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Making a Success of German against All Odds

Sara Davidson
Head of Modern Languages, Oundle School

Abstract: This paper is an account of how the German Department at Oundle School (Peterborough), has taken risks and changed its approach towards methodology and recruitment in order to boost the numbers opting for German in the final two years of school.

Keywords: German, decline, success, rigorous, expertise, recruitment, results

Background

When I was at school, and then at Edinburgh University in the early 90s, and even when I started teaching just over 20 years ago, language departments were booming. This is sadly no longer the case, particularly in England where I live and work now. We currently have no national policy on languages, unlike Scotland. All 16-year olds take 'GCSE' examinations in a number of subjects, usually between seven and ten, and then choose three or four of these to continue during their senior years (the so-called A-levels), many with the intention to progress into university.

Numbers in languages are continuing to fall at GCSE as well as at A-level and many schools are phasing out those languages that are either least popular or have the least expertise amongst the teaching staff. Unfortunately German has been one of the most starkly hit languages and could be referred to as one of the lesser-taught languages these days, both in schools and at university level. This can be seen when examining the A level entries:

Entries for A level French have declined by a third since 2002, and those for German by nearly half. This continues a trend seen since the 1990s… (Tinsley & Board, 2016)

In 2002 there were 6,367 candidates entered for A-level German. Last summer (2016) there were only 3,624 (Department of Education, 2016). So it is easy to see why the German department might be the first one to go when cutbacks need to be made. Several of my counterparts in both state and independent sectors have reported to me in the last three years that their senior management had told them that they are unable to offer German any longer. It is a similar situation at tertiary level. The number of universities offering German degrees has halved over a period of 15 years (Codrea-Rado, 2013) and Queen's University Belfast closed its German department more recently in 2014. It has also been widely reported in the press (Paton, 2010; Tuck, 2010) that languages and especially those with lower uptake, such as German, are becoming an elitist subject, taught mainly in independent schools. Luckily, 90% independent schools

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decided to keep a modern language as one of the core subjects for GCSE back in 2004 when they were made non-compulsory in England so many still have language departments today (Paton, 2011). Nevertheless, the change to non-compulsory status affected language provision in all schools, as it gave out a negative message about the status and value of learning a language. German in particular has suffered from negative press for many years amidst claims that it is more difficult. I strongly dispute this, based on the evidence provided by results in German at my school from very mixed ability sets, and the 2001 Survey of Modern Languages for French and German (Scottish Executive Education Department, 2003), commissioned by the Assessment of Achievement Programme, which compared boys' and girls' progress in both languages, found that attainments in German were higher than those in French, significantly so in respect of listening and reading. When examined through an assessment involving articles, it was found that students of German were significantly more likely than students of French to be aware of the reasons for changing the form of the definite article and the same study compared performance in listening and speaking in French and German in the early stages of learning those languages and concluded that it was possible that German is an easier language at the beginner stages than French, contrary to what many people believe. German has also suffered because of historical and cultural differences between Germany and Great Britain and because of its reputation, as Marko Pajevic (2014) explains when he talks about stereotyping the German language. He refers to the 'barbaric German language' and how it is portrayed in American films. This, in my view, is indicative of ignorance as well as stereotyping.

Other problems with language learning in England have been the level of achievement expected at GCSE and A-level, as well as the content of the curriculum. In my view language teachers are often too modest in their expectations of how much young people should be able to achieve. Furthermore, courses have become less culture-based with less grammatical emphasis and more topic-based with a communicative emphasis. The more interesting cultural content has been replaced by a requirement to be able to talk and write purely about yourself (your school, your family, your hobbies, holidays and so on) or at a higher level discussions and essays are dominated by social problems. The challenge and joy that came with manipulating and playing with language and creating your own interesting oral or written texts has disappeared. It has, in recent years, been about learning by heart and as a result the quality of linguists moving into the Sixth Form has diminished.

My Personal Experience

When I arrived at Oundle School as Head of Modern Languages back in 2008, I left behind fourteen Germanists moving into Lower Sixth and an Upper Sixth of ten students at my previous school, where German was compulsory to GCSE, and found myself with only five Lower Sixth and four Upper Sixth students. The following year only three carried on to the Lower Sixth.

We had a problem: an image problem. I knew that this was not going to go away quickly. Changing the perceptions of young people is not easy. German came out at fifth place overall in the British Council 'Languages for the Future' report (British Council, 2014). What I have learned is that most students will not buy into arguments about the utility of learning German. So they disregard compelling evidence, for example:

- Increased career opportunities (especially in engineering, business, EU, Music): Germany came out as the second most highly rated language for 'usefulness' to companies (ibid: 44)
- Germany is the biggest exporting nation within Europe: German is the top language associated with the UK's current largest export markets (ibid: 11).
- German has the largest number of native speakers of any language within Europe (European Commission, 2012).
- By implication, those few proficient in German would be in high demand, a claim that is backed up by findings from the 2013 Education and Skills survey (CBI, 2014) by the Confederation of British Industry: It cited German as the second most sought after language by employers.
- More recently the humanitarian role-model argument, as we have seen in several media reports about Germany's commitment to helping Syrian refugees.

In my experience, young people are more concerned about the here and now, not what the future brings, and the world of work can seem very far off. Therefore, they need to feel that they are making great progress, overcoming tricky patches to a state of accomplishment, and that they are enjoying the experience of learning a language. These are the key points to bear in mind.

Within five years, I had managed to quadruple the numbers of Germanists in the Sixth Form. There was a slight slump last academic year, but numbers are up again with nine in the Lower Sixth from this September, where many similar schools are struggling to attract two or three pupils. I believe that our success is down to enjoyment, challenge and the joy that comes from high achievement.

Key Changes in Approach

In order to increase the number of pupils opting for German as a Sixth Form choice, many changes in our approach were made. I will outline these below.

1. More rigorous testing

One decision had actually been taken a few months before I arrived, by the previous Head of German: Replace the A-level with the Pre-U qualification. It was developed by Cambridge International Examinations as an alternative preparation for university entry. In the words of the Exam board it "prepares learners with the skills and knowledge they need to succeed at university. It promotes independent and self-directed learning in

preparation for undergraduate study" (in Scotland the *Scottish Baccalaureate in Languages* serves a similar purpose).

In my view this was the single most effective step to making German more popular. Since the new specifications were to be taught from 2008 Heads of Department of all subjects, including individual languages were given the option to stick with A-level or switch to the new Pre-U qualifications in their subject which had just been developed. The then Head of German felt that the Pre-U offered more in terms of rigour with its increased cultural element and grammar testing. Although this was the first year of teaching this new qualification, so we were heading into unknown territory initially, we found the course to be exciting, liberating and much more interesting content-wise. The qualification is more rigorous, but not more difficult than A-level, and also more flexible. Students are encouraged to pursue their own interests within the German-speaking world, either via independent reading or research. The independent research topic for the oral exam, although initially daunting, has been the most popular and enjoyable part of the exam because the students take ownership and have a free choice. It has made their German course more relevant to them. Not one candidate has ever scored lower than a D3 (= A grade) in the oral. This element of the examination is to be replicated in all new A-level language courses which are being taught from September 2016. On top of this, the marking and grading has been extremely consistent and accurate, which we had not found to be the case at A-level. Results have been very good and consistently so, allowing students and teachers alike to have faith in being rewarded for their efforts. To ensure this is the case, it is vital to get to know the qualification and assessment methods inside out. We did this by regularly communicating with the board, with other schools following the same qualification and by examining returned scripts as a department. A department that achieves consistently good results is important to students who want to get strong grades for university. Raising the bar and incorporating more challenging material has increased German's popularity at our school.

2. Making the content more exciting and more relevant

In order to entice students to take up German in the Sixth Form, the standard and content of the middle years of teaching must be gripping. To do this we decided to not stick rigidly to the examination specification, but to sometimes make diversions and use a film to teach a vocabulary topic or grammatical structure, or set project work with presentations, use the latest music or literature from Germany, even with our youngest pupils. We have also experimented with Pupil Voice and devised a scheme of work for one term, based on their requests and what they perceived as their needs, provided that the suggestion is backed up with a reason why it would benefit their learning of German. We use the most authentic resource of all, our German Assistant, with all of our classes. She not only takes pupils out of the class in small groups for conversational work and games, and presents on cultural aspects of her home-life, but we also team-teach with the Sixth Form, even acting out roles, to encourage debate. There are so many fantastic resources out there now via the Goethe Institut, Deutsche Welle or even on websites like deutschdrang.com and deutschalsfremdsprache.ch. The new BBC GCSE

Bitesize German went live in autumn 2016 and contains excellent materials – topics, grammar, and culture. Again, progress is important, and we teach all of the case rules before the Sixth Form and four or five tenses, depending on the ability of the set. Without the basic tools, how can they be expected to be successful?

3. Recruiting staff with expertise and energy

Recruitment of staff is also crucial. There is far too much negativity around language learning at the moment so finding teachers who will not become deflated easily, but who will remain positive and strong becomes really important. Having teachers with different approaches, some with a more traditional and some a more communicative approach works best in my experience, so that students are exposed to both methods. However, teachers should be willing to experiment, learn from one another and try each other's approaches out. A *'goldener Mittelweg'* (happy medium) from these two methods is definitely what we should be aspiring to. Pupils need to have confidence in their teachers. Teachers with true expertise and a high linguistic level have become more difficult to find and I believe this is a knock-on effect of the decision to make GCSE languages non-compulsory and then fewer opting for languages at A-level and university. If they do not feel that they are in 'good hands' pupils are likely to panic or to play up. Rapport and reassurance are both so important, but so are support and challenge. Pupils want teachers who will give up their time to help them when they need it, to help them get those grades, but there is also great satisfaction from being challenged and then getting there. They do not want just fun and games; they want to feel they are really achieving something as well. Our students know that they can arrange to see us any time they need help – before school, at break, after school. They can e-mail us with questions. Their success matters to us. This ties in with what my pupils told me when I asked them what they thought made a good language teacher and a positive language learning experience:

> *I like teachers that can challenge me but also support me when I need help. I like to have fun but getting down to work is important as well.*
>
> *A language teacher should not only teach you the language itself but also the culture behind the languages and teach from experience*
>
> *Whilst culture is important, I think a thorough grounding in grammar is key. Once you know how the grammar works and the vocab slots in you begin to understand sentences. That is the best sense of achievement.*
>
> *Not be intimidating as it doesn't make the pupil feel very confident in the language. And to be helped when making mistakes, not just ignoring the pupil's mistake.*
>
> *A language teacher should be enthusiastic and knowledgeable about the culture of the countries in which the language is spoken.*
>
> *They should be entertaining*

Not a tall order, then!

4. Extending learning beyond the classroom

So how, do we make our German lessons more enjoyable? We take a serious approach to being *auf dem Laufenden* (up-to-date) on all relevant matters, including current affairs. It helps having a German Assistant and one native speaker teacher in the department and we celebrate all of the events happening in Germany. We use authentic materials, including original texts, and guide them through these, much more than the text books.

Our teachers are active in their networking with colleagues from other schools and on Facebook pages such as Secondary MFL Matters, Teaching German, Oxford German Network, German Embassy London and the Independent Schools' Modern Language Association. They also keep in regular contact with other institutions that support German teaching, even if just by e-mail or by asking for support with teaching resources when teaching something new or entering their competitions. Do not under-estimate the impact of winning or even just taking part in a national competition. Colleagues from these institutions are likely to be more than happy to come in to school for a morning or afternoon to give a talk, a series of talks or workshops too, as we are all supporting the same cause. Here are some examples:

- Goethe Institut
- Austrian Cultural Forum
- UK-German Connection
- British Council
- Oxford German Network (and other German Network Hubs)
- UK Linguistics Olympiad (not specifically German, but tends to attract Germanists!)
- German departments from universities around the country

Through a colleague who studied at Warwick University, our contacts to the institution have developed to such an extent that we have regular visits from their German lecturers. We have also set up a highly successful project whereby final year students from Warwick deliver speaking practice sessions to our students via Skype. Indeed, Skype has proven an excellent and easy way to get interesting speakers into contact with our pupils. Highlights have been a Q&A session with a German-Turk in Berlin and a set text discussion with a German professor from North Carolina University. On top of talks we hold our annual *'Oktoberfest'* for Sixth Form and *'Tanz in den Mai'* event for the younger year groups. We also have an active German Society where older students lead sessions for younger pupils; and we have brought former pupils back in to speak about how German has changed their lives or helped their careers.

