# Curriculum Vitae

# Dr Colette Mrowa-Hopkins

Senior Lecturer in French and Linguistics, level C

PhD, Linguistics Studies Department, Adelaide University (1997)

## Contact details

Department of Language Studies/French section

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**Summary of research interests and research projects**

Main domain:

Applied Linguistics: interaction and non-verbal communication in second language learning and teaching.

My Ph.D. thesis investigated the use of gestures and body movements in relation to classroom discourse and interaction in a range of French language classes.

Main area of investigation and publication

* Investigating emotion display and self-disclosure within a cross-cultural perspective.

Ongoing research

* Investigating emotion display in French, Italian and Australian business contexts
* Investigating the pedagogical issue of assessment of intercultural competence in language learning – current project involves a collaborative cross-cultural student exchange between Australia, Germany and Mexico
* Identity construction in migrant discourse
* Languages after graduation

## Publications

## Co-edited volume

## Fornasiero, J & Mrowa-Hopkins, C. 2010 ‘Explorations and Encounters in French: Reflections on a Theme’. In *Explorations and Encounters in French. Proceedings of the Inaugural Conference of the Federation of Associations of French Teachers in Australia*. Jean Fornasiero and Colette Mrowa-Hopkins (eds.). Adelaide, the University of Adelaide Press.

 Impact: Averaging 800 downloads a month for 5 years after publication:


## Book chapters :

* **Mrowa-Hopkins, C.M**. and Bouvet, E.J. **2016**. More than a Sea-change? French Migration to Australia in the 1960s. In Diana Glenn and Graham Tulloch, eds. *Border Crossings*. Adelaide, South Australia: Wakefield Press, pp. 272-289.
* **Mrowa-Hopkins, C.M**. and Strambi, A. **2014**. Verbal aggressiveness or cooperative support? In Fabienne Baider and Georgeta Cislaru, eds. *Linguistic Approaches to Emotions in Context*. Antwerp: John Benjamins, pp. 279-308. <http://benjamins.com/catalog/pbns.241>
* **Mrowa-Hopkins, C.M**. **2013**. Self-discovery through ethnography in Language Culture education (LC2). In Bert Peeters, Kerry Mullan and Christine Béal, eds. *Speaking Cross-culturally, Cross-culturally Speaking*. Newcastle, UK: Cambridge Scholars Publishing, pp. 207-230.
* **Mrowa-Hopkins, C** & Bouvet, E. **2011** Can they call Adelaide home?Identity and the sense of belonging in French migrants’ discourse narratives. In D. Glenn, E. Bouvet and S. Floriani (eds.).  *Imagining Home*, Wakefield Press, Adelaide, SA, pp. 86-101.
* **Mrowa-Hopkins, C.** **2010**. The challenge of assessing the socio-pragmatic competence of language learners in an Australian university. In Fred Dervin & Eija Suomela-Salmi(eds./éds.) *New Approaches to Assessing Language and (Inter-)Cultural Competences in Higher Education / Nouvelles approches de l'évaluation des compétences langagières et (inter-)culturelles dans l'enseignement supérieur*. Collection: Language Testing and Education, Peter Lang, Frankfurt am Main, NY, Berlin, Oxford, pp. 125-140.
* **Mrowa-Hopkins, C**. **2010**. Exploration of the ‘other’: Teaching and learning socio-pragmatic competence through French film extracts. In J. Fornasiero & C. Mrowa-Hopkins (eds.) *Explorations et Rencontres*. Adelaide, The University of Adelaide Press, pp. 167-193.
	+ Strambi, A. & **Mrowa-Hopkins, C.** **2007**. Towards the formulation of cultural scripts related to the communication of anger: An analysis framework. In C. Kerbrat-Orecchioni & V. Traverso, eds. *Confidence/Confiding*. Niemeyer, Tubingen, pp. 427-445.
	+ **Mrowa-Hopkins, C. 2006**.Paris-Match: Etude sur la représentation d’une identité culturelle. In L. Maurer & R. Hillman, eds*. Reading Images, Viewing texts*. Coll. Transversales, Vol. 14. Peter Lang, Editions Scientifiques Internationales, Berne, pp. 97-112.

