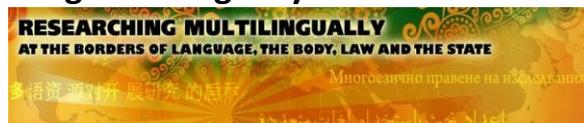


# Crossing borders of foreign language education and translation in Palestine

IUG and Researching Multilingually at Borders Online Seminar Series 2015/16



All Seminars take place on **MONDAYS**

**09.00 – 11.00 UK / 11.00 – 13.00 Gaza**

**Glasgow Venue:** Adam Smith Research Foundation Seminar room, 66 Oakfield Venue.

| Date                                    | Title, Topic and Speakers   |
|---|---|
| 27 October 2015                         | <p><b><i>“Introducing Languages and Intercultural Studies”</i></b><br/> Presenters: Prof. Alison Phipps (Glasgow University) &amp; Dr. Nazmi Al-Masri (IUG)<br/> In this session Alison will introduce you to some of the theories and pedagogies which have been present over the last 2 decades in intercultural language pedagogy. She will discuss the ways the field of languages and intercultural communication has developed and the present thinking in the field, together with important perspectives from ethics, human ecological paradigms and critical pedagogy.</p> |
| 30 November 2015                        | <p><b><i>“Edward Said: Cultural Theory”</i></b><br/> Speaker: Dr Mohammed Nemer Abu Elmaza (based currently in London)<br/><br/> Venue: Big Conference Hall at IUG</p>  |
| 14 December 2015                        | <p><b>Cancelled - Exams</b></p>   |
| 8 February 2016                         | <p><b><i>“Thinking through the impacts of the globalisation of English(es)– What are the implications for the teaching and learning of languages, and what are the opportunities for working with multiple languages in research projects?”</i></b><br/> RMTC Hub: Prue Holmes (Durham University) &amp; Jane Andrews (UWE)</p>   |
| 22 February 2016                        | <p><b>CANCELLED (28 March cancelled and brought forward)</b></p>  |
| 7 March 2016<br>(revised from 28 March) | <p><b><i>“Towards ‘flourishing’ pedagogies: Enabling arts-based educational spaces”</i></b><br/> Lyn Ma (Glasgow Clyde College)<br/> Drs. Ross White &amp; Katja Frimberger (University of Glasgow) – Case study 1 of the “Researching Multilingually at Borders” project</p>   |
| 18 April 2016                           | <p><b><i>“What is collaborative multilingual research? Reflections on “ways of working”</i></b><br/> Case Study 3 of the “Researching Multilingually at Borders” project<br/> Presenters: Robert Gibb &amp; Julien D Iglesias (University of Glasgow)<br/> Angela Creese &amp; ‘Translating Cultures’ discussants</p>   |
| 4 May 2016<br><b>Wednesday</b>          | <p>Final Seminar of series<br/> <b><i>“Gaza Teaches Back”</i></b><br/> Maria-Grazia Imperiale (University of Glasgow)<br/> <b><i>“Title TBC”</i></b><br/> Prof Alison Phipps &amp; Dr Nazmi Al-Masri</p>  |

**UK / External attendees** – IUG will host all events on Skype and add registrants. To ensure you are added, please email Iyad ([ihasan@iugaza.edu.ps](mailto:ihasan@iugaza.edu.ps)) with your Skype details and the event you wish to join no later than the Sunday preceding the event.

## Seminar Abstracts

**Monday 8th February, 2016, 09.00 – 11.00 (UK time)**

***“Thinking through the impacts of the globalisation of English(es)– What are the implications for the teaching and learning of languages, and what are the opportunities for working with multiple languages in research projects?”***

### **Seminar CS5 Researching Multilingually**

Islamic University of Gaza; Durham University; The University of the West of England (UWE)

Prue Holmes (Durham University) and Jane Andrews (UWE)

One of the impacts of globalisation on education in some contexts around the world has been to strengthen the role English plays in a) educational processes, e.g., English medium instruction in schools and universities, and b) in research processes. The struggle to encourage language learning at degree level in the UK is well documented (e.g., Watts, 2004) and could be seen as a consequence of the predominance of English in the world; concerns about initiatives such as Content & Language Integrated Learning (CLIL) have served to promote English language learning without necessarily having a strong pedagogic rationale (e.g., Bruton, 2013). The impact of English on research processes and practices may be seen at a range of stages such as when undertaking and designing research projects and getting them funded, in the language expectations of project funders and academic supervisors, and in the language priorities assigned to publication and dissemination.

In this seminar we question—and invite a discussion of—the processes and assumptions underpinning global trends in languages education and in research projects by highlighting the opportunities and affordances of a multiple languages approach to undertaking research and education. Drawing on the AHRC-funded project “Researching multilingually at the borders of language, the body, law and the state” we present insights from our own experiences of working multilingually across a large project which involves multiple languages and contexts. We then refer to the emergent findings from our own work within this project which demonstrate the opportunities and complexities of researching multilingually. We explore ways researchers can and do draw on their own multiple language resources as they undertake their research; in doing so we invite discussion of the role of English as a lingua franca in research and (language) education in order to open up an agenda for researching multilingually.

We provide two readings to accompany this seminar which we invite you to read prior to participation in the seminar. Our presentation will have specific points where we invite our audience to engage with the issues and debates. We therefore welcome your participation in and discussion of the ideas we present.

