LiMe Multiplier Conference: Language, Culture & Media for migrant learners.

Book of Abstracts

17 March 2015

UNIVERSIDAD DE EXTREMADURA

Cáceres (Spain)

LiMe
Languages in Media

Multiplier Conference
17 March 2015
Cáceres (SPAIN)

LiMe Multiplier Conference:
Language, Culture & Media for migrant learners.

UNIVERSIDAD DE EXTREMADURA

gexCALL

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Consortium:

Die Volkshochschulen — University of LODZ — UNIVERSITY OF WOLVERHAMPTON KNOWLEDGE · INNOVATION · ENTERPRISE — ASEV obiettivo sviluppo — LEAP Language Education & Partnerships Ltd — UEX UNIVERSIDAD DE EXTREMADURA

Abstracts follow the order of appearance of each presentation in the program of
the Conference. The responsibility for content, language and form of the abstracts lies with the
author(s). Contact information
is provided.

Tuesday 17 March 2015

10.00 – 10.30
Plenary Speech,

Respect for other people and other languages:
www.springboard2languages.org/wp-content/uploads/2013/03/poster_respect.pdf
Dr. Seán Ó Riain
Brussels, Belgium
sean.oriain@web.de; sean.oriain@ec.europa.eu

Bio data
Seán Ó Riain (Ph.D, Trinity College, Dublin) has published research on language planning in Ireland and Québec. He is an Irish diplomat currently on secondment to the European Commission, and his diplomatic career has included Germany, Poland, Austria, Australia and the EU in Brussels. The former Irish Prime Minister, Brian Cowen, then launched Minister for Foreign Affairs, launched his book on EU language policy in 2001.

Current position(s)
Dr Ó Riain presents this poster as vice-president of the European Civil Society Platform for Multilingualism, comprising 29 European NGOs and set up by the European Commission in 2009, with the kind permission of Dr Angela Tellier of the UK's Springboard to Languages program. His diplomatic achievements include gaining the support of Germany for official EU status for the Irish language, and he publishes widely on matters relating to language planning and EU language policy.

Abstract
The presentation aims at improved language learning for migrants, with a view to their integration in the host societies, while retaining their languages of origin. The approach is exemplified by the first educational recommendation of the European Civil Society Platform for Multilingualism in its final report to the European Commission in June 2011, on the need for empirical research to ascertain which second language most encourages subsequent language learning, and could contribute most towards the EU's*Europe 2020* objective of lowering the percentage of school drop-outs from the EU average of 15% to below 10% by 2020. See recommendation one on page nine of the full report:
http://ec.europa.eu/languages/information/documents/report-civil-society_en.pdf
It is generally accepted that any second language which has been thoroughly learnt tends toimprove subsequent language-learning, but the propaedeutic effect of languages varies, andthe learning of English as first foreign language is often based on political rather thanpedagogical factors. Our report looks at an innovative UK programme which has been testingan alternative propaedeutic approach in practice since September 2006 (sections 4.2 and 6.4.1, and www.springboard2languages.org).

11.00 – 12.45
Oral presentations
(Guest Speakers)

Language learning with technology based on learner agency and goal-oriented activity
Robert Debski
Jagiellonian University, Kraków, Poland
robert.debski@uj.edu.pl

Bio data

Drhab. Robert Debski is Associate Professor in the Centre for Polish Language and Culture in the World at the Jagiellonian University in Krakow. He taught Polish and Polish cinematography at Stanford (1993-1996). He was Associate Professor and lectured in computer-assisted language learning (CALL) and computer-mediated communication (CMC) at The University of Melbourne (1996-2008). He was Director of the Horwood Language Centre (The University of Melbourne, 2004-2008) and Director of the School of Polish Language and Culture (Jagiellonian University, 2009-2011). Robert is the author and editor of several books and authored numerous articles in the areas of computer-assisted language learning (CALL) and community language maintenance with applications of technology. He also is a qualified speech pathologist.

Current position(s)

Robert Debski's current research interests include significance of new technologies for community language maintenance, action-oriented CALL, and bilingual speech-language pathology. He teaches classes in CALL, language learning/teaching research methodology, and intercultural communication.

Abstract

New technologies can be perceived as a factor enabling foreign/second language learning that is based on learner agency (e.g., Warschauer, 2004; Kramsch, A'Ness& Lam, 2000). After introducing the concept of agency and the corresponding notion of goal-oriented activity (Barson&Debski, 1996; Debski, Gassin& Smith, 1997), several task and project-based classroom applications are briefly discussed. Specific examples are drawn from the teaching of Polish as a ethnic language in a major ethnic school in Melbourne, Australia, as well as from Polish language transmission practices utilising modern technological tools. It is demonstrated how the advocated Computer-Assisted Language Learning (CALL) practices are characterised by varying levels of agency, and represent a shift towards language learning viewed as process and participation, learner motivation as investment and teaching as managed action.

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Falamosportuguês – teaching portuguese language and culture on TV.

Paula Ferreira da Silva
paula.br.fer@gmail.com

Bio data

Paula Ferreira da Silva is a teacher of Portuguese at EOI (Escuela Oficial de Idiomas) and a PhD candidate at the University of Extremadura (Spain). Her research interests include Languages for Specific Purposes, CALL, Virtual environments, Didactics and ICT supported teaching.

Current position(s)

She teaches Portuguese at EOI (a language official school in Spain) in Almendralejo. This school year she teaches levels A1, A2+ and B1+.

Culture is always a part of her Portuguese class, once it is of major importance when interacting with native speakers of the target language. Besides, knowing customs and habits can also ease immersion when students go to Portugal.

Abstract

One of the European policies guidelines has been mobility and, therefore, the learning of foreign languages. Its relevance comes from the fact that we live in an ever-growing global world where borders are gradually eliminated letting us move around to live, study or work. Furthermore, the world economic crisis has reinforced this need for mobility and to look for a new life and a new job abroad.