Our German teachers are also avid trip leaders. Our introductory trip for Year 9 to the Christmas Markets and to Hamelin where they meet the Pied Piper has become extremely popular and our exchange with a school in Hamburg is going strong after 25 years. Finally, we organise a Sixth Form Study Trip to Berlin and the former East, where

meetings are set up with politicians, Greenpeace and a Berlin Criminologist amongst others. The trip, which includes a weekend at a boarding school near Leipzig, is enlightening – as well as exhausting!

5. Support from your School Leaders

It is however, important that your Senior Leadership Team is supportive and I have been extremely lucky in this respect. Senior Managers need to understand the importance of language learning, in particular of languages like German. Without the support and flexibility of the timetabler our task would be impossible. If the timetable is created in such a way that it pushes German out, makes it impossible for it to be taught in certain year groups or only at strange times then this will be to its detriment. We were lucky that around 25 years ago German was given a bolster by being put into the year 8 (12-year-olds) timetable as an option, alongside Ancient Greek. Some timetable time was taken from French, but this was agreed for one sole purpose: to help German. If young people do not have the chance to try German, they will never know whether or not they might enjoy or even excel.

Conclusion/Looking to the Future

The German Department at our school has a reputation for excellent results, for covering interesting topics in class and for being supportive, enthusiastic and energetic. We now have more students going on to university to study German or study in Germany, many of whom go on to live and work in Germany. Word of mouth is your strongest weapon. If those in the Sixth Form doing German are enjoying it and are flourishing, word will spread around the student body.

Of course, I am not trying to say that this has been easy and I am not denying that in the UK, we simply do not feel the necessity to learn a language such as German as strongly as top language-learning countries like Sweden, Finland, Belgium and the Netherlands do. We are also at a disadvantage to other European countries where they are surrounded by English through music, films, the media, social media and even advertising in their daily lives. We speak the world language here, but this in turn should not make us complacent and lazy. From an economic standpoint, we are leaving ourselves in a vulnerable position if we are going to rely upon the language skills of other countries, not to mention the fact that our young people will be pipped to the post by their European counterparts for the top jobs in international companies. Young Germans leave school with at least one additional language at a high level, if not two or three. Telling our students this does make them think. Learning a language gives you access to other cultures that you simply cannot claim if you are monolingual. The insight into other worlds can have life-changing effects. We owe it to our young people to do all we can to keep German, and indeed all languages taught in schools, as alive and well as possible.

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A Case Study in the Depreciation of Modern Languages

Essi d'Almeida
Aston University

Abstract: This article uses data from a small scale research which explored modern language learning in a mainstream school in England. The focus is on the position accorded to modern languages in school in comparison to other school subjects. The research was carried out at the time when plans were being put in place for modern languages to be part of the primary curriculum in England. Drawing on qualitative data from fieldnotes, this article discusses differences, in terms of status, that exist among school subjects at the school in question. The author demonstrates the ways in which modern languages are put at a disadvantage in a number of contexts arising in the main, from pre-conceived beliefs and expectations by parents and senior managers.

Keywords: Modern Languages, National Curriculum, subject status, marketing

Introduction

In 2002, the National Languages Strategy for England set out the entitlement that every school child at key stage 2, aged from 7 to 11, should have the opportunity to study a modern language (ML) by the year 2010. This commitment puts MLs in the curriculum for this age group and represents a significant step forward for primary modern languages. Language learning is said to provide a challenge for pupils and teachers alike (see McColl, 2000) since the entitlement of all pupils to learn a ML requires teachers to take into account the diverse abilities and needs of all pupils when planning and delivering lessons. This is noteworthy as the National Curriculum (NC) places a strong emphasis on inclusion of all pupils.

With regard to ML as a subject, it is also worth remembering that the National Curriculum for ML was launched two years later than most school subjects for fear that there might not be enough teachers to deliver the subject (Macaro, 2008). Furthermore, over the years, ML has been compulsory at some key stages but has remained optional at others. In 1992 the languages policy instructed that all students must study a ML from the age of 11 until they reach 16 (DES, 1992). Finally, unlike other school subjects, ML has only recently started at primary school level.

The inclusion of ML in the National Curriculum emphasises the belief that all pupils can learn and benefit from a second language (Moon, 2001), marking the extension of ML provision for all pupils including those in primary schools. From 1992 onward, ML policies aimed to increase language learning in schools in England in the light of European directives and global changes (see European Commission, 2008; 2009). The most pertinent of these policies was the Languages Strategy for England, published in December 2002, and entitled Languages for All: Languages for Life (DfES, 2002). This

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document stresses the entitlement of every pupil to study a ML throughout key stage 2 in order to develop young people's interest in the culture of other nations, to reach a level of competence and for their achievement to be recognised on a national scheme. The long-term aim was to transform the country's ability in ML learning and for key stage 2 ML to be implemented at primary school level by 2010. However, at the time when the entitlement to study a ML was being highly recommended for younger pupils, the subject's removal from the core curriculum for key stage 4 students was announced. ML would then become optional for students in year 10, having been a compulsory subject since 1994. By the end of 2002, 30% of schools intended to make ML optional and a further 25% were also considering doing the same (CILT, 2003). This article originates from an ethnographic research which studied the class experiences of pupils identified with SEN learning a ML in a mainstream school in England.

Locating Modern Languages in the National Curriculum

The National Curriculum was revised under the Education Act 1996 to promote stability in schools and put emphasis on raising standards of pupils' attainment. Its structure enables teachers to use the working document to inform the daily planning of teaching and learning. The National Curriculum contains, in the general guidelines, a programme of study defined as 'the matters, skills and processes that should be taught to pupils of different abilities and maturities during the key stage' (DfES, 2003: 6). It also contains the attainment targets for all subjects. For the subject of ML, a rationale for the importance of language learning states that 'enriching the curriculum and releasing children's and young people's creative energy through (…) languages reinforces their understanding of the basics and helps [pupils] enjoy a broader, more balanced curriculum' (DfES, 2002: 10). ML is now a statutory subject at key stage 3 and at primary school for children from the age of seven (DfE, 2013).

In the National Curriculum, the programme of study for ML provides the background for schemes of work and establishes what pupils should be taught. It also highlights ways to promote pupil motivation, and the knowledge, skills and understanding needed to succeed. In addition, it identifies pupil progress strands: acquiring knowledge and understanding of the target language; developing language skills; developing language-learning skills; and developing cultural awareness. The focus is on communicating in the target language in a range of contexts. The attainment targets for each of the four language skills (listening, speaking, reading and writing) consist of eight level descriptors which identify the type of performance pupils working at that level should demonstrate. The guidelines specify the importance of language across the curriculum and provide examples of links with other subjects such as art and design, mathematics and citizenship for cross-curricular activities.

Modern Languages at Main Street School

Main Street School, a pseudonym, was founded in the early 1930s and is located in the suburb of a small town in the south east of England. It is a mainstream comprehensive

co-educational school and when I joined it in the early nineties, two MLs were on the curriculum: French and German. Pupils were organised in bands of ability in the ML department at the time and French was taught to the top bands only which included pupils who were identified as more academically able. Pupils struggling with academic work and those identified by the school as having special educational needs were put in the bottom bands and taught German. These pupils were not allowed to learn French because the school senior management team instructed that they would find German more manageable because the language "sounds more like English".

There were further restrictions to ML learning at Main Street School. For example, either French or German was taught to pupils in key stage 3, in year 7 and in year 8. Year 5 pupils did not have ML at all on their time-table. Year 6 pupils did not routinely study MLs either, however, after the key stage 2 national tests (SATs) in the summer term, one lesson of English out of the 8 lessons that year 6 pupils usually have per week was replaced by a taster course of French lesson. This went on for five weeks and gave the year 6 pupils the opportunity to have 50 minutes a week of introductory French course to learn the basics such as greetings, colours and numbers for instance. These lessons were designed to deliver mostly basic vocabulary and very simple sentences. The taster course was given in French only, not German and the lessons were one way to enable the languages teachers to select pupils for the bands of language teaching groups for the following year when the pupils start in year 7. Pupils do not get to choose what language to study. Pupils who performed well in the taster course were allowed to learn French and the rest were taught German. The band system had been discontinued a few years prior to the start of this study and pupils are since taught in mixed-ability groups.

My research began at the school in 2011 about ten years after the school had decided to discontinue teaching German to its pupils on the request of the parents on the grounds that it was "bringing back painful memories of the Second World War". Main Street School lies in a community where there is a military base and several pupils have one or both parents or at least a relative, distant or close, in the army. Many pupils aspire to working in the army as their future careers and some display strong sentiments for the English subject, and express pride in wanting to learn English rather than French. Some pupils show reluctance to assimilate with the French subject and its culture. Some pupils do not perform in French despite encouragement and provision, and claim that they do not need it for their future career. French is thus considered a subject for the elite by the pupils and some parents, making it a class issue. Several research studies have shown that the subjects students choose to study are closely linked with career aspirations (Bartram, 2012; Clark, 1998; Stables & Wikeley, 1997). At the same time, young people's orientations and expectations for the future relate to their family context and socio-economic backgrounds (Irvin, 2009).

The status of Modern Languages as part of school events

During big events such as Open Evening or Whole School Assembly for example achievements are recognised and praised and the main qualities of Main Street School are outlined particularly to visitors. These events are also considered to be an

opportunity for a show-off of pupils' individual achievements. During an open evening in the autumn term in 2011, the whole school gathered in the school hall with all the visitors. The visitors were mostly potential new parents hoping to view the school in order to enrol their children there the following academic year. The headteacher gave a welcome speech at the start. This is not unusual for this gathering. The headteacher's speech emphasised the school aims and values then proceeded to stretch the selling points, proudly announcing that the school was striving to:

- provide a high quality education for all pupils
- encourage pupils to have high expectations of themselves
- work together and have fun together
- care for every child's safety and welfare"

After talking for a long time on the school provision and stressing on equal opportunities, the headteacher mentioned with enthusiasm the PE facilities and sports activities the school offers and then closed the overture with high praises for the music department.

> *Whilst addressing the audience, a slide presentation of different images of pupils at work, were projected on the smart board. These slides showed a couple of images of pupils working in art lessons, quite a lot of pictures of the school orchestra playing, a couple of picture of a science experiment being carried out by pupils, three images of pupils cooking in the food technology kitchen, two images of Design and Technology workshops and lots of images of PE games. The headteacher then chanted this famous slogan: "T.E.A.M." to which the pupils in the audience responded with glee: "Together, Everyone Achieves More". A loud applause followed to end the introductory speech. (Author's fieldnotes)*

It was not surprising that sports activities and music were highly mentioned and had many more pictures shown. This is not unusual as the number of school newsletters I collected for documentary analysis show on every page, sports events and sports personalities followed by music events and music personalities. The other subjects on the curriculum rarely got a mention and ML did not feature at all on any of them. It is the same story with the school prospectus; the glossy covers of the document display large images of sports activities, musical instruments being played and pupils 'working' on computers. Any other subject features in small images but some do not feature at all. French does not feature on any document, although the school claims that it endeavours to give every pupil access to a broad and balanced education. It could be argued that this claim is mainly set to attract parents (see Gewirtz *et al.,* 1995; Whitty *et al.* 1998).

