

Enhancing Language Teaching Materials and Pedagogy

An event organised by the Language Associations and Collaborative Support (LACS) project team in partnership with the European Centre for Modern Languages (ECML)

5 September 2013 – National Curriculum Centre, Hamrun, Malta

This event aims to provide language teachers, teacher educators, policy-makers and other multipliers with an opportunity to discuss some of the current issues in relation to language teaching and learning. The contributions of language teaching experts working on a number of projects for the European Centre for Modern Languages will enable participants in this Seminar to develop an understanding of some of the most innovative approaches to language pedagogy and materials design.

The Seminar will include :

- a plenary by Dr Terry Lamb from the University of Sheffield. Dr Lamb is a world-renowned researcher in the field of learner and teacher autonomy in language learning;
- a workshop on the teaching materials and training kit developed within the FREPA project, which aims to establish links between languages and language varieties that learners bring from home or are learning in schools;
- a workshop on the More DOTS project, which provides integrated pedagogical and technological resources to language teaching practitioners. Participants in this workshop will be shown examples of best practice in linking language pedagogy and online technologies;
- a number of talks by other language teaching researchers and practitioners;
- the seminar will end with a forum debate focusing on the ECML's function as a catalyst for reform in the teaching and learning of languages. This event will thus serve to create synergy amongst some of the main stakeholders in the field of language teaching in the Maltese Islands.

Programme

0930 - 1000	Registration and seating
1000 - 1015	Opening – Mr Daniel Xerri
1015 - 1115	Plenary – Dr Terry Lamb
1115 - 1130	Coffee break
1130 - 1300	FREPA workshop – Dr Petra Daryai-Hansen
1300 - 1400	Lunch break
1400 - 1530	More DOTS workshop – Dr Regine Hampel and Ms Martina Emke
1530 - 1545	Coffee break
1545 - 1615	Parallel talks – Dr Phyllisienne Gauci; Dr Odette Vassallo and Mr Daniel Xerri
1615 - 1645	ECML Forum – Mr Raymond Facciol
1645 - 1700	Closing remarks

Innovation in the Languages Curriculum for the 21st Century: Curriculum, Policy and Pedagogy – Dr Terry Lamb, University of Sheffield; FIPLV

This presentation will address the implications of 21st century globalisation for language learning and teaching and for the nature of policy and curriculum. It will explore areas such as learner and teacher autonomy, e-learning, intercultural competences, plurilingualism and multilingualism, as well as social inclusion. Drawing on research, policy, practice and curriculum development from around the world, it will also provide insights into European policy, including Council of Europe developments and projects emanating from the European Centre for Modern Languages.

Terry Lamb is Director of Learning and Teaching in the School of Education, University of Sheffield. He has authored and edited numerous publications in the areas of learner autonomy, multilingualism and teacher development, is founder editor of the *International Journal of Innovation in Language Learning and Teaching*, and a member of many other editorial boards of academic journals and book series. He has carried out consultancies and presented keynote papers in many countries around the world, and has been involved in numerous national and international research projects, including several through his close relationship with the European Centre for Modern Languages in Graz, Austria. Dr Lamb plays a major role in the development of language policy in the UK and internationally. He is former President of the UK Association for Language Learning and current President of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes), the World Federation of Language Teacher Associations.

FREPA: A Set of Instruments to Develop Plurilingual and Intercultural Competences – Dr Petra Daryai-Hansen, Roskilde University

The objective of this workshop is to allow participants to explore a set of tools that have been developed within the **FREPA** research project (*Framework of Reference for Pluralistic Approaches to Languages and Cultures*), supported since 2004 by the European Centre for Modern Languages.

The workshop participants will:

- discover pluralistic approaches as learners by using teaching materials from the FREPA database
- discuss which kind of knowledge, attitudes, and skills may be developed by using the teaching materials
- explore the FREPA-reference document
- reflect on the FREPA tools' relevance in a Maltese context and discuss how FREPA may be used in their fields of practice in the future

At the end of the workshop, the Maltese Country Page from the FREPA website will be presented. **FREPA** website: <http://carap.ecml.at/CARAP/tabid/2332/language/en-GB/Default.aspx>

Petra Daryai-Hansen works as Assistant Professor at the Department of Culture and Identity, Roskilde University. She is involved in several projects: Since 2009, she has been a network member in the **FREPA** project and today she is part of the project team working, in cooperation with ECML's National Contact Points, with the dissemination of FREPA's set of instruments. In Copenhagen, she is running a research project in collaboration with the International Profile School, where she examines how the concept of internationalisation is defined and analyses how to develop students' inter-/transcultural and plurilingual competences. Furthermore, she coordinates the Nordplus Horizontal project, "Developing the Eveil aux langues/Language Awareness Approach in the Nordic and Baltic Countries". She has been a team member of the INTERREG projects "Den mentale bro" ("The mental bridge") and "BeltScience", focusing on language skills and intercultural competences in the Danish-German Fehmarn Belt region. Main areas of interest: internationalisation of education, inter-/transcultural pedagogics, plurilingual education, language pedagogy and language ideologies.

