

## 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:** 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)

## *Language Acts and Worldmaking Debates*



### **Debate 5: Interculturality and Creativity in Language Education**

**25 April 2018, 6–7.30pm, Language Resource Centre (Room K-1.072, first basement), strand Campus, King's College London, WC2R 2LS**

**Chair: Professor Catherine Boyle**

Contemporary approaches to language education agree that Intercultural Communication is an integral part of the getting to know and using of another language and culture. If the first formulations of Intercultural Communication (IC) applied to language education drew on anthropological traditions which highlighted the importance of understanding cultures through the study of day-to-day activities rather than a body of knowledge, more recent understandings propose to place the subjectivity and identity of the interculturalist centre stage. It is within this focus on the translation and transposition of the self in other languages and cultures that philosophical approaches have been gaining ground. These understandings have thrown light on the possibility of developing more personal, subversive and unexpected cultural formations that defy generic descriptions and prescriptive ways of understanding IC. This debate aims at tackling such challenges for language education and the ways in which it can promote an understanding of IC which are different from the teaching of a set of competences with its focus on cultural conflict and misunderstandings. Instead, it will discuss IC as a way to explore more positive, vital and creative IC assemblages. This new model of IC then sets out to explore a range of possibilities and avenues rather than a set path, whether this is in the field of translation, language learning or the moving through cultures more generally.

This debate will consider the following motion:

**Can language pedagogy adopt an approach to Intercultural Communication that privileges less functional agendas in favour of more creative ones?**

**Speakers:** Professor Jane Fenoulhet (University College London), Dr. Inma Alvarez (Senior Lecturer, Open University)

**Discussants:** Donata Puntili (King's College Modern Language Centre), TBC

**A drinks reception will take place in the Language Resource Seminar Room (K-1.07.3, first basement) from 7:30–8pm**

Sign up for this event here: <https://interculturalitycreativitylanguageeducation.eventbrite.co.uk>