It is apparent from the newsletters and brochures of the school that the 'broad and balanced' education mentioned in the quote above is narrowed to a few subjects as it does not attempt to show all of the subjects equally. Some pupils work hard in French and perform quite well and therefore deserve to be commended, but, still do not get a mention in the school newsletter as it would not 'sell' the school much. Subjects where

performances can be easily put on show for example sports activities, music activities, computing activities and cookery activities get more attention when marketing the school. ML seems to be forgotten, and whether it is intentional or not, physical activities and music seem to get more mention.

Open evenings usually happen twice a year in the autumn and summer terms at the school. During these, the main school hall, where the event starts and where everyone gathers, is usually used to show sports activities and music after the opening speech. The other subjects are usually displayed in classrooms around the school for parents and pupils considering a place at Main Street School to walk to and have a look around. It is always interesting to notice at the end of such an event that the ML area only gets many visitors on occasions when French cheese sampling or syrop de menthe tasting is involved. At the end of an open evening I noted:

> *It was interesting that many visitors came to ML to talk to the teachers when they were looking around and they were very happy to sample the variety of cheese and comment on its taste and texture. And put aside the many jokes about the fact that there was no wine to go with the cheese, it was pleasing to see many visitors showing an interest in what we learn, our scheme of work. Many visitors even took a good look at the resources in display and asked questions to find out more information. It was very pleasing tonight despite the fact, it has to be said that some visitors took the cheese and darted out again without a word but that didn't matter at all.*

It is not unusual at Main Street School for French not to get many visits from parents during open evenings although the ML department always puts on a variety of activities including role-plays, singing, dancing and interactive games on show in the language classroom but often, most parents walk as far as the sign post that directs them to the French room and take a swift U-turn. On this occasion, one of the French teachers and I happened to be in the corridor near the French rooms when we witnessed the following conversation between a parent and his son:

> *Boy: French is this way, Dad.*
>
> *Parent: Yeah, but we've seen everything now, let's go home.*
>
> *Boy: No Dad, we haven't been in the French room yet. Can we go there quickly? It's just here, look.*
>
> *Parent: No, we're not going in there. I don't like the French. Come on now, let's go. (Author's fieldnotes)*

The parent's attitude to French rendered us totally speechless for a few seconds. Arguably, his motivation, interests and most importantly, his goal (cf. Nussbaum, 2003) are not with learning French hence he would not let his child step a foot in the area. A former Secretary of State for education once stated: '…we need to do much more to help children … to achieve as well as they can …' (DfES, 2004: 16). As languages teachers we will certainly strive to support the boy, and indeed all our pupils, in language learning and work hard to counter any prejudices passed on by parents.

The status of Modern Languages in school policies

Homework is usually set in every subject for all pupils at least once a week but homework in French is a little different. When year 5 pupils join in September, they do not get any French homework in the first term. This is our school policy and it is faithfully adhered to. Recalling a conversation with one of the head of years, I remember being told that "the policy has to be implemented because most primary school pupils do not quite understand the concept of homework because they are not used to it from their primary school and French homework is going to unsettle many of them". I was reassured that "it's only for the first term. They can begin to get French homework at the start of the next term". It has to be noted that this policy does not affect any of the core subjects for year 5. In year 5, pupils get one piece of homework per week in maths, English and science. Homework for the non-core subjects are introduced one by one for year 5 from the spring term on a first come first served basis, but ML is usually left till last.

Similarly, as year 6 pupils have to sit the national Standard Attainment Test (SAT) in the last term of the academic year, they only get French homework in the first term, from September to December. As soon as the first term is over, priority is given to the core subjects, English, Maths and Science. This carries on until the end of SAT and only then does the year 6 class timetable itself return to its original state for all non-core subjects and the pupils can once again get French homework. Usually, at this time, there is about 7 weeks left of the academic year, one of which is devoted to curriculum enhancement when the time-table collapses and teachers design various extra-curricular activities for the pupils, and during this week, homework is not given in any subject. Unfortunately, year 6 pupils find it hard to get back into the routine and many do moan about having to do French homework particularly and this adds on to the anxiety of ML learning which is readily emphasised by some parents at every opportunity. The homework worry is significant:

> *It was announced in today's morning briefing that key stage 2 pupils' pantomime trip is taking place this week on Thursday. Therefore, ML department members are being reminded to bear in mind that the pupils will have a long day on Thursday and will be late home thus they will be obviously tired the following morning. We were told: "as ML is the only subject in which pupils get more anxious and teary over homework, could the ML staff members please refrain from setting any homework this week. This is just to avoid issues that might arise. We're just trying to avoid these …"*

There was not much the members of the ML department could say that would change the situation. The instruction was understood and adhered to by all. Nevertheless, this again demonstrates the lower status ML has compared to other subjects. All other subjects could set homework to key stage 2 during the trip week if necessary. In the whole school inclusion process, it appears that it is favourable to exclude ML in order to avoid unwanted issues in some situations. Perhaps, conversely, it could be argued that the this particular instruction was a way of recognising the pupils' capabilities and enabling them to adhere to what they are actually able to do (Nussbaum, 2011).

The status of Modern Languages in marketing the school

School subjects have different status and are seen differently by both pupils and adults. When marketing the school, inclusion and equal opportunities are terms used frequently and when success is celebrated, physical education and music activities mentioned more than other subjects. ML appears to be an 'add on' or the 'odd one' as it rarely gets a mention because it is generally not perceived by pupils to have the same status as other subjects. Pupils often exclaim "*it's only French, it don't matter, you can drop it at high school*". In the school prospectus, the lack of pictures to show off ML contributes to the subject's low status. Additionally, the subject takes up a very low percentage on the school timetable, something that is common nationally, particularly at key stage 2. Nationally, when it comes to distribution of hours for the subjects that a school offers, ML, and indeed the other non-core subjects do not get the same hours as their core counterparts. The recommendation is for schools to provide 1 hour a week for ML at key stage 2 (see QCA, 2007).

In the school prospectus, there are more references to sport related activities than all of the other activities such as science club, sculpting club, film club and cookery club put together. Moreover, when showing visitors around the school or during award ceremonies at whole school events, the headteacher's speech is always littered with allusions to the school's sporting activities and achievements, as well as allocated budgets for literacy and numeracy. The assumption that sporting achievements 'sell the school' and attract potential parents explains attempts made to raise the status of those subjects leaving French out in many circumstances. There are also times during the academic year, national examination times, when the French timetable in particular, has to give way to the 'most important' subjects, usually English and maths, as the school is not accountable on French results.

Final thoughts

At the beginning of this article, I suggested that ML tends to be disregarded at school compared to other school subjects. I have discussed throughout the article the position assigned to ML in various circumstances: at school events, in homework policy, and when it comes to marketing the school. With regard to the latter in particular, literature promoting the school tends to show off the core subjects more, creating a division between core and foundation subjects. This curricular division contributes further to the low status of ML among other subjects, as teachers, parents and, more importantly, pupils only grade English particularly as relevant and essential to their lives.

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Multilingualism: Empowering Individuals, Transforming Societies

Angela Gayton
University of Cambridge

Abstract: This paper provides an overview of the MEITS (Multilingualism: Empowering Individuals, Transforming Societies) project, led by the University of Cambridge and its partner institutions: University of Edinburgh, University of Nottingham, and Queen's University Belfast. It is funded under the Arts and Humanities Research Council (AHRC) Open World Research Initiative (OWRI). The project commenced on July 1st, 2016, and is due to run until 30th June, 2020: at this early stage, the MEITS team is seeking to make relevant stakeholders aware of the rationale and need for the project, the varied array of methodological approaches, and the planned real-world impact. Of particular interest to this readership is that the project is a response to the decline of foreign language learning in the United Kingdom (and other Anglophone countries), attitudes towards and beliefs about multilingualism generally, and wider questions of language policy in the United Kingdom and beyond.

Keywords: multilingualism; language learning; attitudes; impact

Introduction

Multilingualism: Empowering Individuals, Transforming Societies (MEITS) is a flagship research project which seeks to revitalise language learning, and positively impact language policy in the United Kingdom, through an interdisciplinary demonstration of the vital role of multilingualism at both the individual and societal levels. MEITS is part of the Arts and Humanities Research Council (AHRC)'s Open World Research Initiative (OWRI), a substantial programme of funding focused specifically on modern languages. In addition to MEITS, OWRI supports three other major research projects, and each of these four brings together partners from both within and outside the higher education system. MEITS is led by the University of Cambridge (Principal Investigator Wendy Ayres-Bennett) and is partnered by three UK Higher Education Institutions (University of Edinburgh, University of Nottingham, and Queen's University Belfast), as well as four international higher education establishments (the Universities of Bergen, Girona, Peking and the Chinese University of Hong Kong), and over thirty non-academic partners. Underpinning MEITS is a shared belief that the importance of languages reaches far beyond interaction: languages in fact play a crucial role in national security, diplomacy, conflict resolution, community and social cohesion, migration, and identity. A recent report entitled "The Value of Languages" supports this idea of languages being fundamental in so many realms, and seeks to make recommendations for the development of a UK languages strategy which acknowledges the immense role that languages play both economically and socially (The Value of Languages, 2015). Given the myriad domains in which linguistic and cultural competence play a central part, the MEITS team takes the stance that language learning, and multilingualism and

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multiculturalism generally, is something to be encouraged, supported and indeed valued, a stance likely shared by much of this journal's readership.

However, it is in numerous contexts, and by many different stakeholders, that multilingualism has been perceived not as an opportunity, but as something divisive, or unusual, that needs to be overcome. Safford and Drury (2013), for example, reflect on perceptions of bilingualism as a problem rather than a resource in United Kingdom educational contexts. De Britos (2016) and Kim (2016) also deal with the issue of young people's multilingual repertoires failing to be valued in educational and other settings. They highlight the tendency for there to be an emphasis on the apparent obstacle of children's multilingual resources to them developing competence in a dominant language. It is fair to say that this stance on multilingualism is prevalent particularly in Anglophone countries such as the United Kingdom, where English, often perceived as the global language of communication, is spoken by many as a mother tongue – foreign language learning in such contexts is seen as being in decline (for recent discussion with specific reference to the Scottish context, see Scott, 2015). Similarly, it has been noted that the learning of foreign languages other than English may well be facing similar difficulties in non-Anglophone settings (Gayton, 2016; Henry, 2015; Kramsch, 2014). This suggests that multilingualism may often be devalued in a range of contexts worldwide. This is by no means a new phenomenon, as shown by Templeton's (2007) discussion of language policy (specifically in European countries) needing to address the preconception that "English is enough".

Discourses on individual and societal development of multilingual competence in Anglophone settings have tended to focus on "utilitarian" needs (for example, pragmatic communicative rationale for accessing greater educational and employment opportunities). However, there is growing evidence that this may be insufficient, or sometimes even irrelevant. Lanvers et al. (2016: 2) propose that for highly competent or mother-tongue speakers of the de facto global language of English, attempting to stimulate language learning motivation based on these practical arguments is likely to be ineffective:

> […] of all possible rationales for language learning, an emphasis on instrumental benefits is the most vulnerable to the force of the global spread of English, tempting the response that 'English is enough'.

One example of this is Fischer's (2013) interview study with representatives from the financial services sector in Scotland. She concluded that the beliefs and actions of employers were somewhat discordant – while participants claimed that languages are in theory seen as important, recruitment decisions in practice do not seem driven by whether a candidate possesses multilingual competence. This is not to claim that pragmatic arguments have no place in reversing the decline of language learning (there is excellent work being done in this domain by projects such as "Born Global", which aim to put forward a strong "business case" for developing

multilingualism: http://www.britac.ac.uk/born-global), only that these arguments alone are perhaps not enough.

The above discussion indicates the need for continuing work on awareness-raising and paradigm-shifting in the way multilingualism is valued. Within this, we argue for the importance of a broader, multifaceted approach to promoting heightened motivation and interest, moving beyond a focus on the purely pragmatic and utilitarian, towards, for example, cultural and literary engagement; reflections on identity; establishing social cohesion; and issues relating to health and wellbeing.

