CENTRE FOR LANGUAGES LINGUISTICS & AREA STUDIES

Coming in from the cold: recognition and reward for part-time language tutors in the FAVOR project

Kate Borthwick

Centre for Languages, Linguistics and Area Studies
University of Southampton

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Overview

- What is the FAVOR project?
- What issue does the project address?
- How can open practice help?
- Progress and findings so far…
- Getting involved

The FAVOR project

- Finding A Voice through Open Resources (JISC)
- Part-time, hourly-paid language tutors
- Sharing existing resources
- Creating new transition resources for prospective university applicants: ‘taste of’ new languages; language study at HE
- Collaboration: Southampton, SOAS, UCL SSEES, Aston, Newcastle

Issues for hourly-paid tutors

- Often unrecognised and undervalued
- Employed in ‘Language Centres’ separate from academic depts
- Teaching-only contracts (Coleman, J, 2004)
- “…*could be forgiven for feeling like second-class citizens*,” Klapper, J. (2006)
- Intensive teaching schedules
- Lack of opportunity to engage with academic life and professional development opportunities

Benefits of open practice

- Can demonstrate impact to institution as well as beyond
- Colleagues who work cross-sector, cross-institution can bring work together under one online profile
- Facilitates networking locally and beyond
- Creating new, high quality OERs will raise profiles of creators
- Increases the pool of relevant, adaptable resources available
- Enhances digital literacy and professional practice

Kanga Images

iiIMG_0205[1].bmp
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iiIMG_0205[1].bmp

iiiIMG_0206[1].bmp

ivIMG_0207[1].bmp

vIMG_0208[1].bmp

viIMG_0209[1].bmp

7 files in this resource

1 2

Comments & Notes

Comments | Notes

Description

The kanga is a piece of material originally worn by women in East Africa. Its cultural significance (apart from being an item of clothing), is to spread messages. These could be political, religious social romantic humorous or spiteful. The messages were originally in Arabic script but now are usually in the Roman script. While most kangas are written in Swahili some kangas portray touristic sentiments in English (for the purpose of being used as souvenirs), for example 'With Love from Africa.'

Associated Groups

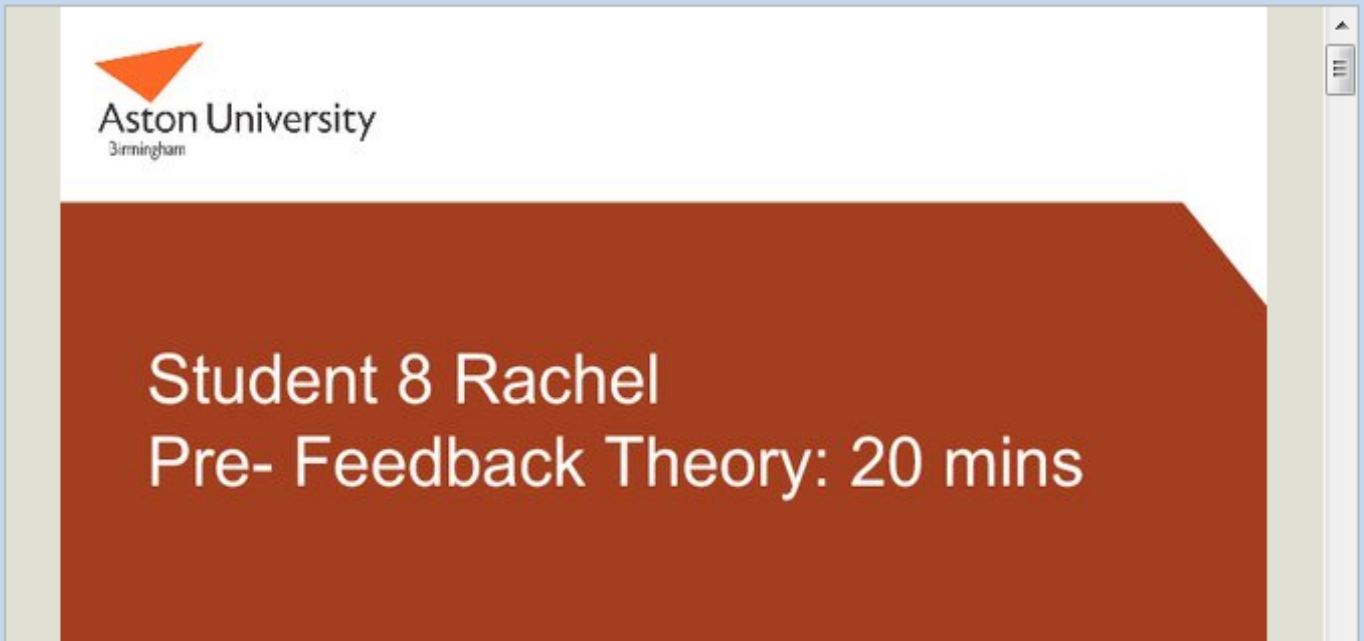
The Horn of Africa Project (SOAS)

Swahili Interest Group

Resource details

Added By: Ms Wambui Wa-Ngatho

Example video of tutor feedback: student 8 RA2 Rachel



student_8_RA_Rachel_pre_feedback_theory.ppt
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5 files in this resource

