail in technology enhanced learning both in terms of navigational design and in terms of connective and socio constructive pedagogies. Assumptions which we believe to be hampering the development of a stronger distributive use of Moodle and other eTools..

Students are collaborating through research and they are tasked with the design of a navigational structure facilitating an interactive distributive language learning pedagogy through Moodle, in partnership with the project leaders. They explore and propose their ideas of solutions to our current navigational difficulties resulting from accommodating multiple teachers in the same Moodle page ,from the constraints of the VLE and from a lack of common strategy and limited understanding of navigational design from the tutors . For us to comprehend why our predominantly Chinese students may experience more reluctance in active online participation, how their online cognitive presence can be best supported, students and tutors involved in this project will further examine both literature and practice in this area.

This project has a clear transformative value because it moves the research reflection from the facilitators to the end users. Putting the students in the spotlight and valuing their feedback might be a step forward in a better understanding of students requirements concerning e-learning. The project remains guided and informed by language tutors, in order to not to lose sight of the pedagogical principles that guide both second language acquisition and instructional design for distributive learning – the co-existence of linear and learner driven pathways being an absolute requirement to develop the autonomous self-directed learning that is at the root of any successful language learning.

Anna Motzo (Open University): *Evaluating the effects of a student buddy initiative on student engagement and motivation.*

Motivation is one of the most important factors which influences second language learning (Gardner & Lambert, 1972; Dörnyei, 1998). One might assume that adult language learners will have greater motivation than those of school age, given that they are learning through choice rather than curricular demands.

However, 'motivation is a complex and multifaceted construct' (Dörnyei, 1998), and its interrelationship with other factors such as personality, attitude, learning setting is critical to successful language learning (Murphy & Hurd, 2011). A support mechanism which reinforces student motivation through encouragement, social interaction, feedback, sound learning environment and good teaching is crucial for ensuring successful learning.

These aspects are particularly relevant in distance or online language learning settings as learners work more autonomously and independently than in conventional classrooms and there is a higher risk of feeling isolated and not part of a well-defined and supportive learning community. It is not unusual that in this setting the drop-out rate is higher than in others. (Coleman & Furnborough, 2010)

This paper presents the results of research conducted by the Department of Languages at the Open University to evaluate the efficacy of a student buddy scheme on Level 1 modules where traditionally the drop-out rate has always been significant. The research analyses student buddy interventions in a dedicated online platform(forum) and evaluates the support mechanisms offered by the student buddies and their role in building an online community. The study is supported by both qualitative and quantitative evidence which evaluates student engagement on the forum, as well as the type of support requested by students and the online mentoring styles adopted by the buddies. Finally, it analyses which types of interventions elicit the most responses from students.

The authors believe that the findings of this research are of interest beyond this case study as they can inform new ideas on how to enhance and sustain a supportive online community.

David Noble (Southern Cross, Australia):

Bridging the gaps: the use of technology to prepare and test students for English for Academic Purposes (EAP); and to bridge the technology gap between Indian education and Australian university.

Southern Cross University (SCU) receives a large number of EAP students from the north-east remote areas of India. A number of issues have been noted with this cohort:

1. that students from this area have low digital literacy, impacting on their academic outcomes; and
2. in undergraduate or postgraduate studies they are slow to engage with and maximise the resources of SCU's Blackboard learning site; and
3. conceptual deficiencies in the area of academic integrity.

In an attempt to overcome this, SCU has:

1. Designed a series of six online modules using Qualtrics, which are delivered to students while offshore. These include:
 - an introduction to Academic Integrity; and
 - a Digital Literacy test; and
 - a Microsoft Word test.
2. Built EAP assessments upon Blackboard to maximise exposure to and familiarity with the software, prior to entry to undergraduate or postgraduate studies.