But, what are the most important challenges we face when we go to another country? First of all, language. Then culture, customs and habits that can, many times, make it difficult to live and be accepted in a foreign country.

With this in mind, Gaia Media and Canal Extremadura TV showed interest in developing a series of programs intended to teach Portuguese language and culture to Spaniards. The reason were the growing numbers of Spanish citizens who live, study, work and have business relations with Portugal, Brazil and other Portuguese-speaking countries, and also to help others follow their paths.

Falamosportuguês, aired on Canal Extremadura TV, was composed of three seasons, in a total of 52 episodes. Each episode followed a fixed structure: objectives presentation, video, explanation of contents, guest interview, and closing. The purpose was to teach Portuguese language and culture thus helping migrants acquire and develop cultural awareness and avoid social exclusion once *culture is embedded in language as an intangible, all-pervasive and highly variable force (*Crozet, C., &Liddicoat, A.J. (1999). The fact of being presented on TV intends to reach a great number of people and this medium is attractive, entertaining and easy to access. In the words of Shirley Biagy (1996), *"Media: inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched"*.

We hope that with this TV show Extremaduran citizens understand that, despite being quite alike their neighbors, there are significant differences that must be learned in order to be fully accepted when crossing the border.

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The use of target language and Vokis in the MFL classroom.

Jodie Griffin

jg@tettcoll.co.uk

Bio data

Modern languages Lecturer at Tettenhall College Independent School, Wolverhampton. UK

Current position(s)

I currently teach French and Spanish at Tettenhall College, an independent school. I teach Spanish in Years 5, 6 and 7, and French from Year 7 to Year 12.

Abstract

I am going to examine the use of the target language and vokis in the MFL classroom. I will look at how vokis can be used in a variety of contexts in the classroom: listening exercises and

peer assessment; as well as for speaking exercises. They can also be used to consolidate the correct pronunciation and intonation in the target language. In addition, I will demonstrate the use of vokis from Key stage 3 up to A-Level study.

Picture and second language acquisition: visual vocabulary to learn language for specific purpose.

MirellaPederzoli

Università per Stranieri, Siena, Italy

Pederzoli@unistrasi.it

Bio data

MirellaPederzoli, teacher of Italian as a second language, CILS (Certificate of Italian as second-foreign language) examiner, project manager.

Current position(s)

She is currently a PhD student in Linguistics and Educational linguistics. Her research is about language testing; in particular it is a validity study dealing with the usage of pictures in the assessment of oral production in the CILS (Certificate of Italian as second-foreign language) exams.

Abstract

The use of visual material does not imply necessarily the comprehension of the message included in it. It is necessary to go deeper, identifying the meaning enclosed into an expression using a visual code. In a formative context this aspect is even more relevant because the usage of visual material is growing due to also the new technologies applied to education. Therefore, this proposal highlights the main characteristics of a specific visual material for second languages acquisition that is the visual vocabulary. First of all, the topic will be introduced through a semiotic overview about the usage of pictures in learning, underlining the process through which the meaning is spread across visual material. Through a brief overview on the strategies adopted to learn vocabulary, especially considering the field of language for specific purpose, the proposal focuses on the use of visual material, like photos, in the acquisition of a second language. For this aim, a series of tools for teachers and learners will be described in order to foster the process of learning vocabulary for specific purpose, especially at low levels (A1-A2). The aim of this proposal is to let the teacher and the learner reflects upon the role of pictures in language learning in order to see if effectively "a picture is worth ten thousand words" or not.

Moreover, this proposals aims at contributing to the debate over the usage of visual material in the context of learning and teaching a second language, due to the fact that nowadays the society offers us a wide range of visual stimuli. Indeed, considering that an essential and complex element of migrant integration into society is the understanding the in-depth social-cultural aspects of the new language, as teachers we have to be able to make the learner aware of the evocative power of that visual material and how to interpret it.

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Poster Presentation 13:45-15:00

L-PACK2: Online L2 training course in English, Spanish, French, Italian, German, Greek and Lithuanian.

EcaterinaConstantinova

Asev – Agenzia per lo Sviluppo Empolese Valdelsa, Empoli, Italy

e.constantinova@asev.it

Bio data

Master's degree in Finance, Banking and Credit (1995). She worked for Intercultural Centre of ASEV from 2007 till 2011, coordinating cultural mediation services and the courses of Italian as L2 at schools of EmpoleseValdelsa district. Since 2011 she manages LLP projects.

Current position(s)

Project manager of the European projects of ASEV.

Abstract

L-PACK 2 is addressed to language teachers, researchers of linguistic and educational fields, adult education providers, adult migrants in English speaking countries, Italy, Lithuania, Germany, Spain, Greece and France, as well as organisations supporting the integration of migrants into these countries or people interested in learning one of the target languages.

The project L-PACK 2 aimed to improve an online A2 level course of colloquial Italian, Spanish, German, Lithuanian and Greek addressed to adult migrants produced by the previous L-Pack 1 project.

The L-PACK 1 course, consisting of 60 short videos with dialogues related to everyday life and supported by grammar and comprehension activities, was improved to include the following:

- Two new linguistic version of L-Pack material were produced: **ENGLISH** and **FRENCH**
- 30 videos in 7 linguistic versions were enhanced by adding **subtitles**, introductions, images, exercises and links;
- 30 videos in 7 linguistic versions were enhanced for **speech exercises**. These videos will provide language learners with the possibility to take on the role of one of the actors in a scene and to record their own responses orally.

Digital resources and l2 learning.A case study at university level.

