

# MFL Teacher Conference – University of Leeds

Wednesday 19<sup>th</sup> June 2024



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Time	Activity	Rooms booked
9:00 – 9:30	<b>Arrival and registration</b> Coffee & networking	Michael Sadler LG10
9:30 - 10:20	<b>Welcome Plenary:</b> Dr Gisela Tomé Lourido, Lecturer in Sociophonetics, Chair of Language at Leeds: <b>Linguistic diversity and accent bias</b>	Michael Sadler LG10
10:20 – 10:40	Travel to next session / Teas and coffee break	
10.40 - 11:30	<b>Parallel session 1A</b> Ana Sevilla, Lecturer in Spanish <b>Radio Chévere. A new language learning opportunity using broadcasting media and podcast production.</b>	<b>Parallel session 1B</b> Dr Simone Lomartire <b>Integrating Foreign Language Films and Series in the MFL classroom</b>
		<b>1A:</b> Michael Sadler LG10 <b>1B:</b> Michael Sadler LG16
11:30 - 11:35	Short break and travel to next session	
11:35- 12:25	<b>Parallel Session 2A</b> Dr James Wilson <b>Corpora, collocations and personalised vocab lists</b>	<b>Parallel session 2B</b> Pete Watson <b>Playing football for language learning</b>
		<b>2A:</b> Michael Sadler LG10 <b>2B:</b> Michael Sadler LG16
12.25 – 13:10	Lunch (in the University Refectory)	
13:10 – 14:00	<b>Parallel Session 3A</b> Dr Ruba Khamam <b>Motivating and engaging students GCSE pack</b>	<b>Parallel session 3B</b> Dr Terry Bradford <b>'The New GCSEs, Translation, exams, and artificial intelligence'.</b>
		<b>3A:</b> Baines Wing G.36 <b>3B:</b> Michael Sadler LG16
14:00 – 14:05	Short break / travel to next session	
14:05 – 15:00	<b>Session 4</b> Chair: Isabel Molina-Vidal, PhD researcher and lecturer in Spanish <b>Can you draw the subjunctive? Visualizing the grammar. Proposals to explain the grammar through pictures.</b>	Michael Sadler LG10
15:00 – 15:10	Comfort Break	
15:10 – 16:00	Plenary session <b>Nina Wardleworth: Decolonising the language curriculum</b>	Michael Sadler LG10
16:00 – 16:10	Closing remarks	

Further details below...

## Welcome Plenary - Linguistic diversity and accent bias.

*Dr Gisela Tomé Lourido, Lecturer in Sociophonetics*

Languages and accents are associated with social stereotypes which may lead to unfair treatment or unequal access to opportunities. Language-based discrimination has been shown to affect access to housing and jobs, promotions, and other aspects of daily life, like credibility on radio broadcasts or student life at university. For example, in the UK, 'Standard British English' is considered to have higher status than urban working-class accents (e.g., Birmingham, Liverpool, Multicultural London English) and accents spoken by speakers whose first language is not English (e.g., English spoken by Spanish speakers). This has negative consequences on the everyday life of people who speak the less well-regarded varieties. However, a hopeful prospect comes from recent research which demonstrated that raising awareness of accent bias is an effective method to reduce the influence of negative biases on hiring decisions. The main goals for the session are:

- To discuss the concept of linguistic diversity (within and across languages) and its value for societies.
- To examine the importance of accent variation and why it may be difficult for speakers to change their accents.
- To raise awareness about accent bias and its negative consequences.
- To discuss the idea that embracing linguistic diversity and working to reduce language-based inequalities is an essential step towards creating more equal and inclusive educational institutions and societies.

### Parallel Session 1A OR Session 1B

Session 1A (Michael Sadler LG10)	Session 1B (Michael Sadler LG16)
<b>Title:</b> Radio Chévere. A new language learning opportunity using broadcasting media and podcast production.	<b>Title:</b> Integrating Foreign Language Films and Series in the MFL classroom
<b>Chair:</b> Ana Sevilla-Merino, Lecturer in Spanish	<b>Chair:</b> Dr Simone Lomartire, lecturer in Italian
<b>Description:</b> This is a language learning opportunity using broadcasting media and further podcast production to enhance the student experience by increasing language and cultural engagement. The objective is to facilitate progression in teaching and learning by using innovative technology in languages by encouraging students to produce quality material in the target language to be broadcasted. through students' exploration this activity captures the benefits that broadcasting media and podcast production can offer to language learning, fostering motivation and engagement. This will also include the extent to which this type of technology and approach can be integrated sufficiently into the curriculum to support assessment.	<b>Description:</b> This workshop is designed to enhance MFL teaching and learning through iconic foreign language films and series in the classroom. Participants will delve into diverse activities, teaching methodologies, and theoretical models that foster language acquisition using cinematic sources. By the end of this workshop, participants will have consolidated their grasp on integrating foreign language films and series into their MFL classes.

