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| 10.00-10.40 | Welcome and Introduction |
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| 14.30-14.35 | Modern Language Teachers |
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| 14.55-15.15 | <i>Training mentors of English teachers in the Chilean context</i> Claudia Bustos-Moraga |
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| 15.55-16.00 | Mediating Minority Languages and Communities |
| 16.00-16.20 | <i>Black Asian and Minority Ethnic LGBTQ refugees and expressions of social identities in South Wales</i> Ourania Vamvaka-Tatsi |
| 16.20-16.40 | <i>Decolonising literature through the oral tradition</i> Vincenzo Cammarata |
| 16.40-17.00 | <i>Níl aon tóin tinn mar do thóin tinn féin: Finding and creating the Queer Gael in Translated Theatre</i> Richard Huddleson / Ríocárd Ó hOddail |
| 17.00-17.20 | Reflection and discussion |
| 17.20-18.00 | Round up and looking to the future |

An Enquiry into EFL and Online Community Platforms in Secondary Schools

Lesley Fearn
Open University

Sociocultural approaches to language learning have been a major area of interest within the field of EFL and the combination of language and technology has been the subject of research for decades. Nevertheless, a review of the relevant literature revealed a distinct lack of research into how online community platforms can support language learning and teaching in secondary education despite there being academic evidence that online sharing and projects can be advantageous for teachers' professional development and beneficial to students in the classroom for a wide number of reasons.

This study aims to fill that gap by means of a qualitative action research methodology to examine the multiple and social worlds involved in online community projects in order to understand how they can be used to support EFL learning and teaching within the secondary school classroom. A multiple case study design framework investigates six cases of teachers and students from different countries and backgrounds but all collaborating together in online projects. Qualitative data is collected through face-to-face interviews, observations, online open-question surveys and online interviews and a thematic analysis is used to analyse and organize results in order to uncover possibilities for further enquiry.

United by generations: using the life stories of elder people as a resource for EFL, Digital Storytelling and Intergenerational Education

Alba Pérez-García
Universidad de Valencia, Proyecto TALIS

Storytelling is one of the oldest forms of knowledge transfer. The stories are as old as people and very significant for our spirits, cultures and human progress. Becoming good storytellers provides us with personal power to guide, motivate, entertain, educate, inspire, and influence others through an ingenious story (Porter, 2008). Furthermore, storytelling is an own method of nature and human communication and prevails in all aspects of our social interaction. Apart from that, it is a mechanism to relate to others, transmit knowledge, thoughts, or experiences, feeling part of a community and building the identity . The speed of the technology has altered the communication process in class either in the real or virtual worlds.

This research project will examine how digital storytelling can provide safe space for EFL, Digital Storytelling and Intergenerational Education analyzing the data from an educational innovation project focused on the use of Digital Storytelling (DS) /ESL) in the subject English as a Second Language (ESL) in Secondary Education in Spain. In this project, the students were invited to create a multimodal digital story about their grandparents' life and thus, both teenagers and their elders were involved through Intergenerational Education. Hence, the objective of this project was threefold: to Practise language communication skills through DS; to open an intergenerational space for learning to underpin a bi-directional rooting on both generations; and creating a museum for stories with all the learning outcomes. The methodology was based on some 21st century skills such as: critical thinking, problem solving, reasoning and synthesizing. Indeed, this experience tried to instil in the students the following competences: learning to learn, Information and Communication Technologies (ICT), entrepreneurship and civic, social and cultural awareness.

Likewise, visual literacy has been particularly stressed, indicating that teaching students to understand and communicate through visual modes, teachers should give their students the tools to thrive in environments, in which media are becoming more varied. In this sense, the creation of digital stories invites students to use old and new forms. Thus, through the process of creating a film, they can explore and expose other literacies. In this sense, DS is a useful tool with a great potential for students of all levels and ages to strengthen and enrich their learning (Brígido- Corachán, & Gregori-Signes, 2014). The goal of this research project is to evince how digital storytelling can be effective in helping students learn another language.

Chiliqinga or Chiliqüinga? Language and border crossing in Carlos Aros' *Memorias de Andrés Chiliqinga*

Luis Medina
King's College London

Although mostly invisible in the broader Latin American context, Andrés Chiliqinga is arguably the most (and only) recognisable hero of Ecuadorian literature. Created by Jorge Icaza in his 1934's novel *Huasipungo*, Chiliqinga embodies the main character of a what Doris Sommer calls a 'national novel', i.e. a text that almost 90 years after its first publication remains a source of pride for the national community where it was created.

