

Phoenix News

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Congratulations to Patrick John Corness and his colleagues

In 2016 the Society for the Study of Early Modern Women's Josephine Roberts Award for the best scholarly edition of 2015 in the field of early modern women and gender went to:

Franciszka Urszula Radziwiłłowa. 2015. Selected drama and poetry.

Edited by Patrick John Corness and Barbara Judkowiak; Introduction by Barbara Judkowiak. Iter Academic Press, Toronto & Arizona Center for Medieval and Renaissance Studies, Tempe, Arizona.

(Note: These 18th century works by Princess Radziwiłłowa, and Barbara Judkowiak's Introduction and Notes, were translated from the Polish by Patrick John Corness, with translation editor Aldona Zwierzyńska-Coldicott.)



Confucius Institute

"Brexit" and China Business Roundtable

In early December, the Confucius Institute organised a major international conference to explore the business implications of the Brexit vote for UK-China relations.

With an exciting international panel of business leaders, policy advisors and academic experts from the UK and Europe the session attracted a large audience. The speakers were Mr. James Ng, CEO, JN Legal Consulting; Professor Kerry Brown, Director of China Studies, King's College, London; Dr. Angela Stanzel, Policy Fellow, European Council on Foreign Relations, Berlin; Dr. Keow Poon, Managing Director at People and Organisation Ltd and President and Founding Member, England China Business Forum; and Professor Neil Renwick, Coventry University, presenting on behalf of Ms. Jasmine Chambers, Director of eCommerce, China Royal Mail Group. The Roundtable produced a lively discussion and debate, covering a range of central issues.

News

Patrick John Corness, with Professor Barbara Judkowiak and Dr Ewa Rajewska, presented: Launch at Adam Mickiewicz University, Poznań, Poland, of the award-winning publication (see below under Awards): *Franciszka Urszula Radziwiłłowa. Selected Drama and verse*. October 28, 2016.

Reiko Shindo. presented 'Community as a place of homely bliss? Speech, languages, and community', at the workshop, *Intimate Geopolitics*, 3-4 November 2016; Leverhulme-funded workshop organised by Dr Elena Barabantseva (Lecturer, University of Manchester) and Dr Aoielann Ni Mhurchu (Lecturer, University of Manchester).

Felix Rösch organised a workshop on 'Modern Japanese Political Thought and International Relations', Kakunodate/Japan, 30-31 July.

A book co-edited by **Simon Smith**, with Bin Zou of Xi'an Jiaotong Liverpool University and Michael Hoey of Liverpool University, *Corpus Linguistics in Chinese Contexts*, has been favourably reviewed in the Q1 impact journal *System*. The review, by Professor Wei Guan of Zhejiang University of Finance and Economics (ZUFE), is available at <http://dx.doi.org/10.1016/j.system.2016.06.013> (access is available by logging in to Locate).

Online publications

Judi Atkins (2016) 'A second Corbyn victory will have significant consequences, both for the Labour Party and for British politics', 22 September, available: <https://campaignforsocialscience.org.uk/second-corbyn-victory-will-significant-consequences-labour-party-british-politics/2016>. (Revised and extended version of

Recent Publications (See New Books)

Judi Atkins

(2016) 'Civil Liberties', in K. Hickson (ed.) *Rebuilding Social Democracy: Core Principles for the Centre Left* (Bristol: Policy Press), pp. 95-109.

Patrick John Corness

(2016). Nowe przekłady na język angielski dwóch poematów Norwida [New English translations of two poems by Norwid]. In: *Kulturowy wymiar twórczości Norwida [The Cultural Dimension of Norwid's Works]*. Lublin, Towarzystwo Naukowe Katolickiego Uniwersytetu Lubelskiego Jana Pawła II, 209-235.