The paper prepared for presentation to the Innoconf will describe the proactive measures SCU has taken to bridge the digital literacy deficiencies, the technology engagement gaps, and academic

integrity conceptual deficiencies. It will provide an overview of the programs and describe the perceived benefits of:

- The offshore program, aimed at assessing the general digital literacy of students; students' competence in Microsoft Word; and providing an introduction to Academic Integrity.
- The Blackboard introduction and assessment program aimed at creating familiarity with the platform prior to entry to undergraduate or postgraduate studies.

The speaker will demonstrate how technology can be built into EAP programs from the very moment of enrolment, and used to enhance the pedagogical experience and outcomes for students.

Sandrine Alègre (Bath): *Creating an online diagnostic test for year 1 students*

Year 1 students have different levels and backgrounds in foreign languages and cultures when they arrive at the university. This influences their performance, mainly in year 1, but it could also affect their performance throughout the whole curriculum. An online diagnostic test could allow adjustments to be made in order to harmonise students' knowledge and competences in foreign language in year 1 and to prepare them more adequately for a more demanding year 2.

This project allows the development of an online tool for aiding teachers to adjust language classes to the needs of the group and to familiarise year 1 students with an innovative testing tool and autonomous activities. The diagnostic test is an assessment for learning purposes.

The online diagnostic test was created in 2013/2014 and the trial took place with year 1 students in semester 1 of the academic year 2014/5. After a trial for students of French, the test will be adapted for students of German and Spanish this year. The project is funded by a Faculty Teaching Development Fund from the University of Bath.

The aim of this presentation is to share our experience and to reflect on the use of technologies for learning purposes. After presenting the outlines of the project and the steps leading to the creation of the test, I will reflect on the first initial findings of the trial and conclude by considering the difficulties and the benefits of this experience.

Hanna Magedera (Liverpool): *The Four Skills Project*

I would like to present the "Four Skills Project" as an example of communicative language learning. I have developed this project for final year German students at the University of Liverpool. In this project I will talk about how students use and practise their reading, writing, listening and speaking skills via the creative use of news reports and digital technology.

They each create an avatar using an interactive platform, practicing speaking and correct pronunciation with the help of autocue and therefore enhance their language learning experience.

Through listening, writing and their own research, students also practise their translating skills. In the final stage of this project, students present their own news and therefore also practise their presentation and speaking skills using autocue. Students are filmed and get valuable feedback on their performance in addition to having done something completely new and different that is fun in their final semester at university!

David Button, John Hall (Nottingham):

Innovations in assessment: A mixed methods approach to the standardisation of marking in EAP courses

The Centre for English Language Education (CELE) provides pre-sessional courses in English for Academic Purposes (EAP) for international students at the University of Nottingham. We have recently redeveloped these courses to reflect both the traditional language requirements associated with undergraduate and postgraduate study together with key academic literacies required for successful participation in the UK academic context, including reflection, group work & collaborative learning, autonomy, cross-cultural awareness, and the ability to manage appropriate academic tasks and develop and communicate knowledge. In order to accommodate these new learning outcomes, our marking descriptors have been expanded to maintain a focus on *language use* whilst encompassing additional criteria relating to *genre* and *criticality*.

The creation of innovative forms of assessment to reflect these criteria have also highlighted the need to ensure effective standardisation of marking to increase reliability. As an integral part of this process, we have utilised Moodle to help achieve a number of aims, including:

- allowing tutors to work on sample assessments at a time which suits their availability
- providing tutors with instant feedback on the grades they give and to provide standardised versions for comparison
- identifying disparities between the grades in order to allow a clearly focussed group discussion of the standardised assessments during face-to-face follow up sessions

It is hoped that this flexibility and use of both online and offline systems will allow greater participation in the standardisation process in an attempt to provide a more robust marking system through collaborative effort and discussion.

This session will briefly focus on the innovative design framework of the new assessment, and then explore current and future possibilities of combining both online and face-to-face methods to create new and effective approaches to marking standardisation across large and diverse teams.

