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Language Acts and Worldmaking Debates



Debate 3 Academic Session 2018/19: Debating Collaboration in Languages in Higher Education: Towards New Models? With Chiara Cirillo (Reading), Mark Critchley (Durham), Benedict Schofield (KCL) and Riitta-Liisa Valijärvi (UCL)

15th May, 6–7.15pm, Language Resources Centre, Room K-1.07.2, Level -1 (i.e. **BASEMENT** level), King's Building, King's College London, Strand, London, WC2R 2LS

Chair: Mara Fuertes Gutierrez, Open University

Our third Debate in this year's Series focuses on the results of the recently published survey report on *Language Provision in Modern Foreign Languages Departments 2018*, compiled by the *Language Acts and Worldmaking* project's Diasporic Identities and the Politics of Language Teaching research strand, in collaboration with UCML and AULC (published in October 2018).

The focus of the survey is the provision of language models in Modern Languages departments and the various models of collaboration between Modern Language departments and Institution-Wide Language Provision (IWLP) in UK Universities. It aims to fill a space that is under-researched and to complement the annual AULC-UCML national IWLP survey.

Despite often growing, wider-ranging and deeper collaboration between Modern Languages departments and IWLP, several issues remain. On one level, for example, there is the need for better understanding between programmes; on another it is clear that better working conditions for IWLP staff still need to be addressed.

Our panel and participants will have the chance to discuss the recommendations of the report, to explore ways to strengthen inclusion and diversity, to consider better integration of all languages, and to debate the possibility of a 'single voice' for MFL and IWLP. This Debate is an invitation to reflect further on how our discipline is conceptualised and what sorts of measure could be implemented to overcome the challenges it currently faces.

This event is jointly organised by the Language Transitions and the Diasporic Identities and the Politics of Language Teaching research strands.

A drinks reception will take place following the Debate from 7.15 to 7.45pm

Sign up for this event here: <https://www.eventbrite.co.uk/e/language-acts-debates-collaboration-in-languages-in-he-tickets-59373678270>

Debates Series 2018/2019:

Debate 1: 7 Nov 2018 Communicating Emotions in a Foreign Language (Westminster)

Debate 2: 13 Mar 2019 Gender Action (King's)

Debate 3: 15 May 2019 Language Provision in UK Modern Languages Depts 2018 Survey (King's)

Debate 4: 13 June 2019 Linguistics in Schools project (Westminster)



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Language Acts and Worldmaking Debates



Traversing Traditions, Opening Opportunities

The *Language Acts and Worldmaking* round-table *Debates Series* was conceived by Cristina Ros i Solé (Goldsmiths, University of London) for *Language Acts and Worldmaking*, an Arts and Humanities Research Council Open World Research Initiative project (OWRI), to foster a dialogue on the connections, divergences and identities of well-established traditions in Modern Languages and Language Education. As a major element of the project's *Language Transitions* strand led by Debra Kelly (Westminster) and Ana de Medeiros (King's College London), the series focuses in particular on the synergies and fissures between Language Education across educational sectors and the humanities, as well as seeking to investigate new openings and possibilities for the future. This is a three-year programme of debates which began in the academic year 2017/18, culminating in a collective publication and a series of associated papers. The *Debates* take place at *Language Acts and Worldmaking* universities and collaborating institutions.

We have defined 'Language Transitions' as 'border zones of learning' between stages that often become more of an hindrance than a stepping stone for so many language learners, whatever their level. The aim in the *Debates* is therefore to establish connections and create new directions for existing provision and for educational sectors in order to discuss how to foster dialogue, create smoother transitions and re-energise the field by examining current concerns and pedagogies in the field. Each *Debate* addresses a different aspect of these transitions and emphasises the benefits and challenges of traversing educational terrains and traditions to enrich and widen the experience of Modern, Community and World Languages.

The *Debates* adopt various formats, including short presentations and Q&A sessions, position papers and responses to these papers, panel and round table discussions with prominent experts, policy makers, academics and teachers.

Papers and responses are posted on-line on the *Language Acts and Worldmaking* website and blog: www.languageacts.org. This is the virtual home for posting information on the latest news and developments in the *Debates Series*, and the place where all the information about this series is archived.

Debates Series 2017/2018:

Debate 1: 4 Oct 17, Language Education Activism (King's College London)

Debate 2: 15 Nov 17, Modern Languages—A Discipline (still) in Search of an Identity? (University of Westminster)

Debate 3: 14 Feb 18, Should second language acquisition and language teaching be aligned and how? (King's College London)

Debate 4: 21 Mar 18, Has the digital world revolutionised language pedagogy? (King's College London)

Debate 5: 25 Apr 18, Interculturality and Creativity in Language Education (King's College London)