Alejandro Curado Fuentes

Universidad de Extremadura, Cáceres, Spain

acurado@unex.es

Bio data

Alejandro Curado is a Senior Lecturer at University of Extremadura since 2008, currently teaching English for Specific Purposes at the Faculty of Business Administration and Tourism in Cáceres. He also teaches Applied Linguistics and English Language at the Master of Arts and Humanities. His research interests include ICTs and corpus linguistics, ESP, and task design. Over the past 15-20 years, he has published several international articles and chapters in such lines of work.

Current position(s)

Over the past 5-10 years, Alejandro Curado has focused on L2 teaching and learning via ICTs and other linguistic / communicative resources. His research projects include Machine Translation analyses, corpus-based research, Moodle-based communicative strategies, corpus-driven case studies, and LSP developments. He is also vice-president of the European Association of Languages for Specific Purposes (AELFE).

Abstract

Many studies on EFL (English as a foreign language) learning described over the past decade seem to point to the importance of integrated work in the classroom with ICTs for various aims (e.g., Chapelle, 2003; Thomas et al, 2013, among others). Research on actual teaching possibilities has constituted a major undertaking and still is in many respects, including the fact that not one definite element may be pinned down as to what really constitutes effective learning via ICTs (e.g., Bertin, 2014).

My poster will be based on this concept for the description of an actual university scenario comprised by graduate students in a Master's degree on Secondary Education at my institution. Overall, the surveyed students may (or may not) easily come to terms with ICTs and consider it as an advantageous pedagogic dimension for communicative teaching. The information gathered on their perceptions via questionnaires at the beginning and end of the course is contrasted with their actual performance in tasks. Based on the data, four types of teaching attitudes are identified: 1) those who understood the technology well and could apply it to pedagogy; 2) those who understood the technology but could not apply it to a general language scope and secondary education; 3) those who failed to understand the possible pedagogic applications of the tools, and 4) those who understood the technology and could apply it to other contexts, but not pedagogy (e.g., translation). The case study is limited and must be contrasted with other scenarios, but may contribute some ideas for various aspects of teaching L2 via ICTs, arguing in favour of a less restrained attitude on the part of general English curricula administrators to involve such approaches via possible ICT scenarios.

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(Un) wanted! – Proposal of analysis of migration and social integration through graffiti and street art

Paula Ferreira da Silva
EOI, Almendralejo, Spain
paula.br.fer@gmail.com
Mercedes Rico García
UEX, Spain
mricogar@unex.es
María José Naranjo Sánchez
UEX and ILM, Spain
mjnaranjos@gmail.com

Bio data
Paula Ferreira da Silva is a teacher of Portuguese at EOI (EscuelaOficial de Idiomas) and a PhD candidate at the University of Extremadura (Spain). Her research interests include Languages for Specific Purposes, CALL, Virtual environments, Didactics and ICT supported teaching. She teaches Portuguese at EOI (a language official school in Spain) in Almendralejo. This school year she teaches levels A1, A2+ and B1+.

Abstract
In a world dominated by European policies motivating migration and mobility, there are still conflicting feelings towards migrants which can endanger acceptance and make adaptation to host countries difficult. Many times, these acceptance or rejection are not uttered openly but through manifestations of public opinions served by graffiti and street art. In fact, these two media have always emerged every time someone feels threatened by the establishment and, as a consequence, demanded collective conscience and moral or ethical action. So, they function as an individual trigger symbolizing group discomfort and distress. With this in mind, our proposal aims to analyze graffiti and street art manifestations on migrants and their sometimes conflicting messages. To do so, we have selected nine graffiti

and street art images and established the following methodology:

1. Studying graffiti visual properties, symbols, icons and their contribution in successfully conveying the message;
2. Text analysis based on Searle's speech acts (1969), their purposes and meanings.

Our objective is to consider an alternative but rather powerful medium of communication which, unlike the ordinary mass media, is not subject to political, social or individual restraints. On the other hand, graffiti and street art can also help us understand prejudice and stereotypes and give us tips on how to help immigrants feel accepted and socially adapted, and even alert governments to undergo different politics regarding immigration by helping newcomers go through the adaptation process.

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Teaching intercultural competence to migrants in the L2 classroom: Suspending judgment.

Laura V. Fielden Burns
University of Extremadura, Mérida, Spain
lauravfielden@gmail.com

Bio data
A North American living in Southern Extremadura, Laura has just finished her doctoral studies in English Studies focusing on student beliefs concerning the L2 acquisition process.

Current position(s)
Teaching and research interests include: intercultural competence as a L2 skill, especially as one taught explicitly in the classroom, as well as student beliefs about the L2 learning process, and their motivation and the effect these have on their studies. She is also interested in how different methodological formats can influence study outcomes for attitudinal/belief research.

Abstract
Culture is now a standard curriculum component of language education and educators are being asked not only to teach about culture, but also to help students learn to operate within other cultures by developing *intercultural competence*. This is reinforced in the *Common European Framework of Reference for Languages (*CEFR) standards in general (2014), as well as in a variety of publications currently available on the Council of Europe's Language Policy website (2014) concerning "Intercultural Education". The inevitable tension arising from different cultures living in proximity to one another in the EU is some of the reason for this emphasis. It becomes even more important when the L2 teaching in question is for migrants whose adaption to their host cultures is an on-going, and current process.

However, Intercultural Competence inclusion in the L2 classroom is a polemic subject for many reasons, not the least of which is whether or not instructors should be responsible for instilling and assessing such characteristics as self-confidence, stereotype formation, positive cultural awareness, and appreciation of the cultural Other, all components said to form a part of affective intercultural competence in many models (Sercu, 2004; Deardorff, 2014).

A better point of focus than the traditional attitudes and beliefs examined in many Intercultural Competence models might be the component, Suspending Judgment, when this is understood as part of an epistemic process. This paper examines the possibility of teaching intercultural competence in the language classroom for migrants through suspending judgment as a reflexive thinking process, looking toward the Reflective Judgment Model (King, 1994) as a reference and treating intercultural friction as an ill-structured problem.