## Refereed Articles published in Academic journals

* Estival, D., Bow, C., Henderson, J., Kelly, B., Laughren, M., Mayer, E., **Mrowa-Hopkins, C**. *et al*. **2014**. "Australia loves language puzzles: The Australian Computational and Linguistics Olympiad (OzCLO)" Language and Linguistics Compass, 8(12) pp. 659-670.
[[10.1111/lnc3.12096]](http://dx.doi.org/10.1111/lnc3.12096) [[Scopus]](http://www.scopus.com/inward/record.url?eid=2-s2.0-84918501153&partnerID=65) [[Web Link]](http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291749-818X)
* Sanchez-Castro, O. & **Mrowa-Hopkins, C. 2012** “Chatting in L2 Spanish: Interactivity, Self-Efficacy and Interpersonal Relations”, *Australian Review of Applied Linguistics.*
* **Mrowa-Hopkins, C.M**. and Strambi, A. **2012**. Processing anger in interactions between Italian and Anglo-Australian male friends: Some preliminary results. *Italica: bulletin of the American Association of Teachers of Italian*, 89(1), pp.1-20. [online]. [*http://go.galegroup.com/ps/i.do?id=GALE%7CA289721838&v=2.1&u=flinders&it=r&p=EAIM&sw=w*](http://go.galegroup.com/ps/i.do?id=GALE%7CA289721838&v=2.1&u=flinders&it=r&p=EAIM&sw=w).
* **Mrowa-Hopkins, C.** & Strambi, A. **2008**. “La dimension émotionnelle de la communication en situation interculturelle: L’expression non-verbale de la colère chez des locuteurs anglo-australiens, français et italiens.” *Cahiers de l’ACEDLE, 3,* pp. 89-113. <http://acedle.org/spip.php?article946>
	+ **Mrowa-Hopkins, C**. & Strambi, A. **2005**. “How angry can you be in French and Italian? Integrating research and teaching for the development of pragmatic competence in L2 classrooms”. *FULGOR* - [*Flinders University Languages Group Online Review*](../../MyWork/Colette/StaffPerformanceReviews/Dr%20Colette%20Mrowa.doc), Vol.2, 2.
	+ **Mrowa-Hopkins, C.** **2000**. « Une réalisation de l’apprentissage partagé dans un environnement multimédia ». *Apprentissage des Langues et des Systèmes d’Information et de Communication* (ALSIC) Université de Besançon, Vol.3, 2, pp. 207-223.
	+ **Mrowa-Hopkins, C**. **2000**. “Jeu de mots et ethnologie”. *Le Français Dans le Monde*, Jan./Feb., Vol.308, pp. 47-48.
	+ **Mrowa-Hopkins, C**. **2000**. “Assessing Oral Proficiency in Foreign Language Learning”. *Australian Language Matters*, Jan./Feb./March, Vol. 8, 1, pp. 4-5.
	+ **Mrowa-Hopkins, C.** **1996**. “The Good, the Bad and the Ugly”. *Australian Review of Applied Linguistics*, Occasional Paper 15, pp. 95-106.
	+ **Mrowa-Hopkins, C**. **1993**. « Le Dialogue polémique dans Pierre et Jean », *Essays in French Literature*, Vol. 16, 30, pp. 75-85.
	+ **Mrowa-Hopkins, C**. **1993**. “Some suggestions for the pragmatic analysis of classroom discourse in French language classes”. *Australian Review of Applied Linguistics*, Vol. 16, 2, pp. 61-85.
	+ **Mrowa-Hopkins, C.** **1994**, The Training of LOTE Teachers: The graduate Certificate in Language Education: French, *BABEL*, *Journal of the Australian Federation of the Modern Language Teachers Association* , Vol. 29, 2, pp. 32-35.
	+ **Mrowa-Hopkins, C**. **1988**, The use of English in Second Language Classes, *BABEL*, *Journal of the Australian Federation of Modern Language Teachers Association*, Vol. 23, 2, pp. 21-28.