The MEITS project is an interdisciplinary, integrated, collaborative response to this.

The project – main aims and methodologies

MEITS encompasses six intersecting strands, each tackling from a unique angle pertinent issues related to multilingualism. The overarching research questions are as follows:

- What is the relationship between the multilingual individual and the multilingual society?
- What are the opportunities and challenges presented by multilingualism?
- What is the relationship between multilingualism, diversity and identity?
- What is the relationship between multilingualism and language learning?
- How can we influence attitudes towards multilingualism?
- How can we re-energise Modern Languages research?

Through collaborative and interdisciplinary efforts, Strands 1-6 will all feed into answering these. However, each individual strand contributes specific areas of expertise:

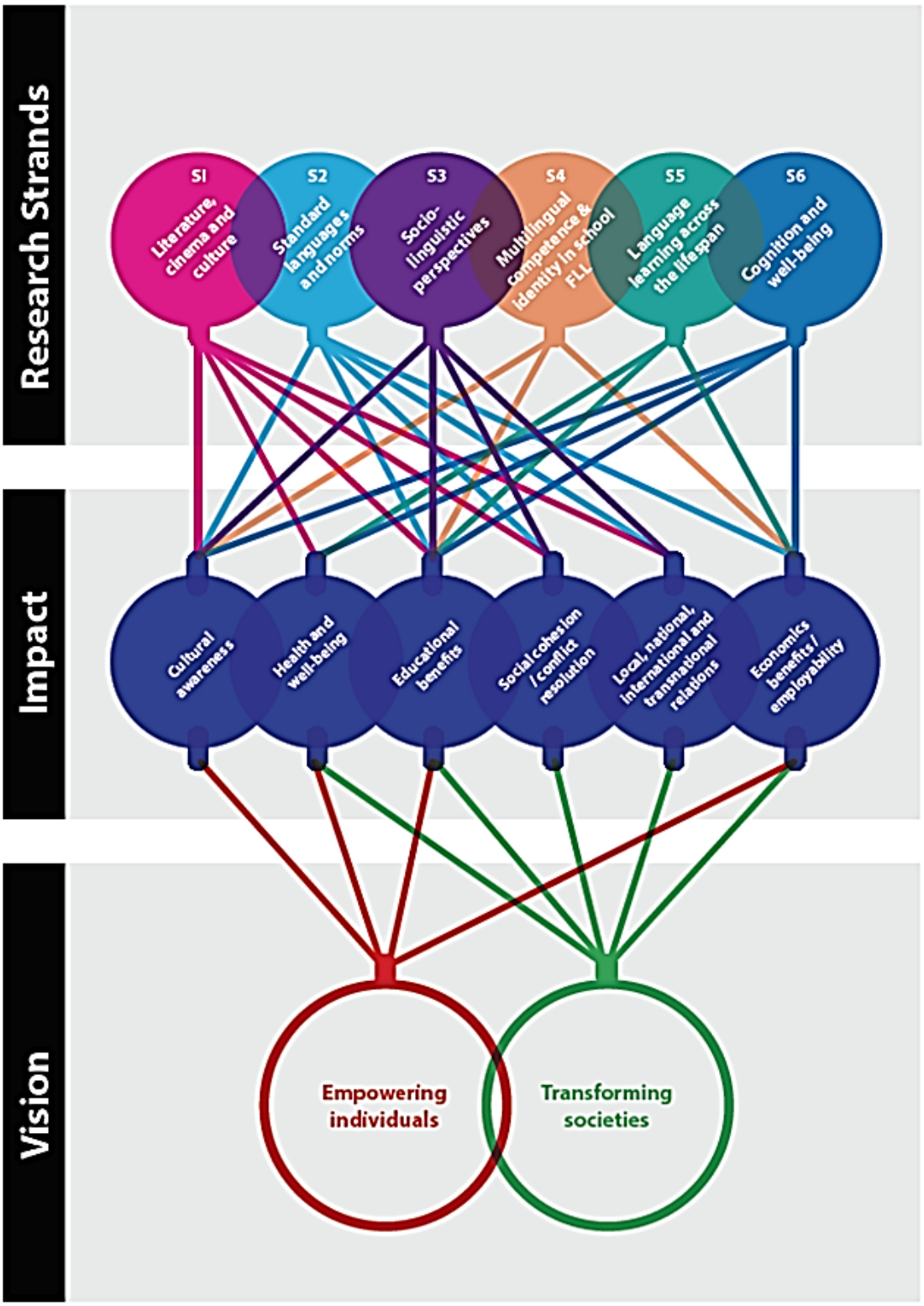

Figure 1: MEITS' strands, impact and vision

One of the key aims of the MEITS project is to establish precedents for innovative methodological approaches in a range of research areas under the banner of multilingualism. While each strand could be said to be located within a specific theoretical and empirical paradigm, spanning literature and culture within the arts and humanities realm in Strand 1, to experimental approaches within a cognitive neuroscience framework in Strand 6, the aim is above all to encourage cross-pollination of theories and techniques from one to the other. Ultimately, we are seeking to facilitate a more integrated exploration of myriad issues relating to multilingualism, both as the phenomenon relates to the individual, and to wider society.

Methodological approaches taken across the strands include document analysis of cultural texts; corpus linguistics techniques; self-report methods such as questionnaires and interviews; classroom intervention strategies; and linguistic and cognitive experimental methods.

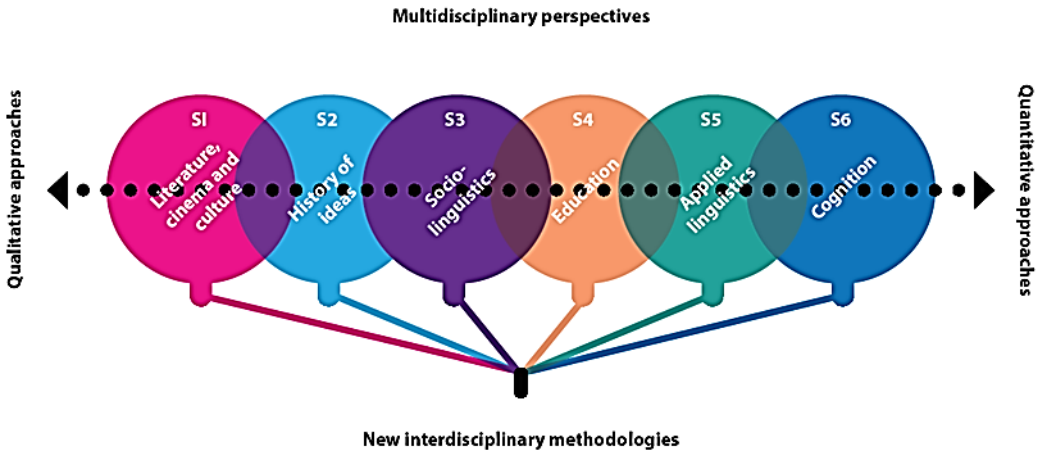

Figure 2: MEITS' methodological approaches

The Strands in Detail

Strand 1 – Arts of identity: literature, cinema, culture and citizenship in a globalizing Europe

Using as its starting point an understanding of multilingualism as a cultural phenomenon, Strand 1 is primarily concerned with the exploration of cultural texts and events such as narratives, fiction, poetry, theatre and cinema in a globalising Europe. In focus are two distinct and instructive contexts in the western and eastern reaches of Europe: Catalonia and Ukraine. Despite inherent differences, these regions share the instrumentalisation of language for the renegotiation or secession of national identities. Specific research questions investigate how and why language is politicised in

multilingual contexts and the role of culture in this process, by undertaking analyses of texts and contexts.

As reported in the Scottish Languages Review, the interconnectivity between multilingualism and culture has long been appreciated within language learning practices: one example is Liebke (2012), who reports on pupils' creation of a newspaper-style publication, dealing with an array of German-language cultural content. Furthermore, Bécavin (2014) provides concrete activities detailing how art, drama and music may effectively be incorporated into language learning for the pedagogical benefit and indeed enjoyment of pupils.

Strand 2 – Standard languages, norms and variation: comparative perspectives in multilingual contexts

Strand 2 seeks to establish a comparative perspective of standard languages, norms and variation in multilingual contexts. There will be an investigation of the nature of standard languages in both speech and writing; old and new media; and individual and group identities. Also explored is how standard languages may enhance social cohesion and democratic citizenship, and in line with Strand 1, the extent to which a standard language can be a vehicle for cultural expression. Specific research questions in this strand focus on defining the nature of a standard language, the interaction between standard languages and minoritised languages, and the implications of each for language education in practice.

Medwell et al. (2012: 40) is an example of recent work published in this journal which touches upon similar issues: these authors have discussed the role that standard language ideologies may play in teacher recruitment processes.

Strand 3 – Sociolinguistic perspectives on multilingualism: identity, diversity and social cohesion

Strand 3 addresses the complex issues of diversity and identity at individual and societal levels, with specific consideration given to the domains of politics and education in both Ireland and France. These contexts provide a comparative perspective on issues such as multiculturalism, regional identities, social cohesion and peace-building – Ireland has an official language that is both minoritised and dialectal, whilst France possesses a unitary official language, which is strongly standardised, and is in a dominant position in relation to a wealth of regional and heritage languages in the country. The relationship between national identity as a shifting and dynamic construct, and multilingualism, is explored in terms of its potential for positive impact on social cohesion.

Previous Scottish Languages Review work has paralleled these themes: Gieselbrecht (2009) has discussed the value of celebrating multilingual and multicultural diversity in education contexts, in order to reflect increasingly "pluralistic" societies across Europe. Furthermore, Debaene (2008) has addressed the emergent diversity in the Irish context specifically, with reference to the Polish diaspora in that setting, and how it has brought into question understood notions of 'official' languages.

Strand 4 – The influence of multilingual identity on foreign language learning

Strand 4 is also concerned with identity, specifically, the transformative potential of multilingual identity within foreign language learning practices in formal secondary education. The main goal is to work towards a nuanced understanding of the relationship between young people's multilingual identity, and attainment and motivation. To this end, two broad groups of pupils will be compared: monolingual (English-L1) pupils in the process of becoming multilingual by undertaking formal foreign language study; and multilingual pupils (for example, those who may speak another language at home), further diversifying their linguistic repertoire through formal foreign language learning. Part of the work of Strand 4 is actually to operationalise these key terms "monolingual" and "multilingual", to better understand the nuances within each, and pupils' own self-ascriptions. Specific questions in this strand compare the foreign language progression of these two groups, as well as the multilingual identity development of each.

Strand 4's aims converge with those of the "Mother Tongue Other Tongue" multilingualism schools project (de Britos, 2016) reported on in the Scottish Languages Review, in raising awareness of the importance of valuing children's multifaceted linguistic and cultural backgrounds and repertoires that they bring with them to the classroom setting.

Strand 5 – Language learning across the lifespan: the role of age, language-specific factors & learning experience on language acquisition

Strand 5 shares a focus on foreign language learning with Strand 4, but considers instead how best language learners may remain motivated and engaged at various stages throughout the life span. The well-known debate of whether it is best to start language learning as early as possible is critically considered, specifically in settings where learners are receiving only quite minimal input (as opposed to immersion settings, for example). This strand investigates whether young adults may actually make more successful language learners in such contexts, given cognitive maturational processes that take place during adolescence. In addition to age, linguistic typology also comes under scrutiny, to explore how a language learner's attainment is impacted by the linguistic closeness of their mother tongue and the target language. The specific type of learning experience is a further variable considered, as the linguistic achievements of heritage speakers will be compared with those of adult second language learners.

The areas of focus in Strand 5 are similar to those explored in empirical work reported on in this publication by Kempe and Brooks (2011), namely taking a cognitive perspective to understanding degrees of success in language learning, by contributing to an understanding of the multifaceted aspects in which learners may prove to be effective, rather than a simplistic approach of believing there to be 'good' and 'bad' language learners.