Developing Online Teaching Skills for the 21st Century Classroom – Dr Regine Hampel, Open University, and Ms Martina Emke, b.i.b International College

Developing Online Teaching Skills (DOTS, <http://dots.ecml.at/>) is a project supported by the ECML. Its initial aim was to create an online toolkit and an online training space for language professionals who want to engage with online teaching. The DOTS toolkit consists of activities based on an analysis of the needs of language teachers faced with an increasing requirement to move teaching and learning online, keep abreast with latest technological developments, and apply those that are most suitable in their teaching. In the second phase, DOTS and its follow-up project More DOTS are providing training and consultancy activities such as workshops or presentations.

This 90-minute workshop will target language teaching multipliers, and is designed to raise their awareness of the need for an approach to online language teaching which integrates pedagogy with technology. It will give participants an overview of the resources that DOTS offers and engage them in a discussion of the skills and training needs of their local contexts. Participants will be given an opportunity to engage hands-on with the online training space, in order to explore the graded and supported tasks and also the interactive spaces for sharing experiences and ideas. Participants will discuss how the resources that DOTS offers can be used for the training and self-training of language teachers to develop the necessary skills in an online Moodle workspace.

Regine Hampel is a Senior Lecturer in Modern Languages at the Open University and Director for Postgraduate Studies in the Centre for Research in Education and Educational Technology. Her research focuses on the impact of using digital media for language learning and teaching. She is particularly interested in the affordances of new technologies, task design, learner interaction and collaboration, online literacies, and teacher training. She has been involved in a number of national and international projects, including DOTS (funded by the ECML). Her publications include the book *Online communication in language learning and teaching*. She is co-editor of *System: An International Journal of Educational Technology and Applied Linguistics*.

Martina Emke is a teacher of English and Business Studies at b.i.b. International College in Hannover, Germany. She has taught ESL to adults both face-to-face and in virtual environments for over ten years. Her special interests lie with different forms of intercultural, tele-collaborative learning, such as tandem learning, and with the social skills needed to support virtual learning communities. Martina has been involved in several projects under the European Union's Lifelong Learning Programme and projects funded by the ECML, such as DOTS.

For more information about these and other initiatives organised by the EUROPEAN CENTRE FOR MODERN LANGUAGES (ECML), visit the webpage: <http://www.ecml.at/>

The ECML is a Council of Europe institution based in Graz, Austria.

In cooperation with the Language Policy Division of the Council, the Centre functions as a catalyst for reform in the teaching and learning of languages.

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Teaching L2 Pragmatics in the Foreign Language Classroom – Dr Phyllisienne Gauci, University of Malta

An increasing number of relatively recent research studies confirm the importance of developing pragmatic competence as an essential component of communicative competence. This is especially important in the context of the foreign language classroom where opportunities for exposure to and practice of target norms are often lacking.

During this presentation we will show how language use varies in accordance to important contextual variables such as social distance, power and level of imposition. When speaking a second language one must learn to make the best use of the available linguistic resources (pragmalinguistic knowledge) and be familiar with social perceptions underlying participants' interpretation and performance of communicative acts (sociopragmatic knowledge). Participants will be shown how to identify and deal with pragmatic 'errors', which are often the result of first language transfer or interference. The presentation will also serve as an introduction to speech act performance: we will discuss how it is possible to teach students to perform 'face threatening' acts such as requests and complaints appropriately and how modification devices can be taught in order to weaken or strengthen the illocutionary force of an utterance with native-like competence.

Phyllisienne Gauci lectures within the Department of Arts and Languages in Education (DALE) at the University of Malta and at Giovanni Curmi Higher Secondary. Her areas of specialisation and research interests include second language acquisition, plurilingualism and L2 pragmatics. Besides articles in journals and conference proceedings, in 2012 she co-authored a book on the development of pragmatic competence by learners of L2 Italian.

Action Research in Language Teaching – Dr Odette Vassallo and Mr Daniel Xerri, University of Malta

This talk will explore the concept of language teachers conducting classroom research as a means of improving their pedagogical practices and enhancing their students' learning experience. Action research encourages reflective teaching through an analysis of classroom practices and an evaluation of outcomes. It also allows teachers to gauge recurring problems their students encounter during the language learning process, and determine ways of addressing them. In this talk we shall discuss ways of encouraging teachers to include research in their portfolio of knowledge and skills. To illustrate this, we shall show how corpus driven action research may offer both an analytic and intervention tool for the language teacher. By the end of this session, participants will be able to assess the key role action research may have in supporting language teachers, and be better informed on the opportunities available for continuing professional development.

Odette Vassallo is Director of Centre for English Language Proficiency and Lecturer in the Department of English, University of Malta. She has presented at international conferences and is involved in a number of research projects, in the areas of applied linguistics, pedagogical stylistics, corpus linguistics and the learner reader. Dr Vassallo is currently involved in the design and implementation of a support structure for university students to enhance their proficiency in English.

Daniel Xerri teaches English at the University of Malta Junior College and chairs the EFL Monitoring Board. He has participated in various ECML events and is presently a member of the LACS project team. He is actively involved in educational research and has published a number of articles in academic journals. Mr Xerri regularly presents his research at a range of international conferences.