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Don Quixote on Stage in Europe

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On 1 September 2017, I began collaborating on a two-year project called *Q. Theatre: Theatrical Recreations of Don Quixote in Europe*. Based at the University of Oviedo in Spain, the project has been made possible by a grant from the Creative Europe Programme, a funding initiative by the European Commission, and there are a number of international partner institutions involved:

- Universidad de Oviedo (coordinator)
- Università degli Studi di Torino (Italy)
- Università degli Studi di Firenze (Italy)
- University of Sussex (UK)
- Université Jean Monnet Saint-Étienne (France)
- Faculdade de Ciências Sociais e Humanas da Universidade Nova de Lisboa (Portugal)
- Fondazione Teatro Piemonte Europa (Italy)

The project has various objectives. Firstly, we will study the reception of Miguel de Cervantes's masterpiece novel on the European stage since the first recorded stage adaptation, Francis Beaumont's *The Knight of the Burning Pestle*, appeared on the London

stage in 1607, just two years after the novel's original publication in Spain and five years before the first published English translation. England carried on the mantle of Quixotic stage representations with Fletcher and Shakespeare's 1613 play *The History of Cardenio*, taken from one of the various interpolated episodes of *Don Quixote*; sadly, this play is now lost.

Secondly, by studying the history of stage performances in Europe, which from the beginning of the twentieth century appeared in much larger numbers in countries such as the UK, Austria, Poland, France, Italy, Portugal, and Germany, the project will create an archive of plays that theatre practitioners can access when searching for works to perform. There is a distinct lack of editions available of the numerous plays that have appeared on stage over the last four hundred years, which has in turn led to a lack of esteem for the notion of adapting *Don Quixote* to the stage.

For this reason, the project coordinators felt it was important to create a working group with different skills and expertise who can collectively answer questions such as: Why did *Don Quixote* become so popular so quickly in so many different countries (it was translated into twelve different languages in Cervantes's lifetime alone, making him one of the first international bestsellers who lived to experience that fame)? Which episodes of the novel have been used for stage adaptations and why? Who was the intended audience? How did these recreations fit within the literary and theatrical traditions in which they were presented, and how did they transform it?

Finally, the project will fund new productions in the member countries, including by Oxford Spanish Plays in the UK, it will have printed bilingual editions of the plays performed and a collection of academic essays, it will establish a new publication series that will continue after the project ends with project collaborators sitting on the editorial board, and it will aim to fulfil the ultimate goal of the project, which is to celebrate and promote Cervantes's masterpiece novel as a piece of authentic European heritage.

On 25-27 October 2017, we launched the project in Oviedo with over 200 people in attendance. We had our first meetings for the project followed by an academic seminar.

You can follow the project on Facebook at <https://www.facebook.com/QTheatreEurope/> or on Twitter @QTheatreEurope.



***Standard language models, variable lingua franca goals:
How can ELF-aware teacher education square the circle?***

*Modelos lingüísticos estándares, objetivos variables de lingua franca:
¿cómo se cuadra el círculo en una educación sensibilizada al inglés como lingua franca
del profesorado de lengua inglesa?*

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Article published in the *Journal of English as a Lingua Franca* 6/2; 345-366. De Gruyter Mouton (September 2017).

Abstract: Sceptical attitudes towards the relevance of English as a Lingua Franca (ELF) research for language pedagogy and teacher education are prevalent and well-documented. Some of this resistance may result from a misunderstanding of key concepts and arguments, some from practical concerns and context-specific factors such as syllabus and assessment frameworks. A significant difficulty in persuading ELT practitioners to adopt or recognise ELF positions is the apparent conflict between preferences for standard language models and the reality of variable lingua franca goals for learning and use. ELF potentially changes everything, yet is a phenomenon grounded in unchanging social fundamentals of language use.

This article reports on part of a continuing study into the impact of ELF perspectives on experienced language teachers, with a focus on their attitudes and levels of awareness in relation to their professional development and contexts. How teachers are enabled and encouraged to overcome potential scepticism, and reconcile the perceived conflict between standard models and lingua franca goals in their practice, is crucial to the spread of a more appropriate, 'ELF-aware' form of language teacher education. Responses are mixed, but generally insightful and engaged, even when expressing reservations or doubt. There is also some good news, with clear evidence that attitudes can be influenced, through exposure to ideas, reflection and motivation towards action.

Resumen: La prevalencia de actitudes escépticas hacia la relevancia de la investigación en el ámbito de inglés como lingua franca para la pedagogía del inglés y la educación del profesorado ha sido bien documentada. Parte de este rechazo puede ser el resultado de malentendidos entorno a conceptos claves y argumentos, y por otra parte puede ser fruto de consideraciones prácticas y específicas de cada contexto relacionadas con los programas didácticos y marcos de evaluación. Un impedimento significativo a la hora de convencer a los docentes que deben adoptar o reconocer las posturas planteadas por ILF es el aparente conflicto entre la preferencia por modelos estándares de lengua y la realidad de los objetivos variables de la lingua franca en cuanto al uso y el aprendizaje del idioma. ILF puede desestabilizar todo el terreno, pero es un fenómeno arraigado en los fundamentos sociales del uso del lenguaje.