Strand 6 – Multilingualism and cognition: implications for motivation, health and well-being

Issues relating to health and wellbeing at both ends of the age spectrum are foregrounded in Strand 6. At the younger end is a comparison of monolingual and bilingual children with autism spectrum disorders (ASD), to ascertain whether cognitive benefits of bilingualism identified in typically-developing children also hold for those with autism. At the opposite end is an exploration of the potential for language learning in later adulthood to stave off cognitive decline.

The work of Strand 6 parallels recent coverage of language learning and wellbeing issues in this journal. For example, Shanks (2014) presents a parent's perspective of raising children in a bilingual household, comparing typical and atypical development. In an earlier edition, van Wengen (2013) discusses the varied benefits of language learning for children with social, emotional and behavioural difficulties in terms of their self-esteem, encouraging an intrinsic pleasure in learning processes, and developing an openness to new perspectives.

Planned impact

Our planned impact represents the interdisciplinary collaboration between these six intersected strands. It is crucial to emphasise that the impact will consist of more than just the sum of its parts – it is the fluid, collaborative, and cross-institutional nature of this project that will enable us to address major issues facing modern languages that are relevant to all strands, for example the way modern languages are valued in different contexts; the role of multilingualism in cultural production; exerting influence on policy makers and other stakeholders, and indeed the general public; and establishing innovative methodologies. We can broadly categorise the planned impact as follows:

Links with the community

Ensuring that the wider community is able to benefit from MEITS research is fundamental to our approach. One overarching goal is the creation of "pop-up languages museums" in each of the MEITS partner cities (i.e. Belfast, Cambridge, Edinburgh and Nottingham). Through these museums, members of the public of all ages will have the chance to engage with issues surrounding multilingualism and multiculturalism in an interactive way.

Other examples of such initiatives include language exploration and creative writing workshops promoting multilingual identities and language learning run in partnership with the Cambridge Ethnic Communities Forum (CECF), IDEAL (a team that supports schools to enhance the education and welfare of Black and minority ethnic [BME] and English as an additional language [EAL] pupils and families ensuring inclusion and equality) and the Nottingham Writers' Studio. Furthermore, Polygon Arts will work with a number of multilingual communities over a period of 6-9 months, using drama workshops as an ethnographic space of encounter, creativity and dialogue; these will result in a performance targeted at local families.

Building on Strand 6's research, we will seek to improve the provision of evidence-based information and guidance for bilingual families with ASD children. To this end, a handbook for families will be produced. Furthermore, in terms of impact at the older end of the age spectrum, the findings on bilingualism and cognitive decline support the existing work of research and information centre Bilingualism Matters (www.bilingualism-matters.ppls.ed.ac.uk): in conjunction with this channel and with partners such as Age UK and the University of the Third Age, knowledge will be disseminated to the public via publications, talks and conferences.

Links with partners outside the higher education domain

An important tenet of our work is making connections with a broad range of stakeholders. For example, the research being conducted on standard/non-standard languages and language norms will be complemented by collaboration with commercial bilingual dictionary publishers, and organisations involved in language learning and language testing. Furthermore, our interest in social cohesion and conflict resolution in the French and Irish contexts specifically has already led to collaboration with a number of partners external to the higher education sector, particularly on the question of the position of the highly politicized Irish language in Northern Ireland.

Facilitating pedagogical impact

Establishing partnerships with schools is an important part of MEITS' work, and its lasting impact, and this will take a number of different forms. For example, continuing professional development (CPD) mini-conferences will be organised by research staff at the University of Cambridge for teachers in the surrounding areas, which focus on raising awareness of pertinent issues relating to multilingualism, identity and attainment, including opportunities for training, as well as forums for sharing best practice. Furthermore, we anticipate being able to make recommendations about appropriate, beneficial and rationale-driven ways to incorporate learners' mother tongue into foreign language teaching, as well as to inform age-appropriate teaching practices, which build on an understanding of learners' relative stages of cognitive development and motivation.

Facilitating policy impact

Policy is a key part of the MEITS project, and it has been agreed that MEITS will lead on policy across the four OWRI projects. We will be working with policymakers in Whitehall and beyond and will have three 'Policy Fellows' working with us over the course of the project. In addition, Professor Janice Carruthers (Queen's University Belfast), in her new role as the AHRC's Modern Languages Leadership Fellow and a MEITS Deputy Principal Investigator, will be particularly focussing her research on language policies and practices in the devolved administrations of the United Kingdom: to this end, she is working with University Council for Modern Languages Scotland (UCMLS), and hopes to collaborate with SCILT. Finally, as a way of interacting with policy development, the Languages, Society and Policy journal will be officially launched later in 2017. The aim of this journal is to showcase interdisciplinary research excellence which is accessible to

different stakeholders, in order to facilitate the provision of policy advice to a range of domains which are underpinned by the crucial role of language, such as education, health and business.

Moving forward

As this work progresses, and the impact of this innovative, multidisciplinary and wide-reaching project becomes established, the MEITS team looks forward to providing updates to the Scottish Languages Review that will be of interest to the readership, with the aim of informing policy, practice, and indeed beliefs as they relate to multilingualism.

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Utah's Dual Language Immersion Program:

Access to Multilingualism

Johanna Watzinger-Tharp, University of Utah
Jamie Leite, Provo City School District/Utah State Board of Education

Abstract: In this article, we discuss the context, key features and vision of Utah's dual language immersion (DLI) programme. Students in this programme spend half of the school day learning subject matter in English, and the other half learning in a target language. Utah's DLI programme started in 2009 with 25 elementary schools and three target languages (Chinese, French and Spanish) and is supported by legislative funding. In the autumn of 2017, 200 schools in 22 districts across the state will offer dual language immersion in Chinese, French, German, Portuguese, Spanish, and for the first time Russian. Schools and districts that participate in dual language immersion commit to implementation that complies with the state model. We explain the model's key features and discuss the central role of collaboration between public and higher education to realise the vision of articulated language education.

Keywords: dual language immersion, academic achievement, language policy, bilingual education, Anglophone context/USA

Introduction

On February 28, 2017, the American Academy of Arts & Sciences (AAAS) released a report on the status of language education in the United States. The report was created at the request of a bipartisan group of U.S. senators and representatives, who asked the following questions:

> *How does language learning influence economic growth, cultural diplomacy, the productivity of future generations, and the fulfilment of all Americans? What actions should the nation take to ensure excellence in all languages as well as international education and research, including how we may more effectively use current resources to advance language learning? (AAAS, 2017: v)*

Referring to the most recently available U.S. Census Bureau data, the first paragraph of the report's executive summary concludes that "the vast majority of American citizens remain monolingual" (viii). According to the Census Bureau, only a small fraction of the country's 65 million multilingual residents are able to use their non-English home language proficiently. Moreover, opportunities for learning languages have decreased, particularly at the elementary and middle school levels. In most states in the U.S., less than 20% of K-12[1] students were enrolled in language courses in 2015 (AAAS, 2017: 11).

[1] Kindergarten to Grade 12 (ages 4-17). Grade 12 represents the last year of compulsory school education.

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In a nation that the AAAS report characterises as “stubbornly monolingual,” Utah has emerged as a leader in dual language education, with nearly 40,000 students in 192 elementary and secondary schools to be enrolled across the state in 2017-2018. Though this number amounts only to just over 6% of Utah’s entire student population, it represents dramatic growth from the 25 dual language immersion (DLI) schools launched eight years prior in 2009. More importantly, DLI schools are located in 22 of Utah’s 44 public school districts in urban and rural areas across the state, with new schools and also districts being added every year. Currently, Utah’s immersion languages include Chinese, French, German, Portuguese and Spanish; the first Russian school will open in the autumn of 2017.

The following sections will first present the history of Utah’s DLI program and then discuss key components, including the overarching public and higher education alliance. The final section will address challenges and the state’s vision for the programme’s future.

Utah Dual Language Immersion: Background

Prior to the creation of its DLI program, Utah had offered bilingual education for some 30 years without sufficient funding or infrastructure (Leite and Cook, 2015). In 2008, Utah Senate Bill 41 established DLI as a pilot to be officially launched the following year with eight Chinese, five French, and twelve Spanish programs in 25 schools. The initiation of DLI was buoyed as stakeholders from across the state united from 2007 to 2009 to focus on language learning. Leaders in education, business and government participated in three language and international education summits that were designed to create a shared vision for Utah’s language education policy. The recommendations that emerged from the summits are captured in the Utah Language Roadmap for the 21st Century, which articulates the goal of “creating a dynamic language education structure to support the development of a highly skilled and advanced multilingual student population focusing on professional competence in at least one world language other than English, preferably two” (Utah Language Roadmap, 2009: 4).

The summit conversations leading up to the Roadmap had crystallised that the key to students achieving professional competence in a language other than English would be early language study that is built into school curricula and articulation across educational levels. The most unique aspect of the Utah Roadmap is its state-wide K-16[2] articulation vision, with Utah students beginning world language study in a dual language immersion program in elementary school, continuing through middle/junior and high school, and arriving in higher education with advanced proficiency. This K-16 vision is the foundation of the Utah program and will be addressed later on, after a discussion of the critical aspects of Utah’s DLI program, including implementation, assessment, infrastructure, and funding.

[2] K–16 (Kindergarten to Grade 16) is a movement in the United States that considers both compulsory (i.e. nursery, primary, and secondary) education and the first four years of post-compulsory education systems together, with the aim to create aligned policy and practice in examination practices, graduation requirements, admissions policies and other areas.

Utah Dual Language Immersion: Program Components

Uniform implementation of Utah's DLI model plays a critical role in the program's success. Every DLI program that receives state funding has to document compliance with a set of nine assurances, starting with the state's 50/50 two-teacher model. 50/50 refers to the allotment of time, with half of the school day taught in English and the other half taught in the target or partner language. The English teacher and the target language teacher work together as a team to execute the curriculum and plan lessons. Critically, however, the content learned during each half of the school day is complementary, not duplicating. For example, in grades 1-3 (ages 7-9), maths is taught almost exclusively in the target language, e.g. Chinese, French or Spanish, while the English half of the day is devoted to English language arts and focused subject matter vocabulary reinforcement. In addition to defining instructional models for different grade ranges (e.g. grades 1-3 or 4-5) and requiring the collaborative two-teacher model, the fidelity assurances[3] also stipulate 100% target language use by the target language teacher, enrolment open to students of different ethnic and socioeconomic backgrounds and ability levels, and participation in state-sponsored professional development (Utah State Board of Education, 2016).

Crucially, all schools are required to participate in outcomes measures, including target language proficiency assessments. Like all Utah elementary schools, those that house a DLI programme are held accountable for students' performance on standardised tests in English language arts, math and science. While large-scale accountability measures of these core subjects are the norm in the U.S., systematic assessments of world language are the exception. Utah, however, has made a significant investment in measuring DLI students' progress toward proficiency. Working backward from the stated goal of students reaching the advanced level of proficiency (ACTFL,[4] 2012) by the end of secondary schooling, Utah has established performance benchmarks for each grade level from 1-12. DLI students' speaking, listening, reading and writing competencies are assessed at frequent intervals with formative, on-going classroom assessments as well as summative assessment through annual standardised tests.

Together, academic achievement and proficiency measures not only hold the DLI programme (and districts and schools) accountable, but are critical to making requests for the continuation or increase of funding successful. With research studies demonstrating that DLI students are performing at the same or higher levels in English language arts and math (Watzinger-Tharp et al., 2016), and 80-90% of DLI students meeting or exceeding proficiency benchmarks across skills and languages (Watzinger-Tharp & Rubio, 2016), DLI leaders have been able to make their case for funding that will not just sustain the programme, but also support growth.

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[3] *Fidelity assurance* means that the school agrees to adhere to the teaching methodology and administrative requirements set out by Utah's DLI programme

[4] American Council on the Teaching of Foreign Languages: ACTFL is a national, individual membership organisation dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction and all education sectors.