Elinor Parks (Hull/Leeds):

The dichotomy of language and content in US and UK universities - Implications for Criticality and Intercultural Competence

The paper describes the concerning status of Modern Languages as a discipline both in the U.K. and in the U.S. with emphasis on the division between 'language' and 'content' in Higher Education. It explores the problematic relationship between language and culture from a theoretical perspective and suggests pedagogical recommendations to address this. In reference to the teaching of languages in US Higher Education, the MLA report (2007) suggested 'replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole' (MLA Ad Hoc Committee on Foreign Languages, 2007).

As Byram (2008) notes, 'if language learning is to be part of a policy of internationalisation, it has to be more than the acquisition of linguistic competence.' Intercultural competence, he argues, offers 'the opportunity for 'tertiary socialisation' [...] in which learning a foreign language can take learners beyond a focus on their own society, into experience of otherness.' (p.29). The *Southampton Project* similarly highlights disparity between the two areas and, in reference to language, notes that 'the focus on criticality development itself is less central than in other areas of the ML curriculum, especially the 'content' courses.' (Brumfit et al., 2005:159)

The characteristic of a 'dualistic' structure present in Modern Languages is not solely applicable to a

U.K. context. The American MLA Report (2007), as well as reports issued in the UK such as the Worton Report (2009), similarly refer to a division in the content and language elements of the degree and advocate for a curricular reform in which a more integrative approach is adopted for languages in Higher Education.

Implications of such division for the development of intercultural competence and criticality are discussed and an argument is made for new directions in Modern Languages as specialist study.

Insa Hartung (St Andrews) , Sandra Reisenleutner (Nottingham):

“Show me where you study!” - An interactive project between German language students in Nottingham and St Andrews

This project presents an innovative approach to enhancing collaboration in German language teaching at CEFR level A1+/A2. We developed an interactive project with the title “Show me where you study” which was carried out during the academic session 2014/15 at the University of Nottingham and the University of St Andrews.

At the beginning, students have to form small groups in which they collaborate throughout the project. The project itself consists of three parts: In the first phase, students present certain aspects of their university town in a virtual slide show which they have created through the e-tool *VoiceThread*. The slide show is accompanied by written comments describing various aspects of the town, but without mentioning its name. After the slide shows have been exchanged, in the next stage, students comment on each other’s work by using the oral comment function in *VoiceThread*. During this phase, students are also encouraged to make assumptions about the other town. In the final stage, students listen to the comments/questions and reply.

Students benefit from this collaboration in multiple ways: it not only provides a valuable opportunity to practise grammar skills and expand topic-specific vocabulary but it also reinforces language skills such as describing, making assumptions and commenting. The aspect of guessing the other town adds a ludic approach to the project. The e-tool *VoiceThread* enables students to work collaboratively on their oral language performance in- and outside the classroom and strengthen team work skills.

The presentation will outline the development of the project and its results.

Salim Razi (Canakkale Onsekiz Mart, Turkey):

Open and anonymous peer review in a digital online environment in English as a foreign language academic writing

This study primarily aimed at comparing the impact of administering ‘open’ and ‘anonymous’ peer review in a digital online environment in English as a foreign language academic writing classes. The impact of teacher-mediated feedback was also considered. The data were collected in Advanced Reading and Writing Skills course that was taught by the researcher at English Language Teaching department of Canakkale Onsekiz Mart University, Turkey in 2014-2015 academic year fall term. The students submitted their three writing assignments through Turnitin. By the help of the score to the first written assignment, two experimental groups were set which were similar to each other in terms of writing proficiency. For the second assignment, students peer reviewed a paper anonymously in the experimental group and openly in the control group. To guarantee anonymity, peer review process was conducted in a limited time at a computer laboratory under the invigilation of the lecturer. Following this, students revised their assignments and resubmitted. The lecturer provided additional feedback and students resubmitted once more. Finally, students submitted a reflection paper in which they explained how they benefited from both peer and teacher-mediated feedback. For the third assignment, a similar procedure was followed with two changes. Firstly, the

order of peer and teacher-mediated feedback was replaced to enable comparing their effects. Secondly, students peer reviewed three papers to reveal the impact of receiving multiple feedback. The findings discuss the effectiveness of open and anonymous peer review in addition to teacher-mediated feedback. Since the relevant literature provides very limited information about the impact of anonymous peer review in teaching academic writing and none deals with digital environment, the results are important in the development of an effective academic writing teaching model.

