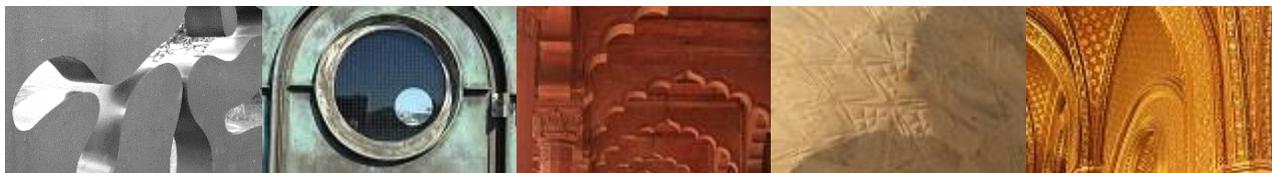


## Language Acts and Worldmaking Debates



### Traversing Traditions, Opening Opportunities

The *Language Acts and Worldmaking* round-table *Debates Series* has been 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, 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 *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 beginning in the academic year 2017/18, culminating in a collective publication, and takes place at King's College Modern Language Centre and at other *Language Acts and Worldmaking* partner and collaborating institutions.

We have defined these '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* will address a different aspect of these transitions and will emphasise the benefits and challenges of traversing educational terrains and traditions to enrich and widen the experience of Modern, Community and World Languages.

Each *Debate* consists of position papers and responses to these papers from prominent experts, policy makers, academics and teachers.

All papers and responses are recorded and posted on-line on the *Language Acts and Worldmaking* website and blog: [www.languageacts.org](http://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.

#### **There are 5 debates this academic year 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:** 14 Mar 18, Modern Languages and the Digital World (King's College London)

**Debate 5:** 25 Apr 18, Emotions & Subjectivity in Modern Language Education (King's College London)

## Language Acts and Worldmaking Debates

### Debate 3: Should second language acquisition and language teaching be aligned and how?

14 February 2018, 6–7.30pm, Language Resource Centre (Room K-1.072, first basement), King's College London, Strand, WC2R 2LS

Introduction: **Cristina Ros i Solé** (Convenor of the Series and Lecturer in Language, Culture and Learning, Goldsmiths College, University of London)

Chair: **Prof. Debra Kelly** (*Language Acts and Worldmaking*, Co-Investigator of the *Language Transitions Strand*.)

This debate brings together experts in second language acquisition (SLA) and language education to address one of the perennial issues surrounding teacher development in the teaching of languages in primary, secondary and higher education.

It has often been assumed that teacher development and teacher knowledge lags behind advances in SLA theory and that it is the duty of language teachers and pedagogues to catch up with insights from research in language learning. This debate will challenge such an assumption and discuss whether and how insights from SLA theory and language pedagogy could mutually inform each other:

- Should language educators take SLA knowledge at face value and if not, what kind of mediation and reflection should happen?
- Is there a need for a SLA and language pedagogy interface?
- Where do teachers' practices and development stand in such a dialogue?

#### Guest speakers:



**Prof. Florence Myles:** Professor of Second Language Acquisition, Research Director and Director of LaDeLi (Centre for Research in Language Development throughout the Lifespan), University of Essex. Her research interests are in second language acquisition (SLA), especially French although she has also worked on Spanish SLA, and she is particularly interested in theory building in the field of SLA.



**Dr Nick Andon:** Lecturer in English Language Education and the Programme Director for the MA in TESOL in the Department of Education, Communication and Society at King's College London. He has worked on a number of teacher education and materials development projects in Gabon, Bolivia, Hungary, Bulgaria, Mexico, Argentina and Algeria. He is currently researching the knowledge, beliefs and practices of MFL teachers in the UK.

#### Discussants:

**Amira Mills** (Lecturer in Arabic, Modern Language Centre, King's College London)

**Alejandra López-Vázquez** (Lecturer in Spanish, Modern Language Centre, King's College London)

A drinks reception will take place in the MLC seminar room (K-1.07.3) from 7:30–8pm

Sign up for this event here: <https://second-language-acquisition.eventbrite.co.uk>