Este artículo presenta parte de una investigación en desarrollo sobre el efecto de las perspectivas de ILF sobre el un profesorado de inglés experto, enfocando en particular sus actitudes y conocimientos en relación a sus propios ámbitos y desarrollo profesionales. Es

imprescindible entender cómo se logra superar el posible escepticismo y reconciliar el conflicto percibido entre los modelos normalizados y los objetivos prácticos de la lengua franca para el profesorado, para así fomentar un desarrollo profesional más apropiado y sensibilizado al ILF. Las respuestas han sido variadas, pero siempre lúcidas y comprometidas, aun cuando se expresan reservas o dudas. También se perciben buenas noticias con claras indicaciones de que las actitudes se pueden modificar a través de un encuentro con ideas, la reflexión profesional y una motivación hacia la acción.

(Spanish translation thanks to Yolanda Cerdá.)

Language and Culture Seminars

Interpreting beyond words

John Walker (Convenor for British Sign Language, SCLS) J.Walker@sussex.ac.uk
and **Marco Nardi** (Sign Language Interpreter)

In an interpreted setting, such as a department meeting or the classroom, the relationship between the source and the target language is a negotiated relationship that is often facilitated by the interpreter. While the progress of interpreting studies would guide the student through different skills essential for conveying a message from one language to another, it is the extra dimension of the interpreted relationships that guides what is interpreted and what is not. This presentation will address the additional element of the interpreted relationship, which goes beyond the identification of near-equivalences between two languages.

Marco interprets between English and British Sign Language and is employed as one of two interpreters working with John, a sign language user, and his English speaking colleagues on a regular basis. The nature of John's relationships with a colleague, student, parent, administrator, members of his networks, or conference audiences places different demands on the interpreter. In these situations, it is essential for the interpreter to represent the source language whilst enabling relationships to form or be maintained successfully. As a consequence, the interpreter would eventually give less importance to the 'words' that represent expressed concepts and give greater emphasis on the successful 'outcomes' of the interpreted settings; the actual intent between parties. While these issues are similar for interpreting where spoken or signed languages are used, there are also differences and together we attempt to highlight some of them.

"Do I sound white (enough)?: Exploring the status and identities of visible ethnic minority, native English speaker teachers.

Eljee Javier E.A.Javier@sussex.ac.uk

In the professional world of TESOL, the native English speaker (NES) / non-native English speaker (NNES) dichotomy is an entrenched hierarchy that affects how teachers are perceived and valued. Within the international English language education business, the NES status is often associated with a White racial profile. The view that NES are preferred English language teachers remains the dominant preference in which employment opportunities are made available to those that fit the racial and linguistic criteria. As a NES of Filipino ethnic origins, I am visibly not part of this profile and, as I have experienced, visible ethnic minorities can find that their NES identity is not acknowledged by students, school managers and even NNESTs.

I introduce the term “VEM-NEST” - visible ethnic minority, native English speaking teacher - as a way of further problematizing the NES / NNES dichotomy. In this multi-stage, narrative based study I further problematize the NES preference by examining the experiences of visible ethnic minorities who are native English speaking teachers (VEM-NESTs). I discuss how VEM-NESTs have subverted the dominant NES storyline and through this subversive stance, reconstruct their racial and linguistic identities in response to the resistance they encountered when striving to be recognized as a ‘legitimate’ English language professional. The findings have implications on the criteria currently used for evaluating the worth of English language teachers, NES and NNES.

From our students

How is oral error correction perceived by teachers and students in English language learning?

Helen Gibb hg53@sussex.ac.uk

Doctorate in Education Research proposal (November 2017)

It is my own experiences as a practising teacher, and my belief in the need for an improved understanding and therefore practice regarding oral error correction (hereafter OEC), that drive this research project. Corrective feedback, error correction, negative evidence and negative feedback are all terms used in current literature, each alluding to the treatment of spoken errors. However, I take it to mean 'a reactive second move... by someone who has made the judgement that all or part of that utterance is linguistically or factually wrong', attributable to James (1998: 235-6). Further to this, Lightbown and Spada (2006: 197) define corrective feedback as ‘any indication to a learner that his or her use of the target language is incorrect’. I take from both these authors the essence that OEC is a process of providing guidance to the learner of what is an acceptable use of the language.

I apply a constructivist theory to the project (see Denzin & Lincoln, 2008), relating to the co-construction of knowledge leading to a heightened awareness of different perspectives and realities. In my previous research and those of others, it is noted that teachers and students have differing expectations on the level and efficacy of OEC, and how and when it should be applied in the classroom. With this in mind, I would like to explore these issues further and by using research methods that collate, compare and contrast the ideas of teachers and students through a multiple method process under an interpretive framework (Denzin & Lincoln, 2008), I hope the participants share their ideas and offer an opportunity to redefine their perception from the combined data. I am interested in exploring the teachers' subjectivities in OEC as well as the student's views on the subject, something which has been little explored conjointly, and how these subjectivities might be created.