Neil Hughes (Nottingham):

Teaching Cultural Content in the Target Language

One of the most striking recent changes in European tertiary education is the shift towards foreign language medium instruction. The growing emphasis on course delivery in English, in a number of European countries, is the result of several pressures, not least economic. According to Dickson (2009) in the context of globalisation, universities are under pressure from national governments to provide the highly educated workforce equipped with the skills, including foreign language proficiency, necessary to compete in the global knowledge economy. They are also being urged to cut costs and boost income by increasing recruitment of fee-paying English L1 and L2 students from around the world (Fortanet Gómez, 2013).

In the United Kingdom, one of the reasons why higher education, unlike in the rest of Europe, remains decidedly monolingual, is that there are no similar pressures on university departments to offer their undergraduate and postgraduate courses in foreign languages. One exception to this is the use of foreign languages, for the most part European, to deliver cultural/area studies modules on single, joint and combined honours Modern Foreign Languages courses at universities. This paper will look at the scope of this practice in the UK and identify the benefits of target language delivery of modules in which the main goals are the development of discipline knowledge and critical thinking skills. It will also identify some of the economic, cultural and pedagogical factors militating against this approach and provide practical advice on how such obstacles might be overcome.

Jörg Seifert (Warwick):

Reflections on: Google+ Community Intercultural Communication: A virtual collaboration project between the Medienhochschule Stuttgart (Germany) and the University of Warwick/Language Centre (UK)

I was co-running a virtual exchange project with Professor Frank Thissen from the Medienhochschule Stuttgart in Germany. The exchange ran in 2013/14 - and focused on the joint exploration of intercultural competencies and aspects of intercultural communication.

Students were encouraged to develop a deeper understanding of a variety of significant cultural experiences and acquire the ability to negotiate cultural meanings. They were encouraged to engage in autonomous exploration of culture, reflect on their own cultural background and acquire an open mind.

They simultaneously developed linguistic and transcultural communication skills as they worked in bilingual teams to perform a variety of student-led research tasks.

The conclusion of this co-operation saw a joint session via the International Portal at Warwick University when students presented the results of their joint research tasks in either English or German. As part of its Learning and Teaching Strategy the University of Warwick aims to offer 'the opportunity for all students to engage in activities which enhance their international and intercultural awareness'.

The platform used for this virtual exchange project was a Google+ community *Intercultural Communication* jointly set-up and monitored by Frank Thissen and myself.

Ricky Lowes (Plymouth):

Feeding back – feeding forward? An exploration of how assessment tasks can develop self-regulated learning in an EAP course.

This talk reports on how a series of structured tasks using feed-back, which then feeds forward in a dovetailed fashion into the next task, can be used to support and facilitate engagement with autonomous learning, using a DLE (Moodle). It explores to what extent students are aware of their own development as learners, and how far they engage with opportunities for dialogic feedback. Factors that support or hinder students' engagement with the process will be identified, and the relationship between engagement and achievement explored.

I shall refer to a research project running at Plymouth University: "Feed-forward: Exploring the staff and student experience of technology facilitated feedback - can technology support and engage staff and students in dialogic feedback?" which investigates how institutional technologies (VLE-Moodle and eportfolio system-PebblePad) can be used to support and encourage innovative feedback methods and to explore the extent to which dialogic feedback can be achieved and how far institutional technology can facilitate this approach, and draw on frameworks proposed by Yang and Carless (2012) and Shute (2008).

Alessia Plutino (Southampton): *Anything can happen out there: an holistic approach to field trips*

This paper aims at presenting the outcomes of a scheme that has been implemented for a field trip to Italy run by an academic in partnership with a student assistant, as well as recommending ideas and implementations for future development.

