

SEMINAR SERIES 2014

**RAISING STUDENTS' INTERCULTURAL AWARENESS
THROUGH FILM IN HIGHER EDUCATION**

Date: 12th June 2014

Time: 10:30 am - 4:00 pm

Venue: New Business School, rooms 3.23 and 3.24

Fee: £30 (£20 concessions). Refreshments and lunch will be provided.

Registration: <http://buyonline.mmu.ac.uk/> > Conferences & Events > Events

http://buyonline.mmu.ac.uk/browse/extra_info.asp?compid=1&modid=2&deptid=14&catid=5&prodid=292

PROGRAMME

MORNING SESSION

10:15 am - 10:30 am Arrival and registration

10:30 am - 10:45 am Welcome and introduction

Dr Sharon Handley

Dean of the Faculty HLSS and Director of Routes NW

Dr Fil Nereo

Higher Education Academy

10:45 am - 11:45 am Plenary: The intercultural challenge for languages in higher education

Prof. Mike Kelly

Director of Research in ML, University of Southampton

11:45 am - 12:30 am Presentations

Crossing boundaries: developing intercultural competence through film, by Dr Carmen Herrero, Manchester Metropolitan University

Understanding 'The Other', by Dr Isabelle Vanderschelden, Manchester Metropolitan University

12:30 pm - 13:30 pm

Lunch break

PROGRAMME

AFTERNOON SESSION

13: 30 pm - 14:30 pm Presentations

A celebration of cultures clashing: gaining insights into Buddhist monastic life through Kyentse Norbu's *The Cup* (1999), by Jessica Frye, Manchester Metropolitan University

Teaching Intercultural Communication through film by Dr Louisa Desilla, University of Surrey

14:30 pm - 14:45 pm Coffee break

14:45 pm - 15:45 pm Presentations

Video analysis and video production in the “language for business” classroom by Dr Claudia Gremler, Aston University

Developing intercultural competence in language classroom: using films in Chinese Higher Education context, by Linda Yang, Durham University

15:45 pm - 16:00 pm Close of event.

ABSTRACTS

Prof Mike Kelly

Prof Mike Kelly is a specialist in modern French culture and society, especially the history of ideas and intellectuals, and on public policy in the area of languages, in the UK and in Europe more broadly. He studied French at Warwick University (BA and PhD), and lectured at University College Dublin, before being appointed Professor of French at Southampton. Mike is Director of the LLAS Centre for Languages, Linguistics and Area Studies (University of Southampton), the Director of Routes into Languages, and Secretary of Speak to the future, the national campaign on languages.

Abstract: The intercultural challenge for languages in Higher Education

Language learning opens up new worlds of knowledge of other cultures. However, it does not automatically deliver an understanding of how languages and cultures relate to each other. This understanding is crucial to international education, but requires further thought and work on the part of learners and teachers, and does not always chime with established approaches to language learning. The intercultural challenge for language teachers is to develop pedagogical approaches that enable students to understand and enjoy the endlessly complex interaction between languages and cultures.

Dr Carmen Herrero

Dr Carmen Herrero is a Principal Lecturer in Hispanic Studies and Subject leader for the Spanish Section at the Manchester Metropolitan University. Her research interests are language education and film, Hispanic cinemas and new technologies and education. She collaborates actively with the “Routes into Languages North West Consortium” and has participated in a wide range of activities to promote language learning. She is the co-founder and co-director of FILTA (Film in Language Teaching Association, www.filta.org.uk) and FLAME (Film, Languages And Media in Education). With over 1,900 members from 95 countries, FILTA was formed in 2010 for the purpose of providing a forum for the exchange of information related to the use of film in language teaching and promoting linguistic diversity and intercultural awareness. She teaches Hispanic cinema and culture at undergraduate level and is also involved in the TEFL Masters.

Abstract: crossing boundaries: developing intercultural competence through film

This paper proposes a renewed focus on the use of film for the developing of intercultural communicative competence in Higher Education. My aim is to show how we can work with a growing ‘canon’ of materials which deal with crossing borders and intercultural encounters. Focussing on one specific unit that is part of the undergraduate curriculum at the Manchester Metropolitan University, I will first argue that the use of such works, which serves to perceive the fluidity and interactions of cultural affiliations, can be a powerful catalyst for the development of intercultural communicative competence in ELE classroom (Spanish as a Foreign Language). Secondly, through the analysis of the work produced by students and their personal evaluation of their learning experience, I will argue that media literacy constitutes a useful tool for developing their critical assessment of the intercultural narratives and, therefore, enhance their intercultural competence.