## Other Publications

Refereed Conference Proceedings

* Estival, D., Henderson, J., Laughren, M., Molla, D., Bow, C., Norlinger, R., Rieschild, V., Schalley, A., Stanley, A.W., **Mrowa-Hopkins, C.** **2013**. Learning from OzCLO, the Australian Computational and Linguistics Olympiad. *Proceedings of the 4th workshop on Teaching Natural Language Processing*, pp. 35-41. http://aclweb.org/anthology/W/W13/W13-3405.pdf
* Strambi, A. and **Mrowa-Hopkins, C.M**. **2012**. Sideways looks, pursed hands and headshakes: Learning to interpret conflict signals in Italian as a second language. In J Hajek, C Nettlebeck & A Woods, ed. *The Next Step: Introducing the languages and Cultures Network for Australian Universities*. LCNAU Inaugural Colloquium. pp. 299-314. [online]. [*http://www.lcnau.org/pdfs/lcnau\_2011\_strambi\_mrowahopkins.pdf*](http://www.lcnau.org/pdfs/lcnau_2011_strambi_mrowahopkins.pdf).
* Fornasiero, J. and **Mrowa-Hopkins, C.M**. **2010**. Explorations and Encounters: On the Uses of a Theme. In J. Fornasiero & C. Mrowa-Hopkins, ed. *Explorations and Encounters in French*. Inaugural Conference of the Federation of Associations of Teachers of French in Australia. pp. 21-34.
* **Mrowa-Hopkins, C.** & Strambi, A. **2010**. ‘Smiling and teasing as strategies masking anger among French and Australian cultural groups’. Les enjeux de la communication interculturelle : compétence linguistique, compétence pragmatique, valeurs culturelles, 5-7 July 2007. Maison des Sciences de l’Homme, University Montpellier 3. <http://www.msh-m.fr/article.php3?id_article=864>
* Strambi, A. and **Mrowa-Hopkins, C.M. 2006**. Socialising learners into emotion communication in a L2: Establishing a link between research data and classroom-based activities (abstract). In *Language and Intercultural Communication Symposium*. Language and Intercultural Communication Symposium'. pp. 1-1. [online]. [*https://dspace.flinders.edu.au/dspace/bitstream/2328/1516/1/A\_Strambi\_C\_Mrowa-Hopkins.pdf*](https://dspace.flinders.edu.au/dspace/bitstream/2328/1516/1/A_Strambi_C_Mrowa-Hopkins.pdf)
* **Mrowa-Hopkins, C**. **2001**. « Les nouvelles technologies et l’apprentissage de l’oral - une gageure? ». *Dialogues et Cultures, 46 - Modernité, Diversité, Solidarité*, Vol.2, pp. 152-155.
* **Mrowa-Hopkins, C**. **1999**. “Assessing Oral proficiency in Foreign Language learning”, *Modern Language Teachers Association of South Australia Newsletter* 3, pp. 73-77.
* **Mrowa-Hopkins, C**.**1998**. “CALL: Inventing a Happy Marriage Between Existing Constraints”. *CALL to Creativity*, CD-Rom published by the Horwood Language Centre, University of Melbourne, 13-17 July.

Book Reviews in scholarly journals

* **Mrowa-Hopkins, C. 2010** . New directions in the analysis of multimodal discourse byTerry D. Royce & Wendy L. Bowcher (Eds.) (Mahwah: New Jersey, Lawrence Erlbaum Associates, 2007). *Australian Review of Applied Linguistics.*
* **Mrowa-Hopkins, C.M**. **2010**. So Far Away, An Unfinished Odyssey, by Etiennette Fennell (book review). *Transnational Literature*, 2(2), p.online. [online]. [*http://fhrc.flinders.edu.au/transnational/vol2\_issue2.html*](http://fhrc.flinders.edu.au/transnational/vol2_issue2.html)
* **Mrowa-Hopkins, C**. **2009**. Conversation : From description to Pedagogy by Scott Thornbury & Diana Slade (CUP, 2006). *TESOL in Context*, Vol. 19, no 1, pp. 52-55.
* **Mrowa-Hopkins**, **C.M**. **2008**. Review of *Lettres d'Australie* by Anselme Ricard, edited by Peter Hambly. *Transnational Literature*, 5(1).
* **Mrowa-Hopkins, C**. **2006**. Language and Learning : An Introduction for Teaching. 4th ed. Marie Emmitt, Linda Komesaroff, and John Pollock. [FULGOR](http://ehlt.flinders.edu.au/deptlang/fulgor/back_issues.htm), Vol 3, 1, 2006.
* **Mrowa-Hopkins, C**. **2004**. “Silence in Second language learning”, *Flinders University Language Group Online Review*, Vol.2, 1. Book Review.
* **Mrowa-Hopkins, C.** **2003**. “Review: Upgrade your French”, *Flinders University Language Group Online Review*, Vol.1, 2. <http://ehlt.flinders.edu.au/deptlang/fulgor/volume1i2/papers/fulgor\_v1i2\_Book\_reviews.pdf>
* **Mrowa-Hopkins, C**. **1996**. “Review: CUP's Carnaval and Edito”, *BABEL, Jounal of the Australian Federation of the Modern Language Teachers Association*, Vol. 31, 3, pp. 30-31.