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The importance of language in the entrepreneurial initiatives of immigrant origin

Remedios Hernández Linares
Centro Universitario de Mérida, Mérida, Spain
remedioshl@unex.es

Bio data

Remedios Hernández Linares holds a degree of Business Administration and a degree of Market Research, from the University of Extremadura. At present, she works as Professor at the Department of Accounting and Financial Economics Lecturer in the same academic institution. Her primary research interest include family business, business strategy, entrepreneurship, and bibliometric analysis.

Current position(s)

Assistant Professor at the Department of Accounting and Financial Economics. University of Extremadura.

Abstract

At present, immigrant entrepreneurs prosper on our urban landscape, transforming our economic context. An example is the USA case, where there are about 4,9 millions of firms, 900000 being owned by immigrants. Are the immigrants more entrepreneurs than native population? What kind of immigrants develops businesses? Is the language competence a driving element of immigrant entrepreneurship? In order to answer these questions, our research explores the importance of the language in the born of new entrepreneurial initiatives promoted by foreign-born populations. Thus, using data retrieved of a variety of secondary sources, we conclude that there is a significant relationship between language and immigration, as well as between the ability with the language of the host country and the opportunities for social advancement of these immigrant entrepreneurs. Moreover, others studies confirm that the language ability even influences the business profitability.

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The INCLUDE Network

Itziar Flandes Echarri

INCLUDE, Network, Pamplona, Spain

iflandes@iniciativas-innovadoras.es

Bio data

Itziar Flandes Echarri holds a double BA in Business Administration and Law. She has focused her career on European matters through her cooperation with the Navarra Government Office in Brussels, the European Commission and the Pyrenees Community work.

Current position(s)

Project officer in Iniciativas Innovadoras, cofounder organization of the INCLUDE Network.

Abstract

What is the INCLUDE Network?

INCLUDE Network is an international non-profit network funded by the European Commission under the Lifelong Learning Programme. It is an international community of people, who in their everyday work as policy makers, institutional representatives, local authority administrators, manager, teachers, educators, or in their voluntary activity in social advancement associations, pursue the goal of a more inclusive society through language learning.

What does it offer?

• INCLUDE Observatory of Language Policies for Active Social Inclusion: a database of existing best practices linking languages with social inclusion; key policy documents, innovative practices, trends…
• INCLUDE Inventory of CLIL Resources for Active Social Inclusion: case studies, learning materials, approaches and methods.
• Webinars on languages for social inclusion
• International conferences
• Yearly reports on the state-of-the-art of language learning for social inclusion in Europe
• A Roadmap for the integration of language learning in social inclusion policies

Furthermore, the Network offers an opportunity to participate actively in the development of any of the tools and to exchange good practices with different kind of stakeholders in the field.

How to become a member?

All interested organizations, institutions and individuals are welcome to join the network by fulfilling a short online application form at the "Join Us" section of the website.

Find more information at:

What's up? Break language barriers & support lifelong language learning through e-learning proposals.

María José Naranjo Sánchez, J. Enrique Agudo, Gemma Delicado and Noelia Plaza

University of Extremadura, Mérida /Spain

mjnaranjo@unex.es

Bio data

Maria José Naranjo, graduated in English Studies, Masters in Secondary Education and University Research, is a technical research assistant at Gexcall group (University of Extremadura). Her research areas are languages for specific purposes and ICT applied to language learning.

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Current position(s)

A language teacher of the ILM, an institution framed within the university.

Abstract

E-learning, including mobile learning, e-platforms or other portable devices, is undergoing a rapid evolution and has had a great impact on how learning takes place in many disciplines and contexts. As we know the learning process is not a stable concept or indifferent to technological changes and learners who are not dependent on access can engage in activities that relate more closely to their current surroundings, crossing the border between formal and informal learning.

This creates the potential for significant change in teaching and learning practices. Several authors have noted that "… concepts and technologies are opening doors for more effective learning and have the potential to support lifelong competence development" ([1] Klamma et al., 2007, p. 72). Beyond the walls of formal settings of learning, there is a plethora of online groups that are self-managed and active in the generation of new ideas, and who wish to break language learning barriers.

In the light of this context, we present a wide variety of deliverables from different projects conducted by GexCALL group at the University of Extremadura consisting on the design and development of learning tools to relieve the effects of evolution and strengthen language learning acquisition and the identification of good practices.

This study offers reflections on what e-learning, particularly, mobile learning (Tap Lingua- [2] Rico, et al., 2014), games-based learning (ISPY- [3] Rico, et al., 2012), language learning platforms (LiMe- [4] Delicado et al., 2012) and adaptive hypermedia Systems (SHAIEX – [5]Agudo, J.E. et al., 2006-) have to offer and considers whether it is likely to change how languages are taught and learnt. Examples of our current and last projects and practices show new perspectives and can further illuminate what is distinctive and worthwhile about e-learning.

To conclude, the research provides a broad array of tools for engaging students with high levels of autonomy into effective language experiences. Besides, the usage of these apps and platforms would help them improve the language skills minimizing any difficulties they found, contributing to an increase in innovative teaching and therefore encouraging a process of lifelong learning.

