

# Notes on contributors

## Editors

**Carmen Álvarez-Mayo** is the Languages for All Spanish & Portuguese Coordinator in the Department of Language and Linguistic Science at the University of York. Since October 2005 she has contributed to the development of foreign language courses, the curricula (including the Spanish L&LS degree), learning, assessment & marketing materials, and the VLE. Also a Spanish Lecturer at Leeds Beckett University, she has worked at Instituto Cervantes in Manchester and Leeds. In 2015/16 she was part of the organising team that brought the Innovative Language Teaching and Learning Conference to York. Carmen is a keen learner whose main interests are developing learning and teaching materials, new technologies, linguistics, literature, and equality & diversity issues. She became a Certified Member of the Association for Learning Technology (CMALT) in November 2016, is a member of the University of York Learning and Teaching Forum Committee, and works as a translator, interpreter, editor and voiceover actor.

**Angela Gallagher-Brett** is Head of Learning and Teaching Development at SOAS, University of London where she leads a programme of academic skills development for undergraduate and postgraduate taught students. She is a Senior Fellow of the Higher Education Academy and is an experienced language teacher and education developer with a PhD in Applied Linguistics. Her research interests focus on language learning and teaching motivation, employability in the curriculum, teacher research and partnerships between schools and universities. She has worked in UK-wide education development and internationally in European-funded teacher education projects.

**Franck Michel** is a Senior Lecturer at Newcastle University where he teaches French language, translation and interpreting, as well as French history, politics and society. He has a PhD in French studies and is a Senior Fellow of the Higher Education Academy. Although his field of research was initially focused on political communication and the study of electoral campaigns, he has since developed a strong interest in the areas of learner autonomy, feedback and reflective learning, in particular through ePortfolios. Franck founded InnoConf

in 2010 and co-hosted its inaugural conference in May 2010 with his colleague Andrea Wilczynski.

## Authors

**Ana Bela Almeida** is a Lecturer in Portuguese language and culture in the Modern Languages and Cultures Department at the University of Liverpool. Ana is interested in the ways literature can enhance language learning. She has recently published a translation into Portuguese of a short story by Irish author Kevin Barry, accompanied by an introductory analytical study: <http://www.ulices.org/projectos-investigacao/contar-um-conto-storytelling-en.html>. Together with Dr. Idoya Puig (Manchester Metropolitan University), she is the coordinator of the Litinclass project, a research group working on the relevance of literature to the language class. Information on the project can be found at the Litinclass webpage: <https://litinclass.wordpress.com/about-us/>

**Caroline Campbell** is Director of Languages for All at the University of Leeds. Her background is in language teaching – English for Academic Purposes, Academic Skills, English as a Foreign Language, French, German and Japanese. The design of assessment is one of her main scholarship interests and ensuring that assessment is fit for purpose forms the basis of her feedback as an external examiner. She is IWLP representative for UCML (University Council of Modern Languages) and co-authors the annual “UCML-AULC survey of Institution-Wide Language Provision in universities in the UK”.

**Amanda Deacon** is a Teaching Fellow at the University of Leeds. She teaches on French elective modules at all levels from beginners to CEFR C1 and coordinates the first year language programme for the French degree at the university. She also leads an undergraduate volunteering option, Linguists into Schools. She was educated in the UK, has a degree in French and African Studies from the University of Sussex and an MA in Lifelong Learning from the University of Leeds. Mandy has a background in teacher education and was formerly the Coordinator for the PGCE Modern Languages at Leeds.

Throughout her teaching career she has been involved in all sectors, from primary to higher education. She has also taught in France, the United States and Morocco. She has particular experience in teaching languages on vocational courses and is interested in Participation theory, creative and collaborative assessment models and ways in which technology can facilitate assessment and motivate students.

**Sol Escobar** is Programme Director of Languages for All at the University of Essex, but will soon take up a post at the University of Cambridge managing international language qualifications. She is also a Lecturer in Spanish (and occasionally ESL/EFL) with extensive experience in teaching EAP, translation and Spanish at all levels. An avid language learner herself, Sol has studied and taught in Canada, Italy, Spain, Germany and the UK, and her research interests are within the field of language acquisition, student motivation and engagement, language assessment, curriculum development, and language policy.

**Theresa Federici** began language teaching in HE and FE in 1998. She has specialised in teaching Italian and translation. She currently works at Cardiff University where she is a coordinator for Languages for All, the institution-wide language programme. Her research interests include student motivation and L2 identity, enquiry-based and process approaches to learning, and curriculum design for transferrable and professional skills development.

**M<sup>a</sup> Victoria Guadamillas Gómez** holds a PhD in English Philology. She works as a lecturer and researcher for the Department of Modern Languages of the University of Castilla-La Mancha. Victoria teaches English and Didactics at the Faculty of Education in Toledo. Her main research areas are Children's Literature, English as a Foreign Language Teaching and Learning, and CLIL. She is the coordinator of the Language Centre English programmes in the Toledo Campus.

**Susanne Krauß** is a German lecturer and German coordinator in Languages for All at the University of Essex where she teaches German in face-to-face and online settings. Before she joined Essex in 2015, she taught German at

undergraduate and graduate degree level in the UK, USA, and Germany, and has worked as a research assistant in a project on vocationally-based literacy training for adult migrants. Her main research interests lie in using technology for learning and teaching, vocabulary acquisition and material development. She has authored articles on foreign language vocabulary and grammar learning and the usage of digital tools and technology in teaching and learning.

**Manuel Lagares** is a Teaching Associate at the University of Nottingham, where he is a deputy Spanish language coordinator. His interest focuses in distance learning, collaborative learning, blended learning and the use of technology for pedagogical purposes.

**Dawn Leggott** is an Education and Language Consultant and former Principal Lecturer in Languages and English Language Teaching at Leeds Beckett University. She is passionate about helping young people to make the transition from education to employment. She gives talks in schools on the benefits of languages for life and work, runs university staff workshops on international student support and organises innovative employer engagement activities for universities, designed to boost students' networking skills and employers' links to graduates ([www.dawnleggott.co.uk](http://www.dawnleggott.co.uk) and [dawn@dawnleggott.co.uk](mailto:dawn@dawnleggott.co.uk)). In her free time she loves hill walking.

**Cristina López-Moreno** is a Senior Lecturer in Spanish Studies at Sheffield Hallam University, in the UK. Her research interests focus on the effects of the 2008 economic crisis on unemployment and on population movements in Spain. Another of her research areas is student migration and its impact on graduate employability skills. She is the author of *España Contemporánea*, a textbook on modern Spain which is widely used in higher education in many countries. She has also written a Spanish language textbook, *Un Año en España*, and in addition, she has presented her research in a number of UK and international academic events.

**Sandra López-Rocha** is a Teaching Fellow (Spanish) at the School of Modern Languages at the University of Bristol and coordinator of Year Abroad

Work Placements in Spanish-speaking countries. As a Fulbright Scholar, she obtained an MA in Intercultural Communication and was awarded a PhD in Language, Literacy and Culture from the University of Maryland, Baltimore County, followed by a PhD in Social Anthropology at the UoB. Her research encompasses: sociolinguistics (language maintenance and change); netnography (virtual communities and representation); migrant experience and adaptation strategies; and the application of intercultural communicative theory in the language classroom and in the Year Abroad.

**Alison Organ** started her career as a secondary school teacher before taking the Institute of Linguists' Diploma in Translation. After working as a freelance translator and language tutor for several years, she taught at the University of York before moving to York St John University full time in 2012. She delivers language modules at undergraduate level, as well as the MA in Applied Linguistics: Translation and the School Direct PGCE in MFL. Her research interests mainly involve the use of technology to engage language learners, and she is a Senior Fellow of the HEA.

**Lucy Parkin** works as a learning technologist, supporting both staff and students at the University of Leeds. Her main interests relate to matters of assessment, blended learning and staff engagement with technology.

**Elinor Parks** is a PhD student in Applied Linguistics at the University of Hull. She is also currently an LFA Tutor of German for the University of York and part-time lecturer of German and Italian at Leeds Beckett University. Her doctoral research explores the complexity behind the separation between language and content in Modern Language degrees both in the UK and in the USA. In particular, the research examines implications of the divide for the development of criticality and intercultural competence in undergraduates. She has presented at a number of conferences around the UK including Southampton, Liverpool, Sheffield, Leeds, Nottingham and York.

**Alessia Plutino** is currently a Teaching Fellow of Italian at the University of Southampton and an Associate Lecturer of Italian at The Open University. She has

multiple research interests ranging from Computer Assisted Language Learning and Telecollaboration, to students as producers and the use of microblogging. She has been using Twitter to enhance communicative language learning and accuracy skills in Italian and has recently been using it as a powerful tool to transpose classroom communities into online learning communities and enhance spontaneous and collaborative learning outside of conventional classroom settings.

**Idoya Puig** is a Senior Lecturer at Manchester Metropolitan University, a specialist in Spanish Golden Age literature. She has published a number of articles on Cervantes and sixteenth century Spanish literature. At present, she is looking at ways of teaching literature through film and new media and how to make literary classics more accessible to the wider public. She is working in the Litinclass research group with the aim of developing new teaching materials and methodologies for the teaching of language through literature.

**Sandra Reisenleutner** is a Teaching Associate at the University of Nottingham, where she teaches German language and content modules about Second Language Acquisition and Foreign Language Teaching. Her project and research interests are in the field of collaboration in the foreign language classroom, in the application of the CEFR to language teaching and assessment and in task-based language teaching and learning.

**Carolyn Schneider** is a chartered librarian who manages the self-access centre at the University of Leeds and has recently finished an MA in Technology, Education and Learning. She has a keen interest in how technology can support language learning, with a focus on independent adult learners.

**Fabienne Vailes** is Deputy Language Director (French) in the School of Modern Languages at the University of Bristol. She is also coordinator of Year Abroad Work Placements for all francophone countries. Before that, she ran her own company, The Language Experience, which provided language courses as well as workshops in Intercultural Competence to businesses both in the UK and in France.

She completed her undergraduate studies in France (Licence/Maîtrise Langues Etrangères Appliquées) and then gained an MA in Advanced Language Studies (Translation/Linguistics) from the University of the West of England.

**Jocelyn Wyburd** is the Director of the Language Centre at the University of Cambridge. She has run language centre operations in different universities for more than 20 years. She chaired the Standing Conference of Heads of Modern Languages (SCHML) before its merger with the University Council of Modern Languages (UCML). She was subsequently Honorary Secretary, Vice Chair for Education, and finally Chair of UCML, until the end of 2016. In these roles and as Chair of the national Advisory Board for Routes into Languages, she has championed the interests of all aspects of languages provision in higher education.

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**Edited by Carmen Álvarez-Mayo, Angela Gallagher-Brett, and Franck Michel**

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