### **Readings**

Canagarajah, S. (2007). Lingua Franca English, multilingual communities and language acquisition. *The Modern Language Journal*, 91, 923-939

Holmes, P., Fay, R., Andrews, J., & Attia, M. (2016, in press). How to research multilingually: Possibilities and complexities. In H. Zhu (Ed.) *Research methods in intercultural communication* (pp. 88-102). London: Wiley.

### **References**

Bruton, A. (2013). CLIL: Some of the reasons why ... and why not. *System*, 31, 587-597.

Watts, C. (2004). Some reasons for the decline in numbers of MFL students at degree level. *The Language Learning Journal*, 29(1), 59-67.

**Monday 7th March, 2016, 09.00 – 11.00 (UK time)**

**“Towards ‘flourishing’ pedagogies: Enabling arts-based educational spaces”**

Dr Katja Frimberger, School of Education, University of Glasgow

Lyn Ma, ESOL 16+, Glasgow Clyde College

Dr Ross White, Institute of Mental Health & Wellbeing, University of Glasgow

As educators we want our students to flourish and blossom in our learning environments, educationally and personally. What happens however when the skills and knowledges that students bring to our learning spaces are not recognised as ‘educationally valuable’ within existing educational frameworks? What happens for example when students speak languages and bring (practical, non-academic) skills, which are judged (mostly negatively) against standard, monolingually-oriented pedagogies and solely academically-focused forms of assessment?

These are questions that we, an interdisciplinary team of researchers and educators, have found asking ourselves in the last year when engaging with a very lively and highly multilingual and culturally diverse ESOL language classroom at a Glasgow mainstream college in Scotland (the UK). As researcher and educators with ‘few’ languages, but a lot of good intentions about enabling nourishing learning and research environments, we directed these questions at our own work practices. Do our own teaching and research methods hold ‘deficit’ structures for our students in place? What methods might allow students to position themselves in a position of ‘plenty’ instead?

Arts-based methods, we argue, play an important role in enabling ‘flourishing’ pedagogies. We would like to share an example: over the course of four weeks, students created ‘identity boxes’ through which they communicated what they wanted ‘us’ (people living in Scotland, the world at large) to know about them. We tried not to pre-empt students’ responses or ‘fix’ their identity positionings, but invited them to direct their own acts of self-representation to include fantasy-based narratives and future projections of hope. What students decided to share and depict varies and is not a ‘documentary-style’ representation of their lives, which can be easily consumed or analysed by us researchers and educators. Instead their visualisations engages us into dialogue and provokes our critical reflections around how ‘flourishing’ and ‘blossoming’ might be defined by students themselves - Do our methods live up to their definitions?



(Four examples of students’ identity boxes’)

**Monday 18 April 2016, 09.00 – 11.00 (UK time)**

**“What is collaborative multilingual research? Reflections on ‘ways of working’ from Case Study 3 of the Researching Multilingually at Borders project”**

Dr Robert Gibb, School of Social & Political Sciences, University of Glasgow

Dr Julien Danero Iglesias, School of Social & Political Sciences, University of Glasgow

What does it mean to engage in ‘collaborative multilingual research’? What kinds of epistemological, methodological, political and ethical issues arise in such research? What different ways are there of addressing these issues? In our presentation we explore these questions by reflecting on the ‘ways of working’ together that we have developed over the past 18 months as co-researchers on Case Study 3 ‘Working and Researching Multilingually at State (and European Union) Borders’ within the wider ‘Researching Multilingually at Borders’ project. In so doing, we follow Mauthner and Doucet in seeking to critically examine ‘team-based research relationships and *practices* as ways of constructing knowledge’ (2008: 973, italics in original). This involves a particular focus on the multilingual dimensions of our own research relationships and practices.

In the first part of the presentation we briefly discuss definitions of ‘collaborative research’, ‘team ethnography’, ‘team-based research’ and ‘multilingual research’ proposed in some recent work. We then describe the nature of the multilingual collaboration the two of us have developed over the past 18 months. As we show, central to this process have been the drafting at the outset of a ‘Ways of Working (WoW) Agreements’ document, followed by monthly Skype meetings, the weekly exchange of fieldnotes (Creese et al 2008: 198), visits to each other in the field, the keeping of several different journals, and the regular writing of ‘researcher vignettes’ (Creese and Blackledge 2012: 312). To differing degrees each of these can be said to have involved a multilingual dimension. We turn next to some of the epistemological, methodological, political and ethical issues that have emerged in the course of our work and the ways we have addressed these. This leads us to reflect, finally, on the role of dyads (Ritchie and Rigano 2007: 132) in large research teams.

## **References**

- Creese, Angela, Arvind Bhatt, Nirmala Bhojani and Peter Martin. 2008. Fieldnotes in team ethnography: researching complementary schools. *Qualitative Research* 8 (2), 197-215
- Creese, Angela and Adrian Blackledge. 2012. Voice and Meaning-Making in Team Ethnography. *Anthropology & Education Quarterly* 43 (3), 306-324.
- Mauthner, Natasha S. and Andrea Doucet. 2008. ‘Knowledge Once Divided Can Be Hard to Put Together Again’: An Epistemological Critique of Collaborative and Team-Based Research Practices. *Sociology* 42 (5), 971–985.
- Ritchie, Stephen M. and Donna L. Rigano. 2007. Solidarity through collaborative research. *International Journal of Qualitative Studies in Education* 20 (2), 129-150.