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Info4Migrants Online Platform

Nadezhda Paunova

nadejda@fbo.bg

Bio data

Nadezhda Paunova is a projects manager at Business Foundation for Education from Bulgaria. The Foundation is a recognized leader in the field of career guidance in Bulgaria. Its mission is to facilitate the development of the civil society through initiatives that enhance human resource competitiveness and contribute to economic development and prosperity. To achieve its goals BFE implements variety of projects focused in the fields of lifelong learning, guidance counselling, employment and social policy, vocational education and youth work

Current position(s)

Being a projects manager includes gaining significant experience in elaboration and management of different EU and national projects in the field of non-formal education and career counselling. Another important aspect of the current activity context in BFE includes elaboration of training materials and delivering trainings for people at different ages and from different backgrounds including people with migrant background. Launching of an informational platform for migrants with information related to the main personal and professional spheres of life

Abstract

One of the main initiatives that Business Foundation for Education has undertaken recently is participating and representing Bulgaria in Info4Migrants project funded with the support of the European Commission.

The main objective of the project is to meet the European objective of effective integration of people with migrant background in the countries they have chosen for their new homes through providing an online platform with information related to all the aspects of their personal and professional life and through work with career counsellor and guidance practioners.

The online information tool will be attractive and intuitive to use, containing information for the careers advisors and migrant about the host country but also details about migrant countries of origin in order that the guidance professional will better understand their clients' background and culture and vice versa. The information will be available in different languages, for the Bulgarian part in particular Arabic, Turkish, English, French and Russian. The languages were selected in compliance with the main migrants' flows that are directed towards Bulgaria recently. The information will also be available in Bulgarian and this together with the glossary with most common word that are used in the daily life that partners are elaborating at the moment will be beneficial for the migrants in making their first steps in acquiring language skills in Bulgarian. The online platform also provides information on different possibilities to study the native language.

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Info4Migrants website http://www.info4migrants.eu/i4m/i4m?cmd=page&p=home&lang=1

TLC Pack – Teaching Language for Caregivers

Erin Straka

Volkshochschule im Landkreis Cham e.V.CHAM, GERMANY

projects@vhs-cham.de

Bio data

Erin Straka is an international project manager at Cham, Germany.

Current position(s)

VHS Cham is a registered non-profit association in the Upper Palatinate (Bavaria), which operates on a regional level and engages 47 fulltime employees plus about 250 freelancers. It provides courses in the fields of social life, vocational counseling and training, languages, health protection and cultural programmes. Furthermore, VHS Cham carries out vocational preparation courses and the state-run Vocational Schools for Geriatric Nursing and Physical Therapy. VHS Cham has a lot of experience in course development with a particular focus on language

and culture (136 courses and 1280 participants per year) and features experience in organising language courses for groups like young adults, senior learners and people from rural areas. Migrants especially benefit from the various German integration courses, which help them to cope with life in Germany and gain better professional prospects.

Abstract

The TLC Pack project focuses on 'occupational specific language resources' to support migrants already working in, or with aspirations to work in, the care giving sector. It has been determined that this is one of the primary employment opportunities for migrant workers across Europe. In addition to supporting the acquisition of occupational specific language, the project also recognises the importance of developing complementary intercultural knowledge and insights, to be included within the final resource package. This aspect of the resource pack seeks to highlight the intersection of caregiving duties and a range of cultural conventions to take into account the cultural values, beliefs and attitudes of both caregivers and those receiving care.

The strategy of learning specific occupational language along with intercultural understanding is to be achieved via a combination of video resources (available via a dedicated YouTube channel) and companion resources in the form of guides for teachers and guides for learners working independently. All of the materials are available via a learning platform with interactive exercises which provide immediate feedback.

Show & Tell Presentation

Providing Students Authentic Linguistic Tools: Phone Assisted ESLT

Luis Javier Conejero-Magro
University of Extremadura, Cáceres, Spain
conejeroluis@unex.es

Bio data
Luis Conejero-Magro has taught English as a Foreign Language both in the Summer Courses Programme and in the Instituto de LenguasModernas of the Universidad de Extremadura. He is currently doing PhD research on the uses of biblical discourse in Shakespeare's histories and its translations into Spanish; and has published several articles on modern English literature.His research focuses on stylistics, intertextuality and corpus linguistics. He has published articles on a range of twentieth-century writers such as Bernard Shaw, W.B. Yeats, Roy Campbell and Tennessee Williams.

Current position(s)
Luis Javier Conejero-Magro is completing his PhD in English Literature Studies at the University of Extremadura, Spain.

Abstract

The excessive use of mobile phones, not only among teenagers but also between adults, is extremely apparent around the globe. So why not take advantage of this in the EFL classroom? Research suggests that the implication of new technologies within the teaching of a foreign language is essential. As English teachers, we are constantly on the lookout for new teaching methods and tools to enhance our classroom activities and improve the learning experience of our pupils through entertaining and motivational activities that are as real-life as possible. The purpose of this workshop is to look deeply at the multiple uses and applications that a mobile phone can offer in an EFL classroom for adult learners. It is proven that not only motivation can be highly increased by the use of this kind of ICTs but also the students' language skills. In this presentation several motivational and entertaining activities will be demonstrated in order to provide teachers with ideas that will engage their students, and prove that the traditional activities made available to teachers and students in textbooks can indeed be updated and made much more fun and, at times, more real-life through the use of mobile phones.

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'Legendar em português': subtitling experiences for an inclusive PFL learning

Ana Belén García Benito / IolandaOgando

Universidad de Extremadura, Cáceres, Spain

agbenito@unex.es / agbenito35@gmail.com /iolanda@unex.es / **iberistics@gmail.com**

Bio data

Dr IolandaOgando González is a lecturer in Portugueselanguage, literature and culture at the Universidad de Extremadura (Spain). She received a PhD in Galician Philology. Her thesis was entitled*Teatrohistórico en Galicia* (2002) and she is the author of the books *Teatrohistórico: construcióndramática e construciónnacional* (2004) and *Almeida Garrett: retratoparatextual com teatroaofundo* (2009). In the last years, she has contributed chapters to books and articles about ICT in the PFL learning, with special attention to some tools like C-map tools, subtitling tools or Twitter.