This paper explores what happens when this indigenous hero of the past is brought to the 21st Century and taken on a trip to the academic circles of the United States, a fictional journey described by Carlos Arcos (Ecuador, 1951) in his 2013's novel *Memorias de Andrés Chiliqinga*. I argue that Arcos' story urges us to rethink what is Ecuadorian in opposition to the sense of 'uniqueness' to be found in history and territory, a vision championed by the Generación del 30, the most revered group of Ecuadorian writers and, arguably, the Ecuadorian literary canon to which Jorge Icaza belongs. To do so, Arcos constructs a fiction that – while identifying multiple borders, be these real or symbolic – is constantly traversing them back and forth to expose their porosity. I focus on how language plays a vital role to defy essentialisms, arguing that in his mixing of Spanish, Kichwa and English, Arcos' Andrés Chiliqinga crosses multiple frontiers to challenge preconceived notions about himself, his community and his nation.

Multilingual Authorships, Cross-Lingual Homes: Language borders in Maria-Mercè Marçal and Julia Fiedorczuk

Ola Goklowska
Cambridge University

The act of delimiting, of tracing borders is meant to “define the places that are safe and unsafe, to distinguish us from them”, as Gloria Anzaldúa (2012) writes in *Borderlands*. A borderland, according to Anzaldúa, “is a vague and undetermined place created by the emotional residue of an unnatural boundary.” It is inhabiting language borders that I would like to focus on in my reading of the Catalan, lesbian, feminist writer Maria-Mercè Marçal and the Polish, eco-feminist writer Julia Fiedorczuk. In literary texts, different kinds of borders become affectively linked in that they are set up to protect ‘language purity’, the fragility of which is portrayed against the background of a perceived threat to the nation’s unity. Language standardization may be therefore conceived of as an ideological barrier, erected strategically to prevent invasion and mixing. Both the preservation and the questioning of language borders become particularly complex in multilingual texts, within highly politicized discourses of ‘national literature’. In this regard, I would like to consider the standardization of Catalan and Polish as a discourse of an imagined, inherited unity —linguistic as well as cultural—. I will understand multilingual practices in Marçal’s and Fiedorczuk’s texts not only as sites of exchange between different codes, but also as artifices that serve to perform the crossing and shifting of language boundaries. This movement across, in Marçal and Fiedorczuk, serves to underline the already existing plurality of the seemingly ‘single’ national languages, but it also remains confined within the naturalized, national, ‘European’ sense of self.

Imagining Iberia in Medieval German Literature

Doriane Zerka
King's College London

Medieval Iberia, through its complex history intertwining Islam, Christianity and Judaism in a dialectic between Reconquista and convivencia, has been appropriated by writers and scholars as a figure of thought that throws into relief the inherent intricacy of social forms and the contingency of their construction. At once a barrier and a gateway between Europe, Africa and Asia, medieval Iberia presents a geographical and ideological challenge to post-medieval notions of “East,” “West,” “nationhood” and “Europe”. My PhD analyses depictions of Iberia in medieval German literature, examining the ideological implications of real and fictional travels to the Peninsula for the construction of individual and collective identities, religious, cultural and political. I consider Iberia as a Foucauldian heterotopia, an imaginative space that stages a host of ideological problems. Then, using network theory throws into relief the construction of Europe from a literary perspective. A network approach sheds light on the ongoing processes through which any cultural entity characterised as “European” is constantly renegotiated, rather than defined in a fixed form. Considering examples stemming from the epic, lyric and travel-writing traditions, which respond to key moments of Iberian history, my thesis analyses the role of heterotopic Iberia in the construction of religious, political, authorial or poetic identities in medieval German text and in a European cultural network.

Language teachers' negotiation of identities: a nomadic and post-qualitative approach to investigating personal and professional life trajectories.

Donata Puntil
King's College London

The research outlined in this paper is based on a Pilot Study as part of a Doctorate in Education and employs post-qualitative tools of investigation to research a language teachers' community of practice in the context of UK Higher Education. The methodology employed is a narrative and auto-ethnographic approach aimed at analyzing language teachers' life trajectories in written, oral and cartographic accounts (Braidotti, 2011).