Felix Rösch

Tragedy, Loneliness, and Autopoiesis: Morgenthau on Human Nature and Peace, in: Robert Schuett and Miles Hollingworth, eds., *Edinburgh Companion to Political Realism*. Edinburgh: Edinburgh University Press

Perspective of Realism, in: Stephen McGlinchey, Robert L. Oprisko, and Rosie Walters, eds., *International Relations Theory. A Practical Introduction*. Bristol: E-International Relations (with Richard Ned Lebow (King's College))

The Inter as Liminal Spaces: Prudence, Transience, and Affection. *International Studies Review* (forum: Problematizing Global Challenges: Recalibrating the 'inter' in International Relations)

Unlearning Modernity. A Realist Method for Critical International Relations?. *Journal of International Political Theory* (special issue: Interlocuting Classical Realism and Critical Theory: Negotiating 'Divides' in International Relations Theory) 10.1177/1755088216671535

Approaching the Unsynthesizable in International Politics: Giving Substance to Security Discourses through Basso Ostinato?. *European Journal of International Relations* (with Atsuko Watanabe (Warwick)) 10.1177/1354066116656764

Crisis, Values, and the Purpose of Science: Morgenthau in Europe. *Ethics & International Affairs* 30 (1): 1-9 (roundtable: Morgenthau in America)

Neil Renwick

(2016) *China's Emerging Role in International Disaster Risk Reduction (DRR)*, IDS Policy Briefing, (Brighton: Institute of Developing Studies)

(2016) 'Poverty, Hunger, Spirituality and Faith' in Chathapuram, S. Ramanathan, Srilatha Juvva, Irene Queiro-Tejalli,, Subhabrata Dutta (eds), *Spirituality, Culture and Development* (Indiana: Lexington Books).

Research impact



Tim Kelly Documentary

722 TMX Engineer Battalion

Tim Kelly gave 3 invited talks (as producer), along with the director, after screenings of 722 TMX Engineer Battalion, a documentary film they made in a Greek refugee camp in the summer of 2016. It is a

very international collaboration involving Syrian refugees, the Greek Government, NGOs, Japanese audio technicians, British and Italian musicians and Coventry and Edge Hill University.

In March 2016 governments within the European Union closed their borders, leaving almost 60,000 refugees stranded in Greece, with no way to make the journey to their destination countries further north. Faced with hosting the refugees, the Greek Government decided to reopen a number of closed-down army camps as temporary residences and called on the army to set up and manage the camps: duties that they had neither trained for or experienced before.

Christy Kelly, a young English student, visited one such camp, in the small town Alexandria in Northern Greece. Along with local filmmakers he explores the role of the army and NGOs in organising the camp, the daily lives of the refugees and the evolving relationship between the locals and their new neighbours; a relationship which has moved from unease, to understanding and on to still further unease.

FACEBOOK: <https://www.facebook.com/722-TMX-Engineer-Battalion-1801312896782751/>

Conferences

Felix Rösch presented papers at the BISA/PSA Learning and Teaching Conference, Newcastle University/UK, 13-14 September and at the ISA Asia-Pacific Conference, City University of Hong Kong, 25-27 June.

Patrick John Corness gave presentations on 'A Clockwork Orange in Polish: Robert Stiller's dystopias' to a Coventry University Symposium, Coventry Technocentre, 18th March 2016 and to a conference, *Slavonic Tower of Babel* at Adam Mickiewicz University, Poznań, Poland October 26-28,

Tim Nisbet presented a paper, 'Meaning, metaphor, and the GIVE-construction' at the *2016 International Symposium on Verbs, Clauses and Constructions at the Universidad de La Rioja* on 27 October.'

Alyson Morris and Tim Kelly presented a conference paper entitled 'Spreading the Word: Using Storytelling as Coursework across the Curriculum'. Turin Conference Paper, September 2016

Simon Smith gave a presentation on "Corpus construction and specialist vocabulary learning" to the HUM Internationalisation seminars. A version of this talk will be given at the American Association of Applied Linguistics annual conference in Portland, Oregon, where Simon will join a team of world-leading researchers in data-driven language learning in presenting a colloquium on Corpora in Language Learning and Teaching (March 2017).

Neil Renwick represented FAH at a Conference of the Royal United United Services Institute, London on *Security and the Arts and Humanities*.