Dr Ana BelénGarcía Benito is a lecturer in Portuguese language, literature and culture at the Universidad de Extremadura (Spain). Shereceived a PhD in Linguisticsforherthesis*Expresiones idiomáticas verbales del españo y sus equivalentes semánticos en portgués*(2000) and istheauthor of thebooks*Diccionario de expresiones idiomáticas español-portugués* (2006). In the last years, she has contributed chapters to books and articles about Phraseology, Interculturality, foreign languages online teaching, with special attention to Didactics of PFL.

Current position(s)

Iolanda Ogando: Her current research interests include Galician theatre; national traits in Portuguese language and culture and technologies and informational design to didactics of Portuguese language.

Ana Belén García: Her current research interests include Phraseology, African literature, Didactics of PFL and Portuguese for Specific Purposes.

Abstract

Foreign Languagesand technological competenceare crucial in a world where multiliteracy has become essential.In this sense, subtitling has been considered one of the most useful tools, as it not only allows working with CEFR main skills (oral and reading comprehension, writing, translation), but also with general skills in ICT, self-assessment, lifelong learning, etc. (Díaz-Cintas 2008, 2012; TalavánZanón, 2013). Furthermore, we believe subtitling shouldlead to the development ofopen sourcematerialsand/or collaborative works, in orderto facilitate accessto knowledge regardless of students' geographic locationand economic status, or even, their computer operating system.

In this scope, our aim is to describe the potentialities of Amara Subtitles (an online subtitling project designed and supported by the Mozilla team in order to improve accessibility to hearing impaired or foreign people) as a powerful educational tool, since it has all the conditions pointed out and, in addition, it provides a relevant element of motivation to students.

Finally, we intend to display the results of our work with this tool in the field of Portuguese Foreign Studies of the University of Extremadura (Spain) and show how online subtitling has become one ofthe most innovativeand interestingtoolsin recent years.

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Switch on Poland – e-teaching platform

AnnaRabczuk

University of Warsaw, Warsaw, Poland
anna.rabczuk@uw.edu.pl

Bio data
She holds a PhD in Humanities (Linguistics and Language) from the University of Warsaw, 2013. She also has an M.A. also from the University of Warsaw, 2007, M.A. in Polish Philology and a second M.A. in Culture Studies from the same institution in 2006.

Current position(s)
She is an assistant professor at the University of Warsaw. She teaches Polish as a foreign language and Polish culture. Research interests: Foreign language acquisition; instruction in Polish culture for foreigners, teaching Polish and Polish culture to foreigners; sociolinguistics, language politeness, methodology for instructors teaching foreigners Polish language and culture.

Abstract
This presentation intends to demonstrate how to use an e-teaching platform for instructors teaching Polish outside Poland who do not have access to suitable education materials. The platform facilitates the creation of individualised textbooks for children and young adults who are studying Polish abroad. The content is grouped into atoms on the basis of pupils' linguistic and cultural needs.

Teachers who prepare their materials using the platform have access to government documents like, for example, the Curriculum Principles for Polish pupils learning abroad. The need for such a solution was dictated by the political changes after 1989, when Poland embraced democracy and 2004, when Poland became a member of the European Union. These transformations have allowed Poles to travel, work and live outside of Poland. There are many Polish children, or children from mixed marriages, who want to learn Polish. Of course it is also possible to use the guidelines for non-Polish children learning Polish abroad. Anyway, using the documents provides a guarantee that the content of the educational materials presented to learners is planned, well-thought-out and complies with the Ministry of Polish Education's requirements. What is more, the educational materials have been developed according to the foremost contemporary didactics

solutions and models. During the show I would like to present how to compose one's own atoms (a type of module), which are designed to be used during Polish as a Second / Foreign / Heritage Language classes. The content of the atoms can be selected and combined according to the age of pupils, their language competence (basic, intermediate, advanced) and core skills (listening, writing, speaking and reading). I would imagine that such a platform provided to teachers of other less popular languages could be a great solution to their needs. Those teachers usually need to face numerous challenges and obstacles related to the local conditions where they provide their language classes. Access to the platform is free and available to anyone with no need to register.

References
http://wlaczpolske.pl/index.php

Braking mobility barriers: Moodle for foreign language certification in European occupations

Mercedes Rico, Eva Mª Domínguez, Paula Bravo Ferreira; Héctor Sánchez; Juan M Vaca
Centro Universitario de Mérida, Mérida (Universidad de Extremadura), Spain
mricogar@unex.es

Bio data
Dr. Mercedes Rico is an associate professor at University of Extremadura, institution where she teaches Information Technology applied for Language Learning, English for Computer Science and communication skills in Engineering for more than 20 years. Being currently coordinator of the GexCALL research group, her main research lines are languages for specific purposes, multimodal discourse and ICT applied to language learning.

Paula Ferreira da Silva is a teacher of Portuguese at EOI (Escuela Oficial de Idiomas) and a PhD candidate at the University of Extremadura (Spain). Her research interests include Languages for Specific Purposes, CALL, Virtual environments, Didactics and ICT supported teaching.

Dr. Eva Mª Dominguez works as a full time Lecturer at the University of Extremadura for more than 15 years. Her pre-doctoral and postdoctoral research covers the field of graphical design and creativity, being specialized in the creation and design of interfaces in multimedia environments.

Dr. Héctor Sánchez works as a full-time Lecturer at University of Extremadura. He holds a Phd in computer Science. His research fields involve educational ICT applications, adaptive hypermedia systems, Education in Web 2.0, e-learning and computer assisted language learning.

Juan Manuel Vaca works as a predotoral researcher at University of Extremadura. Holding aM.Eng degree, his doctoral dissertarion covers the field of digital plataforms applied to educational contexts.