As field trips run by academic seems to be in decline, there is evidence that students appreciate and value the sense of camaraderie and team building that they experience with fellow students as well as academic staff. They will take any opportunity to make it a learning event, no matter where the learning experience takes place. Fieldtrips are in fact potentially allowing students to immerse themselves into new learning environments and paths, which might be totally new to them, and these, are certainly a more knowledgeable way to enrich their curricular learning outcomes.

Students appreciate fully the more spontaneous teaching and learning experience that allows them to engage multiple modalities, not necessarily linked to their own discipline but branching out to new areas and embracing interdisciplinarity. The focus shifts to the world at large, whilst facilitating unique relationships developed outside the classroom among students themselves and among students and teachers. The holistic approach implemented helps students to develop and improve in more ways than they may have originally appreciated. By allowing students to use a variety of technologies as well as applications to create resources, this trip has allowed students to develop and/or improve their skills in Digital Literacy, skills which are highly valued by employers.

The format introduced by the scheme also allows the implementation of the student assistant role, including employability skills and a hands on management practice.

The real value added to the student experience at the end of this trip can be weighted in terms of gained multi-disciplinary knowledge, resources produced, individual and group experiences that students cannot do/replicate elsewhere.

Franziska Schulz-Badger (Newcastle): *Podcasts in language teaching*

The potential uses of podcasts in language teaching are numerous. Podcasting does not prescribe any approach or method of language learning, rather, as a tool it can be used to integrate theories and methods of SLA into practices: as oral practice, listening comprehension or as an alternative method to class presentations.

In terms of listening comprehension there are numerous options for students: from podcasts of well-established broadcasters and educational institutions such as BBC or Deutsche Welle to independent internet podcasts as well as enhanced podcasts, video podcasts or even podcast novels. Podcasts can be used to find interesting, authentic and up to date resources for language teaching, to encourage learners to listen to audio materials on topics they are interested in. Another option for listening comprehension are teacher-developed podcasts, so they relate to certain topics, vocabulary or grammar points discussed in class or specifically designed for a certain language level. Podcasts can also be used as oral practice or as an alternative method to class presentations by letting students create their own podcasts, individually or in groups. Having to record themselves and being able to redo their recording encourages students to prepare their oral contributions thoroughly and raises their language awareness in terms of accuracy, word choice and pronunciation. Those student-developed podcasts can be uploaded to environments such as VLEs and can be used as listening exercises for other students and used together with tools, such as forums where students comment on it or wikis where they can write a collaborative piece about it. In my presentation I will provide more details about how I personally use different podcasts in my language teaching, show examples of how students engaged with it and give practical suggestions.

Sabrina Wagner (Manchester):

Would you please mark my text for me? - Improving students' writing and collaborative skills with the help of the Peer Assessment tool on Blackboard

There is a growing trend in education to see the student as a producer (Neary, 2013) rather than solely as a consumer in the classroom. By allowing the students to take over more responsibility in the teaching and learning process, they are not only more engaged, they also become more aware of what is expected of them (Topping, 1998).

This presentation will present the findings from the Peer Assessment Project, which I carry out with my B1 German students during the summer term at the University Language Centre in Manchester. As there is an important writing exam taking place at the end of this term, the aim of this project is to provide students with ample opportunity to practise writing before the exam. Besides, students engaging in the project will also develop an increased critical awareness of the marking criteria and process. Assessing the work of their peers will provide the students with an understanding of what is expected of them at the exam and allow them to pay more attention to the assessment criteria when writing their own texts.

By using the Peer Assessment tool on Blackboard, the students can submit their work and evaluate their peer's work in a convenient way. Furthermore, using this tool also allows their tutor to have an overview of the process and see how the students are progressing. The tutor therefore plays a vital role as the facilitator in the process and the students have the opportunity to develop transferable skills such as collaborating with peers and giving constructive feedback (Dochy et al., 1999).