I am also interested in ascertaining if OEC can be done better as a result of the research process. I believe a heightened awareness of the different perspectives and thought processes in the classroom may equate to a more harmonised view of OEC and thus a more productive classroom environment. Working within a broadly constructivist paradigm, I will seek to review the following core question: *To what extent are there tensions and commonalities between the perceptions of oral error correction (OEC) of teachers and students, and can perceptions become aligned through participation in research in their teaching context?*

Research suggests that OEC is an important aspect of learning a language, and the methods used should reflect the group and the choice of activity. I intend to enable a better understanding the complexity of OEC through quasi-participatory action research. By drawing on Cohen et al.'s (2011) discussion and following their principles on action research, I will be allowing teachers to explore their own ideas and that of their students to add to their understanding and potentially construct a new perception that assimilates with their students'. In doing so, I will also be reconsidering my own actions and reactions to errors in the classroom through 'collective self-reflective enquiry... to improve the rationality and justice of the own social or educational practices' (Cohen et al., 2011: 345), as well as the setting in which these practices occur. I am an active researcher in this project, which reflects my teaching, learning and paradigmatic stance, in which researcher and the researched are continually interacting and influencing each other (Howell, 2013). For this reason, my research will use a process to enable the time to discover and cultivate new understandings of OEC, pedagogy and practice.

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Supervisors: Andrew Blair (SCLS) and Nigel Marshall (Education).

Editor's note: Helen also completed the MA in English Language Teaching in 2012.

Developing East Asian students' critical voice: an exploration into EAP teachers' attitudes and current classroom practices at a UK university.

Claire Bower, MA ELT postgraduate

Dissertation summary

Cross-cultural research has suggested a contrast between Eastern and Western academic standards, particularly on the subject of critical thinking (e.g. Durkin, 2008; Kaplan, 1966), a core concept of UK degree courses (QAA, 2015). This has potentially significant implications for the growing numbers of international students from East Asia who are choosing to study at UK universities. The main objective of this study is to explore how accurate these perceptions of a cultural divide are from the instructor's perspective, and what classroom action can be taken to address any critical thinking challenges faced by East Asian students.

Qualitative data were collected from EAP tutors in the form of survey responses, classroom observations and follow-up interviews. The conclusion was that while the general consensus is that these students do indeed experience difficulties with 'finding their critical voice', whether this can be attributed to cultural differences is less clear. Social expectations within the UK educational system are speculated as having an influence on this. The evidence also suggests that the most effective classroom task for fostering critical thinking is through consciousness-raising style activities, whereby students can 'notice' the skills after having successfully used them.

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Retranslation: an exploration of teachers' responses to using translation as a pedagogic tool.

Susannah Foreman, MA ELT postgraduate

Dissertation summary

The arguments against translation in ELT are well documented, following the rise of the Direct Method in the early 20th century and the demise of Grammar Translation. However, over the last twenty years there has been growing interest in the use of translation and code-switching as an aid to language acquisition (see e.g. Canagarajah, 2011; G. Cook, 2010; Carless, 2007). Researchers are examining the role of bilingualism, native versus non-native

teachers and the political/economic implications of this. The rise of English as a *lingua franca*, coupled with notions of identity in relation to second language learners, is another topic being examined. Most of the research to date is based on using translation with monolingual classes, or where the teacher has knowledge of the learners' L1 – there is little written about the use of it in multilingual classrooms. This research project aims to examine the use of translation as a valid pedagogic tool, and focuses on the use of 'retranslation' (Thornbury, 2001), a technique that can be used in multilingual contexts and by teachers who have no knowledge of the learners' L1.

Initial language teacher training, particularly in the UK, stresses the importance of banning L1 in the classroom, and as a result many teachers working today have an ingrained and often unquestioned acceptance of this. This study investigates the impact on experienced teachers of piloting retranslation, to discover if using it changed their views on this ban. The main research question was to discover how teachers responded to this approach, and to what extent this was conditioned by their own perceptions of L1 use. From the findings, the technique's validity as an aid to 'noticing' grammar, as well as the role of translation as a useful tool for language teachers to introduce, by practising and reflecting on similarities and differences between languages, are also explored.

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Details of future *Language and Culture* talks are available on the SCLS website:

Sussex Centre for Language Studies: <http://www.sussex.ac.uk/languages/>

SCLS Continuing Professional Development Dialogues Study Direct site:

<https://studydirect.sussex.ac.uk/course/view.php?id=31960&rel=home>

Thanks to Sue Robbins for instigating and organising the informal CPD sessions over the autumn term: to be continued, with a more extended 'LP3 seminar' planned for January 2018.

For contributions or ideas for future editions of the *LP3* bulletin please contact:

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