### Parallel Session 2A OR Session 2B

Session 2A (Michael Sadler LG10)	Session 2B (Michael Sadler LG16)
<b>Title:</b> Corpora, collocations and personalised vocab. lists	<b>Title:</b> Playing football for language learning
<b>Chair:</b> Dr James Wilson, Associate Professor in Russian and Language Studies	<b>Chair:</b> Pete Watson
<b>Description:</b> In this presentation, I discuss the use of corpora – large collections of authentic texts – to support language learning and teaching. While corpora have many applications in language pedagogy, I focus mostly on the use of corpus tools to help students produce accurate collocations and generate lists of keywords relating to topics in which they are interested. Collocations pose a stumbling block to learners of all languages, even those at more advanced levels, and many mistakes are the result of transfer from learners’ first language. I present some common collocation errors made by students as well as ways of using electronic resources to identify faulty expressions and produce natural collocations in the target language. I also discuss how students can use corpus tools to create their own corpora and personalised vocab. lists to facilitate independent and interest-based learning. I present mostly English-language examples, but all the methods I describe are transferable to other languages.	<b>Description:</b>  App workshop – How using football can help with motivating boys into languages.  More info to be provided nearer the conference day.

### Parallel Session 3A OR Session 3B

Session 3A (Baines Wing G.36)	Session 3B (Michael Sadler LG16)
<b>Title:</b> Motivating and engaging students GCSE pack	<b>Title:</b> Translation, exams, and artificial intelligence
<b>Chair:</b> Dr Ruba Khamam, Associate Professor of Arabic Language & Linguistics, and Translation	<b>Chair:</b> Dr Terry Bradford, senior lecturer in French/Translation
<b>Description:</b> Moving from Guided Learning to Empower a Learner Agency in the MFL Classroom. Blending global research with practical activities to motivate MFL learners and immerse them in culture. This session shares practical steps and examples on how to develop an engaging curriculum, benefiting from the different approaches on second language acquisition and motivation that has been tested in the classroom.	<b>Description:</b> This presentation will look at how artificial intelligence can be used in the teaching and learning of languages through translation. With an eye on the new GCSEs, we shall look at how we can (and cannot) use AI in this process.

## Session 4

<b>Session 4</b>
<b>Title:</b> Can you draw the subjunctive? Visualizing the grammar. Proposals to explain the grammar through pictures.
<b>Chair:</b> Isabel Molina-Vidal, PhD researcher and lecturer in Spanish
<b>Venue:</b> Michael Sadler LG10
<b>Description:</b> The aim of this workshop is to reflect on how teachers can explain the grammar through images. The workshop will briefly explain the principles of a cognitive grammar approach to explain the grammar and will present some proposals of how to explain some contents of Spanish grammar. Finally, participants in the workshop will be invited to reflect on how they could explain different grammar aspects of the languages they are teaching.

## Final Plenary Session

*Nina Wardleworth, Professor of Global French Studies*

Decolonising the language curriculum

Michael Sadler LG10

Description:

This closing plenary will examine the two questions; how to decolonise the modern language curriculum and how to make the case for language education as an essential tool for the wider decolonising of knowledge.

Using the University of Leeds' definition of a Decolonial Education ([Decolonising - OD&PL Student Education Development \(leeds.ac.uk\)](https://www.leeds.ac.uk/od&pl/education-development)), this talk will examine how Decolonising can be practised in MFL classrooms, provide concrete examples for teaching both language and socio-cultural content.

### Thank you

Thank you so much for attending the MFL Teacher Confernece. To keep in touch with the outreach offer from the University of Leeds please sign up to our mailing list here:

[Keeping in touch with Educational Engagement \(onlinesurveys.ac.uk\).](https://www.leeds.ac.uk/od&pl/education-development)