Fakhredine Brahmi (Gafsa, Tunisia):

Can wikis or Facebook hook learners instead of schoolbook?

In this presentation I will report on a personal experimentation with Facebook and wiki as tools for collaborative learning. The aim of implementing these two strategies was to develop students' writing skills, to change their attitudes towards homework and learning in general. I will also incorporate research components by means of questionnaires submitted before the start of the experimentation and surveys by its end. The questions were aimed to have an idea about the time students spend on FB, whether they use it for educational purposes or just for fun, their expectations and attitudes towards the effectiveness of using wikis to improve writing. Results indicate that there is a consensus that the two platforms mentioned earlier can be used in a fruitful way and can enhance learning; though feelings differ from one student to another, from one group to another and from the beginning of the experiment to the present moment.

I have applied the idea with two groups of students of English at the Higher Institute for Applied Studies to Humanities, University of Gafsa, Tunisia. One group used FB while the other used wikis. I delved into this research because I do believe that collaborative learning has grown beyond the boundaries of the four walls of the classroom. I have a strong conviction that informal learning through social networks is a significant additional (if not an alternative) environment for language practice and use. Having in mind that FB is currently considered as the most popular means of entertainment among students and wikis are trendy among innovative teachers, I have tried to integrate both in an educational project with pre-determined learning objectives and outcomes. Finally, the presentation will end up by recommendations, suggestions, considering the audience's reflections and a poem of mine related to the theme of my presentation.

Marianna Leikomaa (Tampere, Finland):

Business Information Systems Students Using English in their Project Work

At Tampere University of Applied Sciences, Finland, the first-year students of Business Information Systems are required to create a mobile game in small teams, which they will then promote at a game expo at the end of the academic year. One of the methods used has been to integrate English into the project work, in order to better connect language skills with the actual working life – integrating content and language.

The students aim their games for the international market by offering them through the Google Play store, so the language of the game is English. The students will need to create an accompanying website for the project as well. They will also learn, for example, to write project documentation in English, how to pitch their games in English, how to sell their games at the game expo and how to create the marketing text for the game for the Google Play store. The students' motivation for using English in these situations is very high, as the language is used in real situations: the game expo will have visitors from abroad as well as representatives from non-Finnish gaming companies attending and their games will be discovered and downloaded from the store.

This is now the fourth year this type of integration has been carried out. The results have been very good, but the work requires quite a bit of collaboration between the teachers of different topics. The field is changing constantly and the teachers, as well as the students, need to adapt quickly to any new situations which might arise. It is not an easy task for anyone but it appears to be rewarding, motivational and educational.

Ania de Berg (Sheffield Hallam):

Students as Producers and Collaborators: Exploring the Use of Padlets and Videos in MFL Teaching

There is widespread agreement in MFL Studies that a conception of teaching and learning as knowledge transfer no longer meets the demands of society in the digital age: today, linguistic competence, even when enhanced by intercultural sensitivity, is not sufficient to prepare language students for the technological complexity and economic competitiveness of life after graduation. What is needed are didactic approaches that enable our students to become active participants in a multimedia environment and attractive partners in the global workplace. The question of how to integrate MFL teaching with student production, media orientation and employability has therefore become central to curriculum planning. Against this backdrop, my presentation will explore the potential of padlets and student-produced videos in a content-based UG module on German Business, Society and Culture. Specifically, I will examine (1) the module's content and structure as well as its embeddedness in the overall degree programme; (2) the opportunities it offers, and the challenges it presents, to both tutor and students; (3) the creation of an extendable digital module repository, created by current students for future students, as a genuinely modern platform for interactive learning.