Dr Isabelle Vanderschelden

Dr Isabelle Vanderschelden is Senior Lecturer in French Studies and Subject Lead for the French section in the Department of Languages, Information and Communication at Manchester Metropolitan University. She holds a PhD in Translation Studies from Manchester University. Her recent research interests include contemporary French cinema, production issues, screenwriting and film in education. She has published *Studying French Cinema* (Auteur 2013), articles on different aspects of French cinema in international specialist journals and a Film Guide *Amelie* (Tauris 2007). She has co-edited *France at the Flicks* with Darren Waldron (2007). She is currently working on a *History of French Screenwriters* with Sarah Leahy. She has also contributed papers and articles on the use of film in language teaching using multimodal approaches and focusing on intercultural competence. She is co-founder and co-Director of FILTA and she runs regular training sessions for French teachers and Film Study Days for schools in collaboration with Cornerhouse cinema.

Abstract: Understanding 'The Other'

This paper proposes to investigate different approaches in which films can be used in HE language undergraduate programmes to raise student awareness of 'otherness'. We will start from cultural studies definitions of the 'other' to see how to promote and develop the language students' intercultural competence.

It will address three different learning contexts: 1. using film clips in language classes; 2. integrating film discussion in more specialised language modules designed for the development of professional and business skills; and 3. films as primary texts for content culture/film studies modules.

Examples of possible case studies will be provided primarily from Francophone cinemas (*L'auberge espagnole, Entre les murs, Ressources humaines, Le Grand voyage, L'Esquive, La Graine et le mulet, la Fille de Kheltoum, Mr Lazhar, Welcome, Le Fils de l'autre*), but also from Hispanic films to offer some comparative insights.

Dr Louisa Desilla

Dr Louisa Desilla completed her PhD entitled *Towards a Methodology for the Study of Implications in Subtitled Films: Multimodal Construal and Reception of Pragmatic Meaning Across Cultures* at The University of Manchester in 2009. She has a first-class BA in English Language and Literature, and an MA in Translation Studies. Since 2010, she is an Associate Lecturer at the University of Surrey teaching audiovisual translation theory and practice as well as intercultural communication. She has also taught at The University of Manchester, Imperial College London and University College London. Her research interests primarily reside in the

pragmatics of film dialogue and audience reception of films. Among her future research plans is to explore the synergies of film studies, multimodality and audiovisual translation for enhancing foreign language learning and digital literacies.

Abstract: Teaching Intercultural Communication through film

The pedagogical value of using films in foreign language learning has increasingly attracted the attention of scholars in the field of Applied Linguistics, with particular emphasis on GSCE and AS/A2 level learners.

The present paper aims to shed light upon the advantages of using films in teaching Intercultural Communication in a HE context. More specifically, it will be a reflection on my own experience of delivering an Intercultural Communication module to Level 2 undergraduate students in languages at the University of Surrey. *Inter alia*, it will be shown how exercises designed on two feature films, i.e. *Vicky Cristina Barcelona* (Woody Allen, 2008) and *The Best Exotic Marigold Hotel* (John Madden, 2011) helped students understand a range of phenomena, such as code-switching, linguistic politeness, racism, culture shock and cultural adaptation.

Ultimately, this paper aspires to bring into sharp relief the importance of film not only in concretising complex theoretical concepts and developing intercultural awareness but also in enabling students to become multi-literate, thus appreciating how meaning in multimodal texts can be made through language, image and sound.

Dr Claudia Gremler

Dr Gremler is Senior Lecturer at Aston University where she teaches film studies classes as well as contributing to the teaching on the International Business and Modern Languages degree. Her research focuses on contemporary German literature and film, and on intercultural relations between Germany and Scandinavia.

Abstract: Video analysis and video production in the “language for business” classroom

Access to user-friendly video technology makes it increasingly easy to integrate video elements into classroom activities to enhance the learning experience. Addressing the challenges of technical support as well as questions of suitable assessment, this presentation looks at the results of a specialised language learning project conducted at Aston University.

Using a CLIL (content and language integrated learning) approach, students on a Language for Business course studied basic principles of intercultural marketing. Students then engaged in a PBL (project based learning) group task, requiring them to develop a strategy to launch a currently unavailable “foreign” food product into the British market. Part of the task was to film an advert. The project demonstrates how the use of learner-led video production creates active student involvement and facilitates a successful learning experience. The study also highlights the importance of a close integration into existing learner activities for video production to maximise its beneficial potential.