The initial legislative appropriation of $750,000 for the DLI pilot has increased every year. Since the two-teacher model is such that schools need not finance new positions, school level funding is principally used for the acquisition of instructional materials. Funding allocations to districts and to the State Board of Education support the programme's significant infrastructure and a wide range of professional development activities. It should also be noted that Utah has leveraged legislative funding to obtain federal grants, which, in turn, have further helped advance DLI in Utah.

With this legislative funding, the Utah State Board of Education has been able to create the requisite infrastructure to implement the programme with fidelity, provide training and support for teachers, effectively coordinate with school and district administrators and engage parents. One of the most significant infrastructure pieces is Utah's DLI leadership team made up of experts in dual language and teacher education. Their principal charge is to promote excellent instruction that is firmly grounded in language acquisition and dual language immersion research. A group of highly trained and experienced professionals, they educate and support target language and English teachers, provide regular professional development, and also oversee an annual pre-service institute for DLI teachers in their first and second year of teaching. In addition they hold semi-annual meetings with key stakeholders and organise regular parent meetings in schools and at the district level. These activities are designed to establish foundational understanding of dual language immersion and its benefits and to generate buy-in from all stakeholders.

Utah Dual Language Immersion: K-16 Alliance

One of the unique aspects of Utah's DLI programme is close cooperation across the entire educational spectrum to achieve the goal of articulated language teaching and learning from primary to postsecondary education. This alliance, spanning grades K-16 (kindergarten through bachelor's degree) has spurred productive practitioner/researcher partnerships. DLI practitioners who are leaders in DLI education and researchers with expertise in second language acquisition, pedagogy and teacher education develop and implement curriculum and assessments, train teachers and carry out collaborative research.

Utah took a significant step toward its goal of articulating language study across educational levels in 2015 when the alliance succeeded in requesting new legislative funding for the continuation of dual language immersion up to and including Grade 12, the senior year of high school. With this funding, Utah has established the so-called *Bridge Program* with upper-level university courses offered in grades 10, 11, and 12 for students typically 15-17 years old. Students who complete all three courses will obtain a total of nine credits, just six credits short of a university language minor[5]. Seven Utah public universities agreed to the bridge concept and, more importantly, to accept courses for

[5] Academic minors and majors differ in that the former is subordinate to the latter. Some students use the minor to make themselves more attractive to employers, e.g. by gaining a minor in a modern language.

upper division college credits. High school teachers and university language department faculty and chairs conceptualised and designed the *Bridge Program* over the course of two years (2014-2016). This year (2016-2017), students are completing the inaugural Spanish bridge course, offered in two school districts and team-taught by university and high school instructors. In the coming years, three upper-division language courses will be specially designed for each of Utah's DLI languages and offered on a three-year rotation to DLI students. Beyond the concrete and tangible benefit of college credits, the bridge courses create a space for students to imagine themselves as college students. This opportunity to envision college is particularly important to student populations underrepresented in post-secondary education, including students with heritage language backgrounds or lower socioeconomic statuses. The *Bridge Program* and, more broadly, the K-16 alliance, highlight the ultimate purpose of Utah's DLI programme to prepare students for success in college, and in life as global citizens.

The Utah K-16 alliance transcends boundaries between public and higher education that have persistently prevented language education from progressing seamlessly from elementary through middle/junior and high school and, finally, to college education. To be sure, bringing together two distinct educational cultures creates a unique set of challenges. The emphasis on outcomes assessments and accountability in public education might prompt concerns about academic freedom among university educators; and when post-secondary educators highlight literary and cultural studies, educators in middle and high schools worry about accessibility and appropriateness of courses and materials. In order to remove barriers between educational levels, we had to learn each other's cultures and languages.

Challenges

Implementation fidelity, outcomes assessment, funding and infrastructure, and alliances across the educational spectrum have been vital for the stability and sustainability of Utah's DLI programme. Of course, the programme also faces challenges: some unique, some inherent in dual language education in general, and others related to broader educational and societal contexts.

All dual language immersion programmes face the challenge of hiring and retaining qualified teachers with the requisite professional credentials and linguistic capacity. However, the enormous scale of instructional needs makes Utah unique. As noted earlier, Utah's DLI programme has grown from 25 pilot schools in 2009 to 162 in 2017. With some 30-35 new schools anticipated for 2017-2018, the number of DLI schools in Utah will be close to 200 with approximately 40,000 students. Since the supply of domestic teachers is not sufficient, Utah recruits international guest teachers who are licensed and have teaching experience in their home countries to fill positions at new and continuing schools each year. In addition to bringing experience and skills, they enrich schools and communities with their cultural and linguistic diversity. However, cross-cultural differences, in particular those related to educational principles and philosophies, pose significant challenges, even if training and guidance are provided for all involved parties. Moreover, an international teaching force inherently increases staff

turnover, requiring districts and schools to hire and train new cohorts more frequently. The scale of Utah's DLI programme, which makes the opportunity to become bilingual and biliterate available to a growing population of students, also increases pressure on the programme's infrastructure and resources. The state will have to continue to balance growth, resources and programme quality.

Not unique to Utah's DLI programme, or to dual language education, is the challenge of collecting and maintaining systematic and reliable data for accountability measures and research. For dual language immersion, this translates, first, into demonstrating that learning in two languages does not put students at an academic disadvantage in English or other elementary school core subjects (math and science) that are tested in English. Studies conducted in Canada and in the U.S. have consistently found that dual language immersion can benefit students' academic achievement (e.g. Collier and Thomas, 2004; Lazaruk, 2007; Marian, Shook and Schroeder, 2013; Steele et al, 2016). Similarly, recent studies have shown that students in DLI programmes attain higher levels of target language proficiency than students in traditional four-year programmes (e.g. Burkhauser et al., 2016; Fortune & Tedick, 2015).

Utah has to demonstrate that its DLI model, particularly because it has been implemented state-wide, yields similar results. Though school and student demographic and performance data are generally collected at the state level, tracking of DLI students was initially left to school districts. Early on, the absence of a centralised mechanism created some obstacles to conducting research to measure effects of DLI on student achievement. However, over time, data collection processes have been refined and are facilitating a comprehensive DLI research agenda.

Future Plans and Vision

Two legislative bills have provided critical funding for elementary dual language immersion and the bridge programme for continued language study at the secondary level. It is now time for stakeholders' attention to turn to post-secondary education. Students who graduate from high school with advanced language proficiency expect educational opportunities that capitalise on their high skill levels. Utah colleges and universities will have to rethink their approach to language education, which has operated under the assumption that students arrive with low levels of proficiency. Such low expectations have perhaps underestimated the abilities of populations such as heritage speakers. Certainly, they will also do a disservice to students who have completed DLI and the bridge programme. How will these students be served best?

Two programmatic frameworks guide the state's vision for language study that is integrated with content (as in CLIL) and prepares students for using their language skills in academic and professional careers. A number of U.S. institutions, including the University of Utah, are members of the nation-wide *Cultures and Languages across the Curriculum* consortium (CLAC), which promotes content-focused language study outside the traditional language classroom to advance students' linguistic and cross-cultural competencies. The University of Utah has started a pilot programme to offer CLAC

courses in multiple languages, including Arabic, Chinese, Japanese, Korean and Spanish, in conjunction with disciplinary courses in, for example, History, Film Studies, Political Science and Public Health that are taught in English. Students read and discuss target language material that is tied to the disciplinary course content in order to advance their language skills and to broaden their cross-cultural perspectives. The state aims to develop a full cohort of regularly taught CLAC courses in conjunction with disciplinary courses, or as stand-alone classes. Long-term, CLAC will then evolve into double degrees that fully integrate language with academic or professional degrees.

The second framework focuses on students reaching high levels of language proficiency through intensive language study at home and abroad. Known as the Language Flagship, this competitive federal programme funds the development and implementation of innovative undergraduate curricula that will take students to a superior level of proficiency tied to a career trajectory, for example in engineering, medicine or law. With limited opportunities for early language study in the U.S., this ambitious goal has only been attainable for a small population, such as students with extensive experience outside the U.S. or a bi-national or bicultural background. The Utah DLI programme and the bridge courses, in contrast, are setting expectations for students to enter college at the advanced level, making high advanced or even superior proficiency an achievable reality. We will have to determine if the Language Flagship, and the CLAC programme, can be replicated on the scale of Utah's DLI programme, engaging with thousands of students, to produce global citizens with professional expertise and superior language proficiency.

Conclusion

As pointed out by the AAAS report cited in the introduction, the majority of citizens in the U.S., a country of immigrants, are monolingual or barely proficient in a language other than English. In other words, the presence of multiple languages in U.S. society has failed to advance multilingualism among individuals. This gap between societal and individual multilingualism is not uncommon in societies with a dominant majority language. Not surprisingly, native speakers of English in the U.S. are less inclined than minority language speakers to acquire another language. Being a native speaker of a globalised language, one might argue, turns out to be a both a blessing and a curse. English as a default lingua franca diminishes the motivation of monolingual English speakers to seek proficiency in a second language.

In Utah, DLI as a state-wide model has altered the monolingual mindset that is pervasive in U.S. education and in public discourse. The 5th International Conference on Language Immersion Education, held in Salt Lake City in 2014, was built around the theme of "mainstreaming access to multilingual communities." The theme acknowledged that citizens around the world, in the U.S. and in Utah live and work in multilingual societies. It also deliberately mirrored Utah's long-term goal to "provide a world of opportunities for students" by mainstreaming dual language immersion programmes throughout the state's public education system. While challenges still lie ahead, Utah is well on its way to making this ambitious goal a reality.

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Sharing Languages - Edinburgh students work with refugees in Germany

Ellen Smith, Julia Pisarek, Rachel Lonie, Anna Phelps, Nick Heaney and Helen McDiarmid

University of Edinburgh

Abstract: Last summer twenty students from the University of Edinburgh travelled to Germany for a project to help the integration of refugees. Recognising the importance of language in order to integrate, we led a summer school for children in order to maintain and develop their German whilst they were not at school over the summer holidays. We also attended a local refugee café where refugees came to meet others in a similar situation to them and locals who were offering advice. Here several languages could be heard, using any means to communicate and interact with each other. During our time there we experienced ourselves some of the challenges of integration. Whilst living in a German village we had to support each other with our range of language abilities just as we had seen happening in the summer school and at the refugee café.

Keywords: higher education, refugees, Germany

Introduction

In July 2016 twenty students from The University of Edinburgh travelled to Germany to take part in a project to help refugees, who had recently arrived in the area. We were all studying German in either our first or second year of study. We were concerned about the circumstances refugees across Europe found themselves in. The situation at the time was unpredictable, and we were not sure what to expect upon our arrival. During the three weeks we spent on this project, we led a summer school for refugee children at a school in Bad Kreuznach. We also visited the Bon Café - a meeting point for refugees, where adults could receive advice, meet locals and other people in a similar situation. The project also provided us with the opportunity to improve our German through a language course and through interacting with the locals and the refugees (many of whom already spoke German quite fluently). The experience was ultimately a very uplifting one, and we were all encouraged and impressed by what the local community was doing to welcome refugees to Bad Kreuznach.

Bad Kreuznach and the Crucenia Realschule

Bad Kreuznach is a town in Rhineland-Pfalz, Germany. Many refugees have been accommodated there, and also in Bad Münster am Stein-Ebernburg, the neighbouring town. Thanks to the kindness of many locals, the twenty of us were able to stay in an empty church house in a nearby village called Zotzenheim. In July 2016, Zotzenheim was yet to host any refugees. There were however some living in nearby Sprendlingen.

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The Crucenia Realschule is a school in Bad Kreuznach of around 700 pupils, the majority of which have come to Germany from other countries. Most of the children we worked with were from Syria, but there were also pupils from Afghanistan, Somalia and Iran amongst other countries. This multicultural environment is why so many refugee children are schooled there.