Abstract
Europe is striving towards building mobility among countries and equality in all social and personal aspects. A crucial focus towards reaching this goal lies in education and the cultural perspective of mutual understanding. One of world's most important cross-cultural building blocks lies in forging a solid foundation in communicative skills. In this sense, the framework inspiring foreign language and culture competence certification is a major issue in the pursuit of job mobility plans, migration in a global economy and effective integration. Our proposal addresses the question of formative needs and certification in language for specific purposes in selected working fields and is part of a funded research project *Creation of language learning courses for occupational purposes with online/multimedia support (Moodle) for officially recognized professional qualifications in Europe*. As a result, the presentation contextualizes the specialized content developed, specifies the technological teaching tools implemented and shows the online courses designed as conducive to professional foreign language competence certification.

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Corpus Linguistics and Language Teaching: A Corpus-Based Approach to EFL Teaching Through the Use of a Concordancer

Pablo Ruano San Segundo

Universidad de Extremadura, Cáceres, España

pauruano@unex.es

Bio data

Pablo Ruano has a BA in English Studies (University of Extremadura 09). He also owns a Master's Degree in Teacher Training in Secondary Education (University of Extremadura 10). He holds a second MA in Humanities (University of Extremadura 10). He is now working on his PhD.

Current position(s)

He is currently working as a teacher for the English Department at the University of Extremadura.

Abstract

Direct speech, as well as other discourse presentation strategies, has traditionally lacked the attention devoted to indirect speech in EFL teaching in the Spanish curriculum. Such neglect does not bear in mind the implications that the discourse presentation strategy *par excellence* may entail. On the contrary, the verbatim representation of the speech act being reported seems as a taken-for-granted construction which does not need further analysis. Thanks to a corpus-based approach, though, it is possible to retrieve data that prove otherwise. Reporting verbs will be the element under analysis, since they make it possible to demonstrate that the way in which discourse is projected in direct speech can be interpretative and highly intrusive. The analysis will consist in a corpus-based study of more than eighty English novels by eight different nineteenth-century Victorian authors. It will be carried out with the help of *WordSmith Tools* version 6 © (Scott 2013), which allows the retrieval of more than 30,000 verbs. The analysis of some results will both demonstrate the importance of reporting verb in terms of adopting a stance towards the words being reported and challenge the teaching of discourse presentation strategies in traditional EFL teaching contexts.

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15:00-15:30Afternoon session

Language Platform for German Language Learning *"ich willdeutschlernen"*.

Aleksandra Sikorska

VHS, Cham. Germany

asikorska@vhs-cham.de

Bio data

Sociologist, head of the International Projects Department at the Volkshochschule im Landkreis Cham e.V., she has experience in information and vocational guidance for various target groups: young learners, migrant learners and adult learners. She conducts and oversees trainings, workshops in the field of communication, management, quality assurance and capacity building. Currently she manages and leads a number of projects at local regional, national and international level. She has spoken and facilitated workshops at a number of regional, national and international conferences and events. Her expertise is built on working experience in vocational and adult education in Poland, Germany

Current position(s)
Head of International Projects

Abstract
Ich-will-deutsch-lernen.de is a learning portal for people who want to improve their knowledge of German. The portal is available to staff at institutes of adult education for teaching purposes. Teachers at general and vocational schools, coaches, trainers and tutors at educational facilities are also entitled to use the portal. The aim is to improve the quality of individual assistance and skills training for immigrants by exploiting the potential of virtual, computer-supported tasks at levels A1 – B1. There is also an extensive range of literacy resources and learning scenarios focusing on everyday situations at work. Ich-will-deutsch-lernen.de is provided by the German Adult Education Association (Deutsche Volkshochschul-Verband e.V.).
References
www.iwdl.de

Afternoon Session (Presentation and Workshops) 15:00-17:00

The role of the modern language teacher

MyriamCallus-Fischer
Germany
callus@t-onlinie.de
Bio data
She was the Director of English Studies at the Volkshochschule in Aschaffenburg and is an active teacher trainer and the project manager of the EUROLTA scheme in Bavaria. She is a member of the German work group that developed a language portfolio for adults. She is a consultant for various publishing companies and has written several English course books. She is an authorised examiner for the University of Cambridge and is the Cambridge Exams Manager for North Bavaria.
Current position(s)

Book author and EUROLTA Head of projects, EUROLTA Trainer, language Consultant

Abstract
The demands to be a professional, educated, well-conversed and organised language teacher are high. A teacher is required to be committed and flexible, but how has the role of the modern language teacher changed? This talk looks at the following questions:

- What has changed in terms of the function and role of language teachers?
- What expectations do learners have?
- How much autonomous learning should take place?
- What makes a good teacher a "good teacher"?

Photography in the L2 classroom

Angela Molinari
University of Wolverhampton, England
a.molinari@wlv.ac.uk
Bio data
Angela Molinari is a member of the LIME European Project. She joined the University of ofWolverhampton in 2012 to contribute to the further enhancement of language teaching and language-related projects. Angela is fluent in French, Spanish and Italian and is an ECQA Certified EU Project Manager.
Current position(s)
Vice Principal of the International Academy, University of Wolverhampton, England. Teacher of Italian, Spanish, French and German. ECQA Certified EU Project Manager, Head of Modern Languages at the University of Wolverhampton.

Abstract
The "Photography in the L2 classroom" workshop will guide the audience on using Photography as a tool for integrating migrant learners into society and supporting their language learning needs. The workshop will introduce the British cultural context of a wide range of themes such as hobbies, interests, pastimes, celebrities, geography, whilst simultaneously developing language skills.

More specifically, the medium of photography will be used to develop an understanding of key areas and features of British society, offering an understanding of historical figures, current celebrities and the way in which the typical Brit would use their free time, hence enhancing the students' understanding of British culture and imparting an array of vocabulary to suit. Coupled with the cultural knowledge, the workshop will show how the students would be exposed to an appropriate range of grammar such as using connectives and expressing preference.