 Creative works:

* **Mrowa-Hopkins, C**. *et al*. **1998**, *Oral assessment Tasks for First-Year Language Students*. A booklet compiled by **C. Mrowa-Hopkins** and produced by the Department of Languages, Flinders Press. ISBN: 0-7258-0820-9.
* **Mrowa-Hopkins, C.1995**. "*LOTE-in-Action, Teaching Languages Other Than English*". An 18mn Video produced jointly by The Flinders University School of Languages and the Centre for Multi-Media Educational Technology with DEET funding (ILOTES Grant).

## Grants, fellowships and consultancies

* Joint recipient of Flinders University Innovation Teaching and Learning Grant. C. Mrowa-Hopkins & A. Strambi, *Developing French and Italian resources and instructional units for teaching and learning the socio-pragmatic use of a foreign language*. $ 7,846 (Flinders University, 2006-08). CD-Rom to be released in 2009.
* Flinders University Research Grant (2005-06): *Emotion display and self-disclosure at work: the case of the French,* $4,795.
* Associate Investigator in Flinders University Mid-Year Establishment grant, (2004-05). *Emotion display in a cross-cultural perspective: A comparative study of Anglo-Australian, French and Italian interactions*. A. Strambi, principal investigator.
* Principal investigator of CUTSD grant, $ 46, 959: *Assessing Oral Proficiency in Foreign Language Learning* (1998).
* Joint recipient of DEET funded grant for an Innovative Languages Other Than English School (ILOTES) project, $ 7,400: *Lote-in Action, A Cross-Cultural Teaching Model in LOTE Education* (1995).
* Joint recipient of a URB Research Grant, $2,000: *Resourcing the Media.* (Adelaide University, 1987)

**Awards**

* 2009 Faculty Award for Excellence in Teaching: Citation "Engaging and inspiring students to develop linguistic skills and cross-cultural awareness in a first year French course at Flinders University"
* 2014 Council of Education Associations of South Australia (CEASA) – Award for Excellence in recognition of outstanding contribution to the teaching profession in South Australia
* 2015 Modern Language Teaching Association of South Australia (MLTASA) - Award for Excellence: Development of strong professional relationships and contribution to the languages teaching community

## Teaching - subjects/topics taught

###  Undergraduate Teaching

 French Language topics:

French 1 - Beginners stream (1991-2016)

 Language laboratory, tutorials and lectures on French language and culture.

3rd Year Advanced: French language

 Specialist topics in French culture:

 Le Conte fantastique ( 2001-2009)

Cinéma “fantastique” (2005-2009)

Theory and Practice of Translation

The Media in France: TV News and Advertising, the French Press, lectures and tutorials at Flinders University and the University of Adelaide, French Upper Level (2nd and 3rd year) 1991-2003

 Specialist topics in Applied Linguistics:

Language, Culture and Communication (2nd/3rd year)

Research Methods/projects in Applied Linguistics (3rd year)

Cross-Cultural Pragmatics (Honours/Masters)

Overseas Teachers Training Accreditation Program, School of Education, Flinders University. A full year course (1993); conducting seminars/workshops in *Teaching Methodologies for Languages Other Than English.*

B.ed (LOTE): Coordinator and Facilitator for topics in the School of Education at Flinders University: EDCT 2601 *Language Learning Methods* (1997), EDCT 2603 *Languages For the Classroom* (1996 1997), EDCT 2604, EDCT 2605 *Language and Culture* (1997).