When the refugee children first arrive at the school from abroad they attend all classes in German, alongside their German-speaking peers. They also attend around 20 hours of intensive language classes per week, in order to speed up their learning process. Because of this, children end up in mixed age groups as the classes are set according to their language skills and their ability to pass exams and tests in German. Only when the children are able to study Biology, History, and other subjects at a similar level of German to their native-speaker peers, will they be allowed to progress with their studies. This means that their general studies may be put on hold for up to two years. Though this process sounds, and is, very challenging, we found that the children do make progress quickly. However, it appears that most of their progress is lost during the summer holidays, when many of the refugee children do not use German at home. This is where our work with the children began.

Our group travelled to Bad Kreuznach, four days a week, to organize a Summer School for the refugee children attending the Crucenia Realschule. The project was co-created by a student teacher from Bad Kreuznach, who was doing a work placement in the school at the time. When we arrived in Bad Kreuznach, we noticed that the pupils could communicate with considerable fluency within familiar contexts, but when we moved outside the classroom it became clearer that there were limits to the breadth of their vocabulary. Our job was not only to help them maintain their language skills, but also to help them feel more comfortable in their environment, and to give them an enjoyable summer filled with games, activities, and field trips.

Whilst working with the children, the motto of the Crucenia Realschule, “Es ist normal verschieden zu sein”, particularly resonated with us. This phrase translates to, “It is normal to be different”, and we saw this idea being embraced by everyone at the school. The children in our groups were of all different ages (from 9 - 16), and came from several different countries and cultural backgrounds, yet there were never any arguments or fights between them. It was incredible to see how they had all adapted to the situation they had found themselves in. What was especially inspiring for us was seeing the children, who were more confident in their German language skills, helping others who had perhaps only been in Germany for a few weeks.

> *The Realschule was not just a school, but a community. It was a really supportive environment not only thanks to the teachers, but also thanks to the pupils, who would often help each other out. It was something quite special to be a part of. Rachel Lonie, 2nd year German and Politics.*

Activities

We tailored our activities to small groups (around 6 school pupils and 3 students), in which we worked over the two weeks. We organized a trip to a barefoot walking path, played mini-golf, went paddle-boating, organised scavenger hunts, went to the cinema, but also baked and cooked in the school. Learning in different environments allowed the children to have fun whilst developing new vocabulary. A benefit of working in small groups was that the children received a lot of one-to-one attention; this helped boost their self-esteem, made them feel more comfortable in the group and more familiar with us. The groups were of mixed abilities, and it was a privilege to see the children helping not only each other, but us as well.

We found that some of the younger children responded really well to learning through songs, whilst some of the older ones engaged in healthy competition provoked by tongue twisters. These are examples of some of the ways we tried to integrate language learning into all of our activities. We printed photos of what we had done each day, and then asked the children to write something about that day to keep in personal folders. This suited the range of abilities we had in the groups and offered the school, the children and their parents a record of their time spent with us.

Overall, the majority of our activities were based outside the classroom and we encouraged the children to use their German in local shops and at the market. In a way, this echoed our experience in learning a language, as we also had to apply our German skills during our time living and working in this new and foreign environment. Seeing us struggle with our language at times meant that the children could relate our process of learning to their own. Many of the children helped us with our German - this reciprocal manner of learning really became the core of our project. Everyone was taking part in their own process of learning a language and we were there to help one another.

Learning German

In the mornings we had our own German Summer School in Zotzenheim, conducted by Annette Götzkes from the University of Edinburgh, who was the main organiser of the whole project. We covered German language and literature that was connected to the experiences of refugees and immigrants in Germany. The lessons were engaging, educational, and effective not only because we improved our German, but because they helped us to connect to the experiences of the people we were meeting from all different backgrounds.

Between the twenty of us, the level of German skills varied, and this led to us supporting each other, not just in the classroom, but also in challenging situations, such as talking with locals in the village. Having a range of abilities meant that those of us with lesser capabilities were challenged to meet the level of more advanced students. We could easily learn from one another and help each other out when we were struggling.

Personally, I was inspired by the students who could communicate far better than I in German and it motivated me to continue to push myself in challenging situations like group conversations with the Zotzenheim locals. Ellen Smith, 3rd year History of Art.

Ausländerpfarramt and The Bon Café

The Ausländerpfarramt (www.auslaenderpfarramt.de) serves as a contact point for all foreigners, and focuses on pastoral care for migrants and refugees. It coordinates a project called „Ankommen in Rheinland-Pfalz“ which supports the incoming refugees by providing advice for their asylum application. Furthermore, the people at the Pfarramt help refugees with orientation and integration into the community by organising events and activities. As language acquisition plays a crucial part in the integration of refugees, the Pfarramt also coordinates and trains volunteers to provide German lessons.

Another example of welcoming refugees to Germany can be seen through the weekly ‘Bon Café’, which is also organised by the Ausländerpfarramt and based in a church building in Bad Kreuznach. The Bon Café provides an environment where people can come together and hear their native languages, share their stories and advice (and cake!). Each Wednesday we would come to the café and spend time with the people there, the majority of whom were from Syria, Afghanistan and Iran. This part of the project was especially uplifting but also challenging. As we played cards and talked with the refugees we were overwhelmed by the thoughtfulness and compassion we experienced. We all made friendships there that we will never forget.

It was inspiring to witness the support given by people from the local community, and the many different forms it took. It was normal for there to be four languages spoken in one conversation, and working in this environment made us realise the significant role language plays when trying to integrate into a new community. Similarly, but of course on a lesser level, we were experiencing this living in a small German village.

What really struck me was the courage and strength of the refugees considering all they have been through. How they could be in such high spirits all the time. They would always put others before themselves. Nick Heaney, 2nd year Engineering.

Interviews

While spending time in the Bon Café we conducted interviews in German and English (and in Farsi and Arabic, with the help of translators) with several refugees, the coordinator of the initiative and later also with the trainee teacher, the director of the Crucenia Realschule, and with pedestrians in Bad Kreuznach. This part of our project provided us with a large amount of material to use in the dissemination of our work, and enabled us to begin to create a documentary about what we learned during our time in Germany, as well as an exhibition at the University of Edinburgh.

In conducting these interviews, we learned about a wide range of attitudes and heard many different perspectives. We found it really important to be able to provide a contrasting perspective to the usual media coverage of the issues surrounding refugees.

When I signed up to take part in the project I didn't anticipate the range of stories we would be exposed to - everyone we met had had different experiences, and it was really insightful and eye-opening to be able to interact with people from so many backgrounds, and to hear their own opinions on the situation. Julia Pisarek, 2nd Year German & Politics

Creative Writing

As well as participating in language classes, we also had the privilege of taking part in poetry workshops with poet Georgi Gill, who came to work with us from the Scottish Poetry Library. In these sessions we discussed poetry about the experiences of asylum, and learned new writing techniques, such as free writing - writing without really thinking for a few minutes, in order to provoke thoughts, which would then be turned into poetry. In each session, we had time to write for ourselves. We all produced poetry about migration, connected to how we felt about the refugee crisis, or how we were inspired by the people we had met. The workshops helped us process the work we were doing and the thoughts we were having.

I'm really grateful that we had the opportunity to write our own poetry. Although it seemed to me that it would feel out of place on our trip, it was exactly what I needed. It gave us a space to reflect on what we were doing and to process the emotions of our work. Anna Phelps, 2nd year German & History

One-on-one	***Pusteblume***
Hot-boxed and sat opposite	*"Wie sagt man mm..?"*
With no air but each other's	*This delicate firework*
He stuck up a statistic shield.	*Catched between a finger and thumb*
Against his war,	*Then cupped in small hands*
About the war of his country,	*Wished on*
The war in his words much different	*Then released*
From the war down his throat.	*A perfect orb of secrets*
His eyes are betraying him,	
My mind in ten places,	*By Ellen Smith*
His mind in one.	

Back in Edinburgh

We keep in touch with the friends we made in Germany and hope that similar projects will take place in the future. An exhibition presenting our project, as well as the work of other students from the Edinburgh College of Art, who are engaging with the current rise in the number of people seeking asylum in Europe, was available to view at the University of Edinburgh's George Square Campus[6]. The exhibition aimed to provide an environment where people are free to learn, reflect and engage with our project, with the experiences of refugees in Europe, and with wider issues surrounding migration[7]. We have also presented our project to college students to demonstrate how learning languages can have a positive impact in the wider world during and after university. To further disseminate our work and to counter popular sensationalism in the media, we produced a documentary which is to be made available to schools and other institutions. There is also a short blog about our experience[8].

Conclusion

This experience really proved to us that language is an integral part of life. Language can sometimes be seen as a barrier, however what we saw at the Bon Café, the Summer School and in our time in the village proved that it is far from it. Instead, we saw multiple translations happening during one conversation, with all of the speakers working together to ensure everyone could communicate and be involved. As the project coordinator herself mentioned in an interview we did with her, "we will communicate with our hands and feet if we must." Nobody's voice was ever lost. Language is something that connects us all, and in a time of such uncertainty in the world, we could all draw from the communication and understanding we witnessed in Bad Kreuznach.

[6] http://www.eca.ed.ac.uk/history-of-art/news-events/students-run-integration-project-for-refugees-arriving-in-germany

[7] http://www.studentnewspaper.org/edinburgh-students-experiences-working-in-a-german-refugee-camp-detailed-in-new-exhibition/

[8] https://goabroadfund.wordpress.com/2016/08/30/volunteering-with-refugees-in-bad-kreuznach-germany-chris-dobson/

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Recent Publications – Abstracts and Weblinks

Alberta Teachers Association (2017) Literature Review on the Impact of Second Language Learning

The purpose of the current literature review is to investigate whether and how learning a second language affects language learners. It focuses on research in the following areas: cognition, academics, personal life, society at large, economics and intercultural understanding. In addition, special attention is paid to the extent to which students with exceptionalities and other language learners are able to acquire additional languages. Learning languages takes time and effort, and the amount of time it takes depends on a number of factors. Some of these include the learning context, learning goals and the age of the learner, to name just a few. Most often, learning a second language has a positive impact on the language learner. At times, however, learning languages may pose challenges. The research presented here focuses both on the benefits and the challenges associated with learning a second language.

Alcantara Communications (2016): The Teaching of Arabic Language and Cultures in UK Schools. Review commissioned by the British Council

This report was commissioned by the British Council in March 2016 as part of its Arabic Language and Culture programme, which is now in its fourth year. It builds on previous research undertaken by Alcantara Communications. As a result of this initial research, the British Council developed and tailored its programme, continued to build its contacts with stakeholders in the field, and commissioned further in-depth research into key themes identified. These were contracted as separate strands, since they required different types of expertise. This report covers Strand 2 of the research: 'Review of the teaching of Arabic language and culture in UK schools'.

American Academy of Arts and Sciences (2017) America's Languages: Investing in Language Education for the 21st Century

In this report, the Commission on Language Learning recommends a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background—that is, to value language education as a persistent national need similar to education in math or English, and to ensure that a useful level of proficiency is within every student's reach.

Some Key Findings:

- The ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century.
- The United States needs more people to speak languages other than English in order to provide social and legal services for a changing population.

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- The study of a second language has been linked to improved learning outcomes in other subjects, enhanced cognitive ability, and the development of empathy and effective interpretive skills. The use of a second language has been linked to a delay in certain manifestations of aging. […]
- One of the biggest obstacles to improved language learning is a national shortage of qualified teachers. […]
- Native American languages are distinct in political status and history, and are the object of school- and community-based reclamation and retention efforts aligned with the Native American Languages Act of 1990.

American Council on the Teaching of Foreign Languages (ACTFL) Annual Report 2016

NB: On 1 March 2017, ACTFL and a diverse group of private and nonprofit partners spanning the education, business and foundation sectors launched ***Lead with Languages***, a multi-year campaign aimed at reversing the language skills gap and making language learning a national priority in the U.S. The campaign seeks to build awareness across the U.S. about the growing importance of language skills to a wide array of careers [...] with the ultimate goal of supporting a new generation of Americans competent in other languages and cultures and equipped to compete and succeed in a global economy.