Cathy Hampton (Warwick):

From widening horizons to widening participation: transmitting the experience of global citizenship to the school classroom in a student as producer Year Abroad project

This paper will consider the impact of a student as producer project involving fifteen volunteer students who undertook to source realia (every day objects revealing something of the cultural, social, recreational and political life of the French and francophone worlds) with which to design teaching and learning materials for local schools. Having visited local schools prior to their departure in September 2013, gathered and scrutinized diverse resources during their year abroad, and met with teachers to test out ideas, showcase material and raise questions about the needs of the pupil users (November 2014), the students are now producing packs of resources with graduated learning activities to be trialed in local schools in the summer term 2015.

This paper will seek to assess the impact of the project upon both the student participants and the school recipients. We will consider the cognitive and affective processes informing the 'culture gathering' that took place: how did the responsibility to act as the interface between a foreign culture and their own inform these students' own intercultural and linguistic journeys? We will assess how successful the students' materials were in transmitting an enthusiasm for global citizenship in the classroom as well as in providing imaginative enhancement of national curriculum language targets. Finally, we will explore current work to take the project forward by pinpointing its most beneficial outcomes and identifying a workable and manageable framework for its long-term implementation. We will review current endeavours to dovetail the project with regional Routes into Languages initiatives and to establish a rolling timetable of preparatory activities and landmarks around and during the Year Abroad, to create sustainable schools-university language partnerships for the long term.

Filippo Gilardi (Nottingham, Ningbo), James Reid (Akita, Japan):

Transmedia Teaching Framework: from group projects to curriculum development.

This paper describes an innovative approach to education based on Transmedia Storytelling techniques. This teaching method was originally designed to empower our Chinese learners by lowering the risk of them losing face and to engage them in their language learning. Our first projects, however, showed unexpected results such as: students' ability to rapidly create useful materials that could be used for review by other students, the possibility to flip student-created products from one semester to another, the opportunity for technologically-challenged teachers to immediately integrate technology in their modules, develop technological skills by collaborating with their students and assume the role of content and language expert.

We developed therefore a student-created project learning framework theoretically build on the idea of Transmedia Storytelling, Participatory Culture and Multiple intelligences theory, that can be integrated into the Flipped Classroom method, and practically addressed using Content Based Instruction (CBI) and Project-based Learning (PBL) approaches.

This paper describes how this easy to implement framework has been developed and integrated into the EAP curriculum at Akita International University (AIU) in Japan. It gives examples of the high level quality of work students can produce and outlines specific techniques and assessment criteria used at both AIU and in other disciplines at the University of Nottingham Ningbo China.

Lan Lo (Nottingham):

The challenges facing the Cantonese speakers on Mandarin language learning within a mainstream university course in the UK

This paper reflects the challenges facing the Cantonese speakers on Mandarin language learning in a university course in the United Kingdom. The challenges of Cantonese speakers are related not only to the social and cultural differences between the Cantonese and Mandarin communities, especially after the Hong Kong's sovereignty returning to China in 1997, but also to the intrinsic linguistic differences between the Cantonese and Mandarin languages within the Chinese migrant communities. In this context, a university Mandarin course for Cantonese speakers in the U.K. was selected with the objective to investigate the Cantonese-speaking students' learning motivation, learning needs and difficulties on their Mandarin language learning. Additionally, I found there is a languages exchange gap between the Cantonese speakers and the Mandarin speakers within the Chinese migrant community. Consequently, the languages exchange gap gives extra difficulties to the Cantonese speakers on their Mandarin language learning. A language exchanges community activating both Cantonese and Mandarin groups' roles is proposed as an appropriate means to bridge the languages exchange gap and increase the Cantonese speakers' learning outcomes on their Mandarin language learning.

Sandra López-Rocha (Bristol):

Intercultural Communicative Competence: Creating Awareness and Promoting Skills in the Language Classroom

In the last decades *Intercultural Competence* was re-introduced as *Intercultural Communicative Competence* (ICC) as the result of its impact on foreign language teaching. The distinction between the two needs to be understood when we make decisions on the ‘intercultural’ content in the curriculum. As such, intercultural competence refers to individuals’ ‘ability to interact in their own language with the people from another country and culture’ (e.g., British-born nationals speaking in English to visiting students from Spain), whereas ICC centers on the ‘ability to interact with people from another country and culture in a foreign language’ (Byram 1997, p. 71), which refers, for example, to students of Spanish in a UK university speaking in Spanish to Spanish-born nationals.