Dr Linda Hui Yang

Dr Yang has a PhD degree in Intercultural Studies from School of Education, Durham University, a Master's degree in English Language Teaching and Applied Linguistics from King's College London and a Bachelor's degree in English Language Studies from Beijing Language and Culture University. She has more than 10 years of teaching, training and mentoring experience in both U.K. and China contexts. Her current research interests are media in ELT, intercultural communication and competence, researcher mobility, cultural and academic adaption in Higher education context.

Linda has been working for Durham University as Project Officer/Researcher in the Centre for Academic and Researcher Development (CARD). She has been actively involved in projects focusing on researcher mobility and support for mobile researchers. Meanwhile, as a member of the Postgraduate Training Team, she has been delivering training workshops for postgraduate research students. In addition to her role in CARD, she is acting as Assistant Senior Tutor at St Mary's College providing pastoral support to all students, in particular, full-time and part-time postgraduates. Linda can be contacted at hui.yang@dur.ac.uk

Abstract: Developing intercultural competence in language classroom: using films in Chinese Higher Education context

Films and TV series are widely used to support teaching in English language classrooms. They are seen largely as a source of authentic language, as a way of motivating students or as a means of conveying knowledge about another culture. There is less emphasis on their use as a focus for developing intercultural competence. This is particularly the case in China. This paper discusses using films in the English language classroom for developing intercultural competence based on findings from an empirical project with Chinese college students (CCSs) designed to examine the processes they engage in when viewing films. The analysis of the data shows that this process is not linear but complex and multi-dimensional. Making sense of foreign films and TV series is a highly dynamic process, which is culturally specific and often specific to the individual; there are many varied factors which influence their viewing.

Jessica Frye

Jessica Frye is an Associate Lecturer at the MMU. She holds a BA (Hons) in Teaching EFL, German, Literature and Media Design to Adults, an MA in TEFL and is currently working on a PhD in Applied Linguistics. She currently works as a lecturer on the MA TEFL and MA Applied Linguistics, and as a lecturer in Modern Foreign Languages (Professional English) at the University of Huddersfield. She is also involved in commercial courses and the BA Linguistics at MMU. Her research interests are focused on applied linguistics and film pedagogy. Frye is a core member of the FLAME Research Centre (Film, Languages And Media in Education) and also co-founder of FILTA (Film in Language Teaching Association).

Abstract: A celebration of cultures clashing: gaining insights into Buddhist monastic life through Kyentse Norbu's *The Cup* (1999)

The Cup, the debut film by Khyentse Norbu, a Tibetan Buddhist filmmaker, is ideally situated to investigate intercultural awareness through a foray into a seemingly alien cultural landscape, thereby allowing a deeper understanding of one's own culture to break down barriers.

Set in a monastery in Tibet during the time of the World Cup, *The Cup* depicts the struggle of a group of monks to reconcile their love of football with their monastic duties.

Casting ordained monks as themselves, Norbu juxtaposes the familiar with the unfamiliar, both from a Tibetan perspective as well as from a Western perspective. This paper will trace the dual layer of identification and the potential clash of the modern with the traditional and how this can be used to raise awareness of cultural, religious, temporal and societal norms.

FLAME

**Film, Languages And Media in Education
Manchester Metropolitan University**

The centre was established at the end of 2013 to develop research in the areas of Pedagogy, Languages and Film/Media. The Centre adds a more academic component of research to work initiated by FILTA (Film in Language Teaching Association), an association founded by our core members and which engages with material design and practical uses of the use of film for language teaching. If you are a researcher in the field and you would like to be part of our centre, please contact us. Being part of our research centre constitutes no obligation of any kind, and its aim is to establish future cooperation links with a view to doing collaborative research, applying for joint funding or supporting candidacies for visiting scholars and teaching staff. Additionally, as part of the centre, you will have the opportunity to be invited to workshops, seminars, conferences and other events of similar nature.

FLAME Research Centre

Manchester Metropolitan University
Room 207 Mabel Tylecote Building
Cavendish Street
Manchester M15 6BG

Marta.suarez@mmu.ac.uk (Research Assistant for the Centre)

HOW TO GET HERE

The MMU All Saints Campus is well connected with the train stations, the tram line and the bus station. Please contact Mrs Suarez if you need assistance with travel arrangements (marta.suarez@mmu.ac.uk)



The conference will take place at the New Business School (no 4), rooms 3.23 and 3.24:

