University of Essex
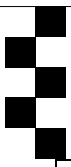
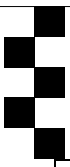# Language Teaching Conference

3rd July 2024, 10:00-15:00
Ivor Crewe Seminar room, University of Essex, Colchester campus

Arrival	10:00-10:10	**Registration and refreshments**	
	10:10-10:20	**Introduction to the day**	Chiara Fiori
Session 1	10:20-11:00	**Getting to grips with the new GCSE** Helen will examine the new GCSE examination tasks and answer these questions: • To what extent do they have the same or different requirements compared with the current specification? • To what extent do the exam boards have a common or different approach? • To what extent are there implications for your scheme of work?	Helen Myers
	11:00-11:30	**Advancing Language Education: Harnessing Corpora and AI Texts** Dr Antonio Da Silva will deliver a workshop on the power of corpora analysis with Voyant and effective strategies for integrating AI generated texts into language lessons. Throughout the session, he will explore practical strategies to enhance language teaching through hands on analysis and application, transforming teaching approaches with cutting edge tools and techniques.	Dr Antonio Da Silva
Break	11:30-11:45	**Refreshments and networking**	
Session 2	11:45-12:15	**Extending language technologies and AI models to the world's languages** The present surge in public attention to artificial intelligence began with the release of ChatGPT in 2022, though this revolution, as it were, has its origins several years prior (notably in the development of Google's Transformer model; Vaswani et al. 2017). What this new large language model (LLM) driven	Dr Charles Redmon

		landscape relies on above all else is scale: scale in data, scale in model size and training infrastructure, and scale in performance monitoring for reinforcement learning. This new paradigm poses a distinct challenge for languages and dialects that cannot assume the availability of such resources (Joshi et al. 2019, 2021; Ahuja et al. 2023). In this talk Dr Charles Redmon will discuss the importance and challenges of extending language technologies to cover the full diversity of language use in the world, what asymmetries in access mean for already marginalised communities, and what fundamental barriers in multilingual AI development might mean for future public policy decisions around the societal adoption and integration of such technologies.	
	12:15-12:30	**Exchange of ideas and discussion: sharing teaching practices.**	
Lunch	12:30-13:30	**Lunch and campus tours**	
Session 3	13:30-14:00	**Bringing literature and film into the classroom: Why, what, and how?** Although for many decades, the use of literature for language teaching had been marginalised because of the advent of communicative language teaching, yet the current trend favours a resurgence of interest in using literature for language purposes. However, a noticeable gap between the lack of training in the use of literature and film for language purposes, and the articulation of the explicit benefits of using literature with language learners, have deterred language teachers from using it with their students. If you have chosen to attend this presentation, it is probably because you are interested in using literature and film in your classroom as a resource for your students' language development. This is precisely what this workshop is for, aiming to show you how to integrate literary texts by using contemporary teaching methodologies and by focusing on language learning pedagogy. The recommendations made here can be used either with young learners, or with adult learners, in schools, colleges and universities. Your aim might be to develop your students' language awareness, to increase their intercultural awareness, or to broaden their understanding of how literature and films work. Whatever your incentive, this presentation will present you with ideas and activities that can easily be incorporated and adapted into your syllabus.	Dr Neophytos Mitsigkas

	14:00-14:30	**Communication Matters:** **Building a toolkit for students in PSHE classes** How can we improve relationships in families and improve prospects for both our own children and those we work with at school? There is a known link between the quality of family relationships and children's mental health and life chances and general agreement that communication is key. Dr Rebecca Clift research is on family arguments. In particular, she is trying to understand the causes of family arguments and family tension by analysing footage of British families filmed in their homes for Channel 4's fly on the wall series 'The Family', over 100 days with over 20 cameras. This talk will describe the project Dr Clift is doing in collaboration with a local secondary school, Thomas Lord Audley (TLA) in Colchester, to introduce awareness of communication skills into the Personal, Social, Health and Economic (PSHE) curriculum in secondary schools. Working with the PSHE Association Dr Clift is producing material for two PSHE classes to help pupils to better understand the causes of arguments and to equip them with the ability to recognise what is likely to escalate or defuse conflict. These lessons will be piloted at TLA before being introduced to schools nationwide.	Dr Rebecca Clift
Break	14:30-14:45	**Refreshments and networking**	
Finish	14:45-15:00	**Conclusion and feedback**	