With regards to ICC, one of the key questions for language tutors is whether or not we are preparing students for this challenge. Are we providing information hoping they will develop the necessary skills to communicate more efficiently and understand cultural tendencies? Or, conversely, are we creating the conditions for students to develop those skills in a way that better prepares them for the intercultural challenge?

Recent research (Hennebry, 2014; López-Rocha & Arévalo-Guerrero, 2014) has shown that oftentimes the materials included in books and what we discuss in our classrooms is not enough, and it may indeed be constraining or perpetrating stereotypes, instead of helping students understand diverging cultural practices. Students need to be further challenged and guided in order to develop critical communicative skills. This session aims, first, at addressing key needs in the language classroom with regards to fostering the development of Intercultural Communicative Competence among foreign language students, and second, providing practical ideas for us, as tutors, to help students develop their *Intercultural Communicative Competence*.

Carmen Álvarez-Mayo (York):

TANGO, a collaborative e-learning project: “El tango se baila a dos” ≈ “It takes two to tango”

TANGO consists of two websites, both of them bilingual. One site hosts the Spanish and English tasks, and the other is the online portfolio where students publish their work. Tasks in both languages mirror one another, dealing with the same topics. However, they are very specific to each language and culture.

The TANGO pilot started in February 2014. Following the advice they had been emailed, the participants visited the TANGO homepage to read instructions to start contact with their working partners. A dozen LFA Spanish Level 2 students initiated contact with their counterparts at the University of Oviedo and began a joint venture into the exploration of each other’s language and culture.

Students wrote to their partners to introduce themselves and organise a plan of action, to agree when and how to contact one another fortnightly and discuss their assigned tasks and any challenges they encountered.

Using TANGO our students in York practised and learnt Spanish while they discovered Asturias, the Spanish Northern region where I am from, they learnt about its main cities and their traditions, were introduced to Spanish political geography, learn about Spanish food, pop and alternative music, hobbies, art, film, literature and festivals, etc. Similarly, in return, students in Oviedo discovered Yorkshire and its cities, British political geography, traditions, etc.

Students in both countries following the themes presented in each task, studied and researched a variety of topics, as well as being exposed to new vocabulary and expressions. They discussed what they had discovered with their partners and shared opinions and experiences. Furthermore, they helped one another clarifying any issues they encountered in a student led learning partnership.

Kester Newill (Heriot-Watt, Edinburgh)

Using Dropbox to Create a Student-Produced Conference Interpreting Speech Repository

Trainee conference interpreters at postgraduate level spend countless hours developing their skills outside the classroom, and are thus in need of a constant supply of fresh practice materials. Authentic language resources – widely available online – are not always appropriate for use in a conference interpreting training setting: TV and radio programmes, for example, are not representative of the type of material that conference interpreters deal with; authentic speeches that *are* representative of the settings in which conference interpreters work may be too technical or rhetorical for use in the early-to-mid stages of a training course.

This project proposes that Dropbox can be used by postgraduate students to develop a collaborative repository of audio-visual interpreting materials, including self-authored speeches and their interpretations by peers. While trainee interpreters may access existing speech repositories (e.g. the Speech Repository of the European Commission) it is argued here that facilitating students to produce and share self-authored materials leads to a more comprehensive development of the cognitive-behaviourist characteristics expected of learners at postgraduate level, as well as employability attributes. For example, speech writing and public speaking are essential skills for those planning to enter the interpreting profession.

The proposed project is explored through the Community of Inquiry framework, which has been influential in the debate surrounding online learning pedagogies. The framework identifies three elements that combine to help establish a successful educational experience within a community of learners: cognitive presence, social presence, and teaching presence. Indicators of how the project proposes to establish these elements are to be discussed.