Music in the L2 classroom

Lara Porciatti

Asev, Empoli, Italy

lara.porciatti@gmail.com

Bio data

Project manager and designer with experience in coordinating, managing and designing international and national project in the field of education, intercultural issues, multilingualism, social issues and migration policies. I collaborate with public and private institutions, enterprises and associations in Tuscany.

Interested in: Migration policies and issues - Multilingualism - Social issues - Women and children rights - Human rights - Language teaching and learning - Volunteering - Youth policies - Culture and Theatre - Diversity management - Media and ICT tools

Current position(s)

External collaborator at the Education Office of the Region of Tuscany for the management of projects concerning intercultural, diversity, teaching innovation and language learning issues. Collaborator at ASEV as teacher of Italian language to migrants, teaching material designer, intercultural tutor.

Abstract

The workshop "Music in the L2 classroom" will present an example on how create a teaching unit using a Music video-clip in a class of adult migrant students.

During the workshop it will be explained the LIME Music video resource, that uses two different video-clips of famous Italian modern songs: "7000 caffè" by Alex Britti and "Cambierà" by Neffa, which are the main texts input on which are based all the different activities for level A2, B1 and B2, that develop different language abilities: listening, writing, speaking and cultural comprehesion.

During the workshop we will briefly focus on specific issues such as how select a music text, according to language level, grammatical contents and themes, the use of images for teaching purposes and their connection with music, student motivation, cooperative learning, and how work on cultural and intercultural contents with migrant students.

Are you ready for connected learning? L2 & culture acquisition through social networks

María José Naranjo, Mercedes Rico, Gema Delicado and Eva Mª Domínguez

Centro Universitario de Mérida, Mérida (Universidad de Extremadura), Spain

mjnaranjos@gmail.com

Bio data

Maria José Naranjo, graduated in English Studies, Masters in Secondary Education and University Research, is a technical research assistant at Gexcall group (University of Extremadura). Her research areas are languages for specific purposes and ICT applied to language learning.

Dr Gemma Delicado earned her PhD in Literature from The University of Chicago in 2006. Now, she is an Assistant Professor at the English Department of the University of Extremadura. She teaches English for primary School teachers, English Methodology, Spanish as a Second Language and English Literature at the Education College in Cáceres. She is involved in post-doctoral research related to English and Spanish and technology.

Abstract

The world is communicating and learning online, moving towards a global information society and changing the way people interact and learn. We are part of an international human network in

which teachers have the chance to harness the collective skills of students with interaction, cooperation, and creation of customized and collaborative learning experiences.

Departing from the assumption that the use of social networks and Web 2.0 tools are not as common in the L2 classroom as we might be led to believe, our proposal starts by analyzing some of the strategies in support of networked teaching-learning practices. L2 & culture acquisition through connected learning advocates enabling teachers and students to exploit technology by presenting and sharing information within a multicultural society.

The workshop will guide participants on using social networks as a tool for integrating L2 and migrant learners into society by introducing online environments within a wide range of contexts (sport, e-culture & e-terms, community managers, etc.) and tools such as twitter, What's app, Facebook and the like.

Besides the acquisition of digital literacy, the workshop will show a set of good teaching practices to develop language skills supported by grammar, vocabulary and pronunciation components in online contexts.

LiMe project Film Trailer materials as a way of language and socio-cultural education."

Slawomir Rudziński

Poland, Łódź, University of Lodz, School of Polish Language for Foreigners

slawomirrudzinski@gmail.com

Bio data

He holds an MA in Polish Philology from the University of Lodz and for approx. 30 he has taught Polish as a second language in the School of Polish Language for Foreigners in University of Lodz (the oldest and the biggest institution teaching foreigners Polish language and preparing them for high studies in Poland). He is a member of the Committee of the Certification Polish as the Second Language and he has been involved in different educational European Projects for few years.

Current position(s)

Older lecturer of Polish as the Second Language in the University of Lodz

Representative of University of Lodz Rector for affairs of foreign student's cultural and social adaptation.

Abstract

The Polish Film Trailer materials in the project LiMe are based on the film trailer of a very popular comedy in Poland "Pieniądze to niewszystko" (Money? – it is not enough). The film shows a story of meeting two different "worlds" – young "new rich" capitalistic businessman and poor people from a small village living still in communistic realities.

This film trailer is considered to be a great source for language and socio-cultural education for foreigners learning Polish language.

Through a PP presentation with screen shots of the ready Film Trailer Lime Project material, the proposal contains variety of language and socio-cultural interactive tasks.

The workshop shows why the task included are important in language education and how they are able to help new and older migrants in socio-cultural adaptation in Poland.

During the presentation some parts of LiMe Project Moodle Platform referred to Film Trailer resources will be also presented.

List of Authors

Agudo, J. Enrique

Conejero-Magro, Luis Javier

Constantinova, Ecaterina

Curado Fuentes, Alejandro

Callus-Fischer, Myriam

Debski, Robert

Delicado, Gemma

Domínguez, Eva Mª

Ferreira da Silva, Paula

Fielden Burns, Laura V.

Flandes Echarri, Itziar

García Benito, Ana B.

Griffin, Jodie

Hernández Linares, Remedios

Molinari, Angela

Nadezhda, Paunova

Naranjo Sánchez, María José

Ogando, Iolanda

Ó Riain, Seán

Pederzoli, Mirella

Plaza Fernández, Noelia

Porciatti, Lara

Rabczuk, Anna

Rico García, Mercedes

Ruano San Segundo, Pablo

Rudziński, Sławomir

Sánchez Santamaría, Héctor

Sikorska, Aleksandra

Straka, Erin

Vaca, Juan M