The main research questions are the following:

- How is the identity of HE language teachers constructed?
- What are the significant choices in language teachers' journeys?
- What is the role of significant others in language teachers' trajectories?
- What is language teachers' relationship to knowledge?

The main aim of this study is to investigate the motivations that guided the participants to become language teachers legitimizing, at the same time, their voices as active participants in all stages of the research process. There is an assumption that the engagement in the research process might promote participants' self-reflection on their agency in professional development and transformation and might empower them to embark in new personal and/or professional projects.

The methodology is framed within a post-qualitative epistemological stance that places participants' voices at the centre of the investigation process. Through data collection and analysis, participants will be given active agency and ownership in the research process in order to be co-constructors of meaning. Written and oral narrative accounts will be analysed within a narrative thematic approach focusing on the concept of life as a journey within a post-structuralist, *nomadic* and psychosocial framework of reference (Braidotti, 2011; Frosh, 2010; Bainbridge, West, 2012; Hollway & Jefferson, 2010).

Training mentors of English teachers in the Chilean context

Claudia Bustos-Moraga
University of Warwick

Action research (AR) and reflection are two concepts often discussed together in the teacher development literature (e.g. Farrell, 2007; Mann & Walsh, 2017; Burns, 2010). However, mentoring is not only less often mentioned in combination with the former two, but it is mostly restricted to novice-teacher induction contexts. Since 2014, I have been mentoring teachers with different years of experience doing AR projects in a nationwide continuous professional development (CPD) programme in Chile. My doctoral research stems from this experience and draws on my Masters dissertation, which illuminated the awareness mentors have of their role as promoters of inquiry. Most importantly, findings revealed their needs and hopes for proper training as mentors working with in-service teachers, which led me to undertake this study.

In this presentation, I will share the work-in-progress of my study that also follows an action research model. My study focuses on what would be the most appropriate design for a training programme for mentors who are English teachers who work also with teachers of English in this specific CPD programme. I will show three main aspects: firstly, a description of the context of this research, and how it has become a bottom up CPD in Chile. Secondly, I will present the methodology, particularly some ethical considerations for practitioner research. Finally, I share some key steps during the recently completed -first round- of the data collection process. The preliminary analysis seems to indicate the relevance of the experience in learning mentoring. However, there are possible ways to approach the analysis, thus contributions and insights of fellow researchers are welcome.

Black Asian and Minority Ethnic LGBTQ refugees and expressions of social identities in South Wales

Ourania Vamvaka-Tatsi
Cardiff University

This empirical study seeks to contribute to the research on social identities, by focusing on BAME LGBTQ refugees in South Wales. By exploring the experiences of arrival and resettlement of such a marginalised group, this study aims to raise questions around ideas of community building, cultural integration and social expression of BAME LGBTQ identities. The refugees' stories shed light on how they interpret, resist or embrace their new social contexts and identities and what forms of communication and expression they see as appropriate and powerful.

***Decolonising literature through the oral tradition: Jose Luandino
Vieira, Arnaldo Santos and Ana Paula***

Vincenzo Cammarata
King's College London

Through the work of José Luandino Vieira, Arnaldo Santos and Ana Paula, this research explores the the transferal of typical features of the oral tradition into the written text. It seeks to understand how certain stylistic and linguistic choices contribute to the decolonisation process, with special focus on post-colonial Angolan literature.

Níl aon tóin tinn mar do thóin tinn féin: Finding and creating the Queer Gael in Translated Theatre.

Richard Huddleson
Queen Mary University of London

With many Dublin theatres constantly vomiting up the same-old same-old, many argue that Irish theatre needs new voices, ones that reflect our changing island. At the same time, sick of stories which focus on starving, illiterate peasants eking out a meek existence under the savage eye of the Holy Catholic Church, Gaeldom also needs new narratives. In my view, translation is the vehicle that can deliver us unto that promised land, but we need to commit to a radical stance – one that embraces queerness and Irish.

To illustrate this point, I will explore one aspect from my translation of the queer Catalan drama, *Gang Bang* (2011 – By Josep María Miró), and why a Spanish-speaking Frenchman has been turned into a Queer Gael. This radical transformation brings with it a slew of questions and opportunities. By taking a closer look at the character's utterances in both the source text and my translation, we shall see how the Past can be addressed and queer visions of utopia can be unlocked.