Find out more here: http://www.leadwithlanguages.org/

British Council (2016) Languages for Resilience: The Role of Language in Enhancing the Resilience of Syrian Refugees and Host Communities

KEY FINDINGS

- Every language used by the refugees helps them to build resilience at the individual, family and community levels. Both home language and their additional languages matter
- Proficiency in additional languages provides new opportunities for education and employment
- Proficiency in key languages gives people a voice to tell their story in various contexts
- Language-learning can bolster social cohesion and intercultural understanding
- Language-learning activities can be supportive interventions to address the effects of loss, displacement and trauma
- Building the capacity of language teachers can strengthen the resilience of the formal and non-formal education systems in host communities

Corradini, E et al (eds) (2016) Languages and Employability: A Handbook

This is a commercially produced book but you can download each chapter individually for free (scroll down the page)

European Commission (2016) Study of Foreign Language Proficiency and Employability

This study, commissioned by the European Commission's department for jobs, social affairs and inclusion, highlights the link between foreign languages skills and employability in EU countries. It analyses how it changes across countries, economic sectors and job roles and gives recommendations on further support and diversification of language learning, and certification and assessment procedures.

Eurydice (2017) Key Data on Teaching Languages in Schools in Europe 2017 Edition

Linguistic diversity is part of Europe's DNA. It embraces not only the official languages of Member States, but also the regional and/or minority languages spoken for centuries on European territory, as well as the languages brought by the various waves of migrants. The coexistence of this variety of languages constitutes an asset, but it is also a challenge for Europe. This fourth edition of Key Data on Teaching Languages at School in Europe describes the main policies on the teaching and learning of languages, with a focus on foreign languages. It contains 60 indicators in five chapters entitled Context, Organisation, Participation, Teachers and Teaching Processes. While this book builds on the previous edition published in 2012, it also investigates new areas, principally the language provision for children from migrant backgrounds. The report was produced in close cooperation with the European Commission.

The publication belongs to the Key Data series, the aim of which is to combine statistical data and qualitative information on European education systems. The indicators are organised by thematic area within the chapters and sections. They provide clear, precise and comparable information displayed as graphics and are accompanied by brief commentaries ☐ a headline summarises the key points mad

New American Economy (2017) Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market

In today's globalised world, businesses need employees who can serve customers not only in English, but in a wide range of other languages as well. […] Given this, it is not surprising that by 2020, proficiency in more than one language will be among the most important skills a job seeker can have. […] Yet, despite this rapid increase in demand for foreign language skills, fewer students in the United States are taking language classes. […] Previous attempts to understand the increasing demand for foreign language skills have been limited in scope. Many existing studies focus on demand for bilingual workers in fields like translation, interpretation, and language instruction—jobs in which language skills are clearly necessary. Other research has focused exclusively on Spanish-English bilinguals, or has relied on small-scale survey data. Such work does not accurately reflect the rich diversity of today's labour and consumer market. It also fails to provide meaningful insights into how immigrants or their children could help to fill the growing demand for foreign language employees. This study aims to overcome the limitations of past research, providing valuable insight into how the demand for bilingual

workers has grown at both the state and national levels. We also explore demand for workers who speak specific languages including Arabic, Korean, or French.

Social Research – Children Education and Skills (2016) Attitudes towards Language Learning in Schools in Scotland

In the 2015 Social Attitudes Survey participants were asked about their views on language learning. 89% thought that learning a language other than English in school from the age of five is important. This was regardless of people's age, educational qualifications, or socio-economic status. The most common languages that people in Scotland think are appropriate for children in their area to learn are Western European languages.

Welsh Government (2016) Global Futures – a plan to improve and promote modern foreign languages in Wales

The five-year plan (2015-2020) sets out how [the Welsh Government] will work with the regional education consortia and key partners to help learners in Wales communicate effectively in other languages and appreciate other cultures.

The plan sets out three strategic actions:

1. to promote and raise the profile of modern foreign languages as an important subject not only at GCSE (Level 2) but also as a longer term choice which can lead to career opportunities
2. build capacity and support for the professional development of the education workforce to deliver modern foreign languages effectively from Year 5 onwards, enabling all learners to benefit from the bilingual plus 1 strategy via Professional Development for the education workforce, review of the Initial Teacher Education or Training (ITET) and pioneer schools network
3. to provide enhanced learning opportunities to engage and excite learners.

An annual report which looks at the progress made during the first year of the plan (2015-2016), is also available.

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Selected Articles from Other Academic Journals

Last updated: 26 May 2017

Foreign Language Annals

Journal published by the American Council on the Teaching of Foreign Languages Inc. NB: **ACTFL** is a professional organisation, i.e. funded by subscription of its members, encompassing all 50 US states. The FLA journal is celebrating its 50th anniversary this year. You can read the Editor's message of the March 2017 edition here, which also gives you an overview of the articles, which are all **FREE to view and download**.

ACTFL also publish a language magazine, the ***Language Educator***, and you can access some interesting sample articles from each edition here.

Language Learning & Technology (LLT)

Open and free-access journal. Selected titles from Volume 21 Issue 1 February 2017:

- Examining Focused L2 practice: From in vitro to in vivo
- Web-based Collaborative Writing in L2 Contexts: Methodological Insights from Text Mining
- Methodological Innovation in CALL Research and its Role in Second Language Acquisition
- Scaling Up and Zooming In: Big Data and Personalization in Language Learning

Language Learning Journal - Current Issue

LLJ is the official journal of the Association for Language Learning (ALL) and its focus is on language education in the UK. Although full access is only available to subscribers you can glean the most important details of the articles from their abstracts. The most recent issue at time of going was a special issue on *Internationalisation policies and practices in European universities: Case Studies from Catalonia.*

Most cited articles http://tiny.cc/LLJmostread

The list of most read articles is updated every 24 hours and based on the cumulative total of PDF downloads and full-text HTML views from the publication date (but no earlier than 25 June, 2011, launch date of the website) to the present.

Most cited articles (http://tiny.cc/LLJmostcited**)**
This list is based on articles that have been cited in the last 3 years. The statistics are updated weekly using participating publisher data sourced exclusively from CrossRef.

List.ly of online journals for language learning

Compiled by Teresa Mackinnon (University of Warwick) – some journals are available without subscription.

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Languages, Society and Policy (LSP)

The Modern Languages Department of the University of Cambridge is leading on a large research project entitled 'Multilingualism: Empowering Individuals, Transforming Societies' (MEITS). They recently launched their own open-access, online journal, which aims to publish *"high-quality peer-reviewed language research in accessible and non-technical language to promote policy engagement and provide expertise to policy makers, journalists and stakeholders in education, health, business and elsewhere."*

Have a look at the policy papers section.

Language Learning Research

Language Learning Research (formerly YazikOpen) is an online directory linking to over 4000 items of FREE open access research into the teaching and learning of modern languages.

General Teaching Council for Scotland

You can access a range of educational journals via your MyGTCS login http://www.gtcs.org.uk/research-engagement/education-journals.aspx

Forbes, Karen (2016) Doctoral Thesis

Cross-linguistic transfer of foreign language writing strategies - Developing first and foreign language writing through metacognitive strategy use

In an increasingly multilingual world, the way in which learners draw on their mother tongue (L1) and knowledge of other languages when learning an additional language (L2), and the role of L2 in supporting use of L1 in various ways is an important topic. This PhD study examines how an explicit focus on metacognitive strategy use within a secondary school L2 (German) classroom impacts students' development of writing strategies in German, and whether any such effects transfer to another language (L3-French) context and/or to L1 (English). The study is based on a quasi-experimental research design which involved a two-phase intervention of strategy-based instruction primarily in the German classroom and later also in the English classroom of a Year 9 (age 13-14) class in a secondary school in England. Data were collected using writing strategy task sheets and questionnaires. Key findings indicate that while there was a high level of transfer from one L2 or L3 context to another across all areas, L2/3 to L1 transfer was especially evident in relation to an improvement in the quality of students' planning and a reduction in the number of errors. Pedagogical implications include highlighting the potential contribution of language teachers to general writing development.

If you would like to find out more contact the author: kf289@cam.ac.uk

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Selected Events from June 2017

Check our Events pages: http://tiny.cc/SCILT_Events for details of these and other, more local events and recent updates. If you come across an important language-education related event we have missed please inform us by emailing scilt@strath.ac.uk.

Date	Details
05-Jun	**UCL Centre for Applied Linguistics Seminar: China's Fluctuating English Education Policy Discourses and Continuing Ambivalences in Identity Construction.** Institute of Education, University College London (free event)
06-Jun	**Celtic Knot Conference 2017 (Wikipedia Language Conference)** University of Edinburgh
22-Jun	**Forum on Language Learning Motivation.** University of Warwick
22-23 Jun	**Languages in the primary classroom.** University of Essex, Colchester
28-Jun	**Scotland-EU Relations as Brexit Talks Unfold with Fiona Hyslop MSP.** Technology and Innovation Centre, Glasgow
30-Jun	**Accessible Linguistics for Visually Impaired Students.** York St John University, York
30-Jun	**UCML Summer Plenary 2017: AGM & 'OWRI and beyond: The future of Modern Languages Research in the UK'.** Kings College, London
30-Jun to 01-Jul	**Cross-curricular language learning: increasing motivation, confidence and attainment.** Sheffield Hallam University
03 July	**Language Policy and Planning in Multilingual Organisations: Exploring Language Regimes.** Birkbeck College, University of London.
09 – 12 July	**21st AFMLTA[1] National Languages Conference: Languages – Keys to Global Connections.** Bond University, Gold Coast, Queensland, Australia [1]Australian Federation of Modern Language Teachers Associations Inc.
10-15 July	**EUROMEC Summer School & Conference.** Trinity College Dublin
23-28 July	**18th World Congress of Applied Linguistics.** Windsor Barra Hotel & Convention Centre, Rio de Janeiro, Brazil
8-10 Aug	**16th International Conference on Translation: The Value of Translation in Society.** Petaling Jaya, Malaysia
30- Aug to 02-Sep	**European Second Language Association (EuroSLA) 2017.** Centre for Literacy and Multilingualism, University of Reading.
31-Aug to 02-Sep	**British Association of Applied Linguistics (BAAL) Annual Conference. 'Diversity in Applied Linguistics: Opportunities, Challenges, Questions'** School of Education and Centre for Language Education Research, University of Leeds
15-Sep	**Language Learning and Teaching Conference: Developing Speaking Skills.** University of Leeds

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21-Sep	**UK Language Policy after Brexit 2017: The influence of devolution',** Aberystwyth
9-11 October	**Classroom-oriented research: The importance of a macro- and micro-perspective.** Konin, Poland
12-13 October	**International Colloquium on 'Language Skills for Economic and Social Inclusion'.** Berlin, Germany
12 – 15 October	**35th Second Language Research (SLR) Forum 2017**. **Growing Connections in SLR.** State University, Ohio.
13 – 15 October	**Language Show London 2017,** Business Design Centre, London.
03-Nov	**Sixth SCEN China Youth Summit.** Royal Concert Hall, Glasgow
04 Nov	**SALT Annual Conference**. Details to be confirmed nearer the time
10-11 Nov	**Languages for Specific Purposes in Higher Education: Current Trends, Approaches and Issues.** Brno, Czech Republic
27-29 Nov	**Applied Linguistics in the New Millennium: Multiple Theories, Pathways and Practices.** Auckland, New Zealand.
08-10 Dec	**Language Education Across Borders.** Graz, Austria.
	2018
1-3 February	**Language, Identity and Education in Multilingual Contexts,** Trinity College Dublin
2-3 February	**Creative Multilingual Identities,** University of Reading, Institute of Education
23-24 March	**Language World 2018.** Jury's Inn Hinckley Island, Burbage, Hinckley

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