### Postgraduate Teaching:

* *Graduate Diploma in Language* and *Graduate Diploma in Language Teaching*, Flinders University, since 2001.
* *Graduate Certificate in French Language Education*, a combined Adelaide/Flinders course (1991& 1992). Seminars/workshops *in Issues in second language learning and curriculum for French teachers* and lectures on *The French Media*.
* *Intensive Language Proficiency Course for French Teachers*, South Australian Institute of Languages (September 1993) and the University of South Australia (April 1997).

## Details of Supervision of Higher Degree Students

Principal Supervisor (80%) for PhD candidate, Julia Miller. Area of investigation: Lexicography and ESL. Started on a part-time basis in 2005: “An Investigation into Learners’ Dictionaries”, completed in 2011.

Interim Principal Supervisor (70%) for PhD candidate Olga Castro-Sanchez. Area of investigation: “Computer Mediated Communication: A bridge towards oral interaction for low self-efficacy learners”, Completed 2013.

Associate supervisor (20%) for PhD candidate, Areti Devitsi: “Perceptions and Representations of Greece and Greek History in the Art of Eugene Delacroix”. Submitted in 2017.

Principal Supervisor for MA candidate by research, Sabrina Rahman: “the Influence of Australian English language use on life satisfaction and employment prospects of skilled Bangladeshi migrants in Adelaide”, ongoing.

## Honours and Master theses supervision in French and Applied Linguistics:

## Anna Seidl (2017) “Framing the EU – A comparative study of the construction of Europe in British and French political discourse”.

Joanne Hanson (2015) « Les Franco-Américains de la Nouvelle Angleterre: Evolution d’une identité ethnique et sexospécifique »

Stuart Blair (2014) “Hergé, the collaborator and Tintin the hero? An investigation of Hergé’s affiliations during the second world war”.

Lisa Campbell (2013) : « Que veut dire être français pendant la période de l’Occupation : la représentation de l’identité nationale dans les films français d’après-guerre » (HD)

Tom Macleod (2010): « Les pronoms d’adresse, le cas du ‘Tu’ et du‘Vous’ en français contemporain ».

Vicky Brown (2004): « La représentation des femmes à travers la presse politique : Etude comparative des femmes candidates aux élections présidentielles de 2002 et de 1974 ».

Chelsea Roberts (2003) « Perspectives of the self and others in cross-linguistic situations: an ethnographic study of three Hispanic speakers in France ».

Sophie Bogdan (1994) : « La mise-en-scène de l’incident du marché Markale à Sarajevo dans la presse en France et en Australie ».

**Major administrative responsibilities**

* PG coordinator for approximately 60 RHD students within the School of Humanities and Creative Arts for 30 months (conducting progress interviews; liaising with Section PG coordinators and the Faculty RHD staff about policies and student issues, attending training workshops, and endorsing and/or assessing RHD scholarships and new applications, etc.)
* Coordinator and DOS for the whole major of Applied Linguistics.
* Head of French section at various times over the years.
* Head of Department of Languages and Applied Linguistics for 4 years - major responsibilities involved: Conducting a five yearly review of the Department in 2013; managing budget; Chairing departmental meetings; Reporting to executive; Shaping future directions through the Course Advisory Committee; Reviewing and Developing of curriculum through chairing the Course Management Committee; Sharing day to day running of the Department with 14 FT staff.

**Community Engagement**

* Chair of the OzCLO regional committee - I organise the school Olympiad for both state and national rounds of computational linguistics (<http://ozclo.org.au/>) - ongoing
* Executive committee - Secretary for the Applied Linguistics Association of Australia (2012-2016)
* Executive member of South Australian French Teacher Association (ongoing)
* President of the Federation of the Associations of Teachers of French in Australia (FATFA) (2010-2016) – Presently Treasurer
* Member of the organising committees for several national and international conferences: most recently Humour Studies in 2015 and the FATFA conference in 2016 held at Flinders
* Liaising with the personnel of Australian Submarine Corporation for the delivery of French culture classes