Description

Aim: to analyse students' written work apply Academic English theory to a pra scenario Audience: Teachers of Acad English and students who are in transiti considering going to university in the Level: upper Intermediate to adva Learner time: with pre- theory and feedback exercises, at least 60 minutes this video, Richard Galletly (an Acad English Lecturer at Aston University) pres the theory to help when writing an effe essay and gives written and verbal feed on a student's essay. This video will be u for students who may need help with e questions, or who may be intereste studying business at university and ma considering going to the UK to study a English university. It may also be usef teachers who would like to know more a how to teach academic writing skill international students, or local and n students who may struggle with similar ta The video begins with an introduction t theory from a selection of authors inclu Patrick Tissington, Stella Cottrell, Oshin Hogue, Gillett and Fitzpatrick, all of whom be excellent textbooks to follow when teac or tutoring students with questions suc this. Although giving guidance on an e such as the one shown as an example ca highly subjective, a broad approach has applied which should be beneficial to a number of students and potential studen higher education institutions inclu Universities and Colleges in the UK. For advanced information on Critical thi skills, Academic English, Academic wr critical evaluations and discussions, pl

Dr Riitta-Liisa Valijarvi

Senior Teaching Fellow in Finnish Language
The UCL School of Slavonic and East European Studies

Biography:
Riitta-Liisa Valijarvi has taught Finnish for over 10 years in Sweden and in the UK. She currently works at the UCL School of Slavonic and East European Studies, the University of Westminster and Uppsala University, Sweden. Riitta has a PhD in Finno-Ugric Languages and a diploma in Teaching Finnish as a Second and Foreign Language. Riitta has worked for the Foreign Office and designed exams for the European Personnel Selection Office (EU).

Interests:
Riitta conducts research in language pedagogy, language sociology and minority languages. She is interested in syntax, non-finite verb forms and basic linguistic theory. Riitta is passionate about designing exams and listening and reading materials.

Qualifications:
PhD Finno-Ugric Languages/Finnish (Uppsala University), MA Language Documentation (SOAS), BA English Philology (University of Turku)

Affiliated Groups:

UCL School of Slavonic and East European Studies (SSEES)

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Latest Additions

1. Home and housing, Finnish conversation questions
2. Art and culture, Finnish conversation questions
3. School and education, Finnish conversation questions
4. Perfect and pluperfect, Finnish grammar practise and conversation questions
5. Student life, Finnish conversation questions
6. My neighbourhood, Finnish conversation questions
7. Likes and dislikes, Finnish conversation questions
8. Conditional, Finnish conversation questions
9. Science, Finnish conversation questions
10. Health and wellbeing, Finnish conversation questions

View all resources by Valijarvi, Dr Riitta-Liisa.

Most downloaded items

1. Student life, Finnish conversation questions	16
2. Science, Finnish conversation questions	14
3. Health and wellbeing, Finnish conversation questions	13
4. Conditional, Finnish conversation questions	11
5. Finland and Finns, Finnish conversation questions	11

UCL School of Slavonic and East European Studies (SSEES)

UCL SSEES is one of the institutions participating in the FAVOR Project, with the aim of publishing open educational resources (OERs) previously authored by SSEES language tutors and also creating new resources in Estonian, Finnish, Hungarian, Latvian, Serbian, Slovak and Ukrainian.

Website: http://www.ssees.ucl.ac.uk

Members:

Christopher Moseley

Dr Riitta-Liisa Valijarvi

Eszter Tarsoly

Dragan Milovic

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Latest Additions

1. Holiday in Estonia - 3
2. Holiday in Estonia - 2
3. Holiday in Estonia - 1
4. The UNESCO Atlas of the world's languages in danger
5. Estonian greetings
6. Estonian alphabet and pronunciation
7. The Latvian alphabet
8. Latvian word jumble: furnishing the flat
9. Latvian tagging
10. Finding out about Latvia

View all resources by UCL School of Slavonic and East European

Most viewed items

1. About Ukraine	146
2. False Friends - Faux Amis - Zradné slová	52
3. Estonian greetings	51
4. The UNESCO Atlas of the world's languages in danger	49
5. Estonian alphabet and pronunciation	47

Findings

- Tutors have enjoyed the process of sharing their work and preparing it for open publication
- Engaging with open practice has been easier than expected
- Obstacles to staff engaging in small projects are staggering and should be addressed

Concluding remarks

Open practice has potential for hourly-paid/part-time tutors:

- for professional development in a range of ways, from profile-raising; encouraging reflection on current practice, to enhancing digital literacy
- there is enhanced usefulness if part of a community of collegiate ‘sharers’
- benefits for full engagement (sharing your work and downloading) and for partial (browsing, downloading others’ work)

How can I get involved?

- Join a community repository such as LanguageBox
- Create a profile
- Browse the site and bookmark resources you like
- Share ‘tasters’ of your own work
- Set up a group and appeal for others with similar interests to join and share their work; set up a group for your own institution or team

Useful links for info and advice (OERs)

- OER Infokit: **http://bit.ly/oerinfokit**
- The JISC (funding, OER projects): www.jisc.ac.uk
- Open Courseware Consortium: www.ocwconsortium.org

Some repositories:

- Jorum: www.jorum.ac.uk
- HumBox: www.humbox.ac.uk
- LanguageBox: http://languagebox.ac.uk
- LORO (Language Open Resources Online): http://loro.open.ac.uk/

Useful links: landscape for languages

- Coleman, J. 2004, Modern Languages in British universities: past and present, Arts and Humanities in Higher Education, 3(2), 147–162.
- Klapper, J. 2006, Understanding and Developing Good Practice: Language Teaching in Higher Education. London: CILT.
- Howarth, P. 2011, Language Centres and Academic Departments. Available online: http://www.ucml.ac.uk/shapingthefuture/identity
- Review of Modern Foreign Languages provision in higher education in England, HEFCE, by M. Worton: http://www.hefce.ac.uk/pubs/hefce/2009/09_41/