Staff Book Publications



Systemic Functional Linguistics in the Digital Age

Edited by Sheena Gardner and Siân Alsop

Systemic Functional Linguistics in the Digital Age explores the insights that SFL offers to help us understand and explain the new meanings afforded through digital channels and how they are shaped by and shape their digital contexts.

SFL offers a sophisticated architecture for exploring how meanings are construed in context, and this volume focuses on three specific perspectives. Part 1 examines texts that are 'born digital' or digitally conceived, such as tweets and blogs. Part 2 focuses on texts that 'achieve digitality', or have come to replace or supplement non-digital texts with similar functions, such as an online university lecture or medical consultation. Part 3 examines and interprets texts singly or in corpora using digital tools and allows us to see patterns within and across texts that are generally not visible in single texts.

The volume offers contributions from international scholars which both initiate new and sustain current lines of enquiry in SFL research within the unifying context of digitality.

Sheena Gardner is Professor of Applied Linguistics in the School of Humanities at Coventry University. Siân Alsop teaches in the Centre for Academic Writing at Coventry University.



Staff Book Publications

Dr. Felix Rösch
Senior Lecturer in International Relations



Modern Japanese Political Thought and International Relations. Encountering Difference in Japan since the 19th Century. Lanham: Rowman & Littlefield (series: Global Dialogues: Developing Non-Eurocentric IR and IPE; with Atsuko Watanabe (Warwick))

Reappraising European IR Theoretical Traditions. London: Palgrave Macmillan (series: Trends in European IR Theory; with Audrey Alejandro (LSE), Knud Erik Jørgensen (University of Aarhus), Alexander Reichwein (University of Frankfurt), Helen Turton (Sheffield))

Research Report

Patrick John Corness, Visiting Professor of Translation, Coventry University is collaborating with the History of Music Division of the Czech Academy of Sciences, Prague, presently working on a study of English and German translations of vocal works by Antonín Dvořák for a book chapter.

In relation to this research, Patrick has contributed the following presentation:

Moravské dvojzpěvy Antonína Dvořáka v němčině a angličtině: překládání a adaptace. [Antonín Dvořák's Moravian Duets in German and English: translation and adaptation] Presentation at Workshop entitled Vocalic Works of Antonín Dvořák, Music History Division of the Czech Academy of Sciences, Prague, 19th October 2016.



Outlook: Commentary on Current Events

Urban explorations for language learning: a gamified approach to teaching Italian in a university context

Koula Charitonos, Luca Morini, Sylvester Arnab, Tiziana Cervi-Wilson, and Billy Brick

Introduction

Recent developments in mobile and web technologies bring great potential for innovation in teaching and learning, and inevitably influence language learning, arguing for the need to rethink practices. The paper presents a pervasive and gamified approach to teaching and learning Italian in a university context with an aim of engaging students towards a more enhanced learning experience. The study blends activities traditionally taking place in the classroom with activities enabled by the technology and draw inspiration on the built environment of a city, and utilises opportunities offered by location-based services that allow for narratives/activities to evolve via a learner's location. The paper examines this approach by outlining the development of ImparApp – a prototype mobile game for learners of Italian language.



Context

Language learning at Coventry University

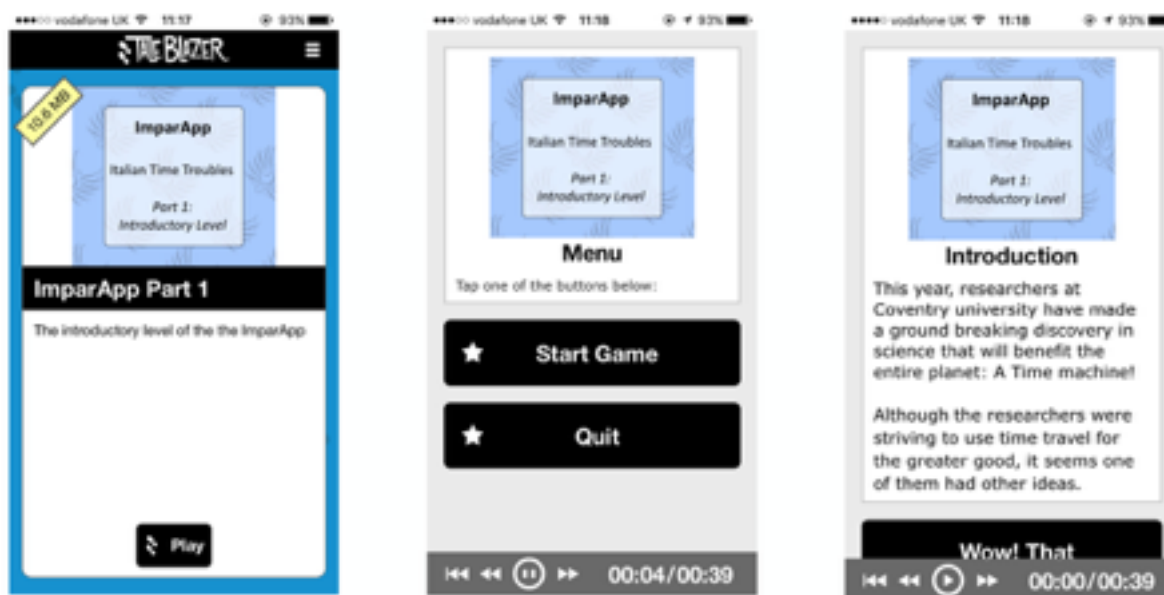
Students at Coventry University can learn a foreign language by attending an Add+vantage module. These modules are credit bearing and aim to develop students' employability skills. The participants were attending an Italian Language Add+vantage module.

ImparApp mobile game app

The ImparApp prototype game was developed with Tale Blazer, which is an open-source authoring tool, developed by MIT, for pervasive gaming to allow users to develop location-based augmented reality games (see Figure 1).

The ImparApp game engages learners in a range of experiences and interactions as they move around their real physical location seeking to solve a time travel mystery. Specific tasks are triggered by learners' Global Positioning System (GPS) coordinates, which prompt the users to explore the city of Coventry by providing information about its history and heritage. The tasks focus on the four language skills of listening, speaking, reading and writing. Importantly, the app allows the learners and tutors to monitor progress via a leaderboard. The design of the app and game mechanics are discussed in detail in Morini et al. (in press), where it is noted that a key aspect of the design approach is that it allows its users to experience their everyday living contexts and their course's content in a new and playful way.

Figure 1. Screenshots of the ImparApp prototype game (Part 1)



Content and learning objectives

The ImparApp is designed to be used in a blended mode: learners spend one week in the classroom with a tutor, and the following week completing challenges and tasks with the app in a self-guided mode. Through the targeted use of this app in a beginners' module a student will have opportunities to practice speaking and writing short passages using appropriate grammatical structures for the task and the level. Further to this, a student should be in a position to recognise information and understand short texts with simple familiar words and phrases about themselves, their family, and concrete situations they know well.

In its current form, the ImparApp prototype game consists of four parts. Text in Part 1 is in English (see Figure 1) while Part 2 makes use of English and includes translation in Italian in brackets. Part 3 is in Italian and includes translation in English in brackets and finally Part 4 is in Italian. The four parts cover the following topics: yourself and others; work and family; routines, free time, leisure activities; and food and drinks. The app also embeds content that aims at raising students' awareness of the Italian culture.

Method

The development of the ImparApp aims to investigate the crossings of game-based learning and pervasive learning in support of language teaching and learning and, further, to empirically evaluate the consistency of a holistic and modular design model as a tool to guide the design process, as suggested by Arnab et al. (2015) (see Figure 2).

Drawing on this model, the research team designed a pre-pilot play-test session to inform the development of the ImparApp prototype. This pre-pilot study took place in the Spring semester of 2016.

The pre-pilot play-test session involved testing Part 1 of the game. The participants were seven students (N=7) attending a Lower Intermediate Level Italian Language module at Coventry University (Common European Framework of Reference for languages Level A2). The students were selected as their knowledge of the Italian language was seen as allowing them to focus on usability and engagement aspects of the game (Layer 2/Layer 3 in Figure 2). Members of the research team accompanied the students, who were split in three groups.

Figure 2. Holistic and modular approach

Layer 4: Technology	Interfaces	Media	Analytics	Communication	Content
Layer 3: Game design	Mechanics		Narratives	Aesthetics	UX/EX
Layer 2: Context of learning	Mode	Location	Activities	Assessment	
Layer 1: Learning needs	Learners	Lesson path	Pedagogy	Learning objectives	Measures

(Source: Arnab *et al.*, 2015; 454)

Data was collected through a number of open-ended questions posed to the participants at the beginning (e.g. Why did you accept taking part in this testing?; How competent do you feel in Italian/in using tech/in games?) and at the end of the play-test session (e.g. What would you change?; How do you see language learning 'working' within this app?); participant observation was conducted using a semi-structured observation sheet and a focus group interview that took place right after the session involving participants, tutors and researchers.

Findings and discussion

All students appeared positive regarding the use of the *ImparApp* for language learning. The following comment by one participant is indicative: "I haven't seen this before. Usually is only dictionaries, translations... This is more interactive instead of sitting on a desk/with a book". One observation made by the research team during the play-test session was that the participants had limited interactions in the language-in-focus. This is seen as being largely associated with the design of Part 1 (i.e. introduction of the game, learning Italian phonetics and pronunciation), hence tests of Part 2 to Part 4 are currently planned with an aim to examine this observation further (Layer 2 - Activities, Figure 2). Additionally, most interactions in the groups were related to finding their orientation, an aspect that is seen associated with their game experience (Layer 3 - Mechanics, Figure 2). Future iterations will allow for more interactions among the users (Layer 1 - Pedagogy, Layer 2 - Activities, Figure 2), and with their built environment. Indications of incidental, non-language related learning, also emerged in the data (Layer 1 - In/ non/formal, Figure 2). For example, a participant referred to a historic pub in Coventry: "Whitefriars Pub... I didn't know anything about the pub and the little alley behind the cathedral".

Furthermore in the focus group interview, students made a few suggestions (e.g. audio, video in Italian; Italian music; zoom map), which informed the development of the four parts of the app (also see Morini et al., in press) (Layer 2 - Mode, Figure 2). During the development process the team also responded to students' comments regarding the use of English and Italian, hence the language-in-focus is gradually introduced in the game's descriptions and instructions (see section *Content and learning objectives*).

Finally, issues of assessment were raised in the focus group interview (Layer 2, Figure 2). Students shared some concerns and expressed a preference for traditional methods of assessment. For example a participant said "you can go off the app and do the assessment... checking answers on a laptop. So, still you [teachers] need to do assessment in the class".

Conclusions

The paper described a pre-pilot study focusing on new possibilities that emerge in language learning and teaching when pervasive approaches to learning are combined with game-based techniques. Initial findings show that the ImparApp game was positively perceived by a group of students, as it allowed them to experience their course's content in a new and playful way. Limited interactions in language-in-focus were observed, whilst indications of incidental, non-language related learning were noted. Comments on the mode of communication of the content, along with issues related to assessment were raised by the participants. Future developments include another pre-pilot blind-test study of the four parts of the app (Autumn 2016) to inform the next iteration of the app, and a pilot implementation of the ImparApp in the Absolute Beginners Italian Course in the university (Winter 2017). To conclude, the study prompts us to rethink the design and organisation of a university language course in terms of learner's experience, with an emphasis on context, learner's movement and interactions of the physical and virtual worlds that the learners find themselves in.

References

- Arnab, S., Tombs, G., Duncan, M., Smith, M., & Star, K. (2015). Towards the blending of digital and physical learning contexts with a gamified and pervasive Approach. *Proceedings of Games and Learning Alliance (GALA) Conference, Rome, October 2015*. Springer.
- Morini, L., Charitonos, K., Arnab, S., Cervi-Wilson, T., Brick, B., & Bellamy-Wood, T. (in press). ImparApp: designing and piloting a game-based approach for language learning. *Proceedings of ECGBL 2016, Paisley, Scotland*.