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How is implementation of the 1+2 language policy progressing in Scottish primary schools?

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Abstract: This article reports on an aspect investigated as part of a MA dissertation that aimed to measure the effectiveness of the 1+2 language policy into Scottish Primary Education. This involved a survey to primary teachers in seven different local authorities, complemented by interviews with primary teachers and pupils in one local authority school, and a Development Officer for 1+2 from that same authority. The majority of respondents, both pupils and staff, support the policy but staff were concerned about its ambitious targets and long-term sustainability without continued funding.

Keywords: primary language learning, 1+2 policy, Scotland, pupils, teachers, Development Officers

Introduction

In 2012, the Scottish Government launched the '1+2 approach to language learning' (hence referred to as 1+2 policy), which is based on a manifesto commitment by the Scottish National Party for the 2011 General Election:

> *We will introduce a norm for language learning in schools based on the European Union 1+2 model- that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland (SNP, 2011).*

The Scottish Government Languages Working Group (2012) cited two key rationales for the introduction of the 1+2 policy: (1) the increased importance of language and intercultural skills in the globalised world, and (2) the benefits of language learning from a younger age. According to a recent study commissioned by the Scottish Government (2016: 1) 89% of respondents believed 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.*

However, due to the absence of a statutory curriculum in Scotland, "schools have a duty to offer a foreign language, but students are under no obligation to learn one" (European Commission, 2012: 25). Although the 1+2 policy is set to run over two Parliaments (until 2021), comprehensive research specific to the policy's current progress is somewhat limited. A mid-way evaluation concluded

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> *The Scottish Government is working in close partnership with local authorities, stakeholders, Education Scotland and Scotland's National Centre for Languages (SCILT) to fulfil its aim of offering every child the opportunity to learn an additional language (L2) from Primary 1 (age 4-5), and a further additional language (L3) from Primary 5 (age 9). (ADES, 2016)*

More recently, Murray (2017) concluded that languages had taken a 'back seat' in the Scottish primary curriculum with certain pupils not beginning instruction until the age of 11, or at secondary school. In this article, I provide further evidence of the current state of implementation through the conduct and critical analysis of primary school data.

Overview of data collection

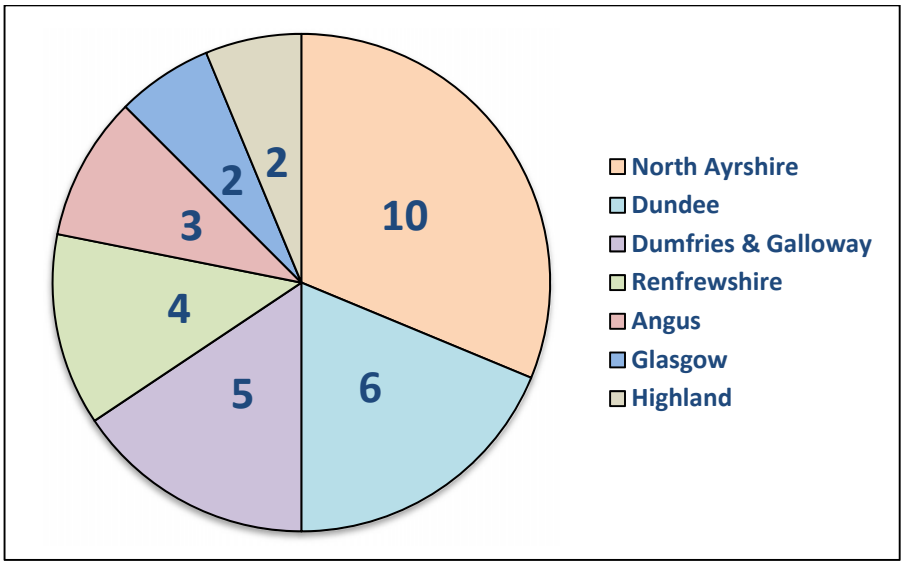
Interviews

I conducted three semi-structured, face-to-face interviews to obtain current, first-hand information from (1) the 1+2 Development Officer supervising the conduct and progress of the policy in one local authority (Participant A), (2) a primary education probationer (Participant B), and (3) a qualified primary teacher with over 25 years' experience (Participant C).

Online surveys

In order reach a wider range of participants and gain more holistic evidence, two online surveys were distributed to two separate groups. Survey A targeted primary teachers in a given school across seven different Scottish authorities, with the aim to collate both qualitative and quantitative data regarding the policy's employment and development across the authorities being investigated. 32 teachers responded to this survey, as set out in Figure 1.

Figure 1: Geographical Distribution of Teacher Respondents (n=32)



Survey B was distributed to primary school pupils (P4-P7) of one primary school in one of the seven local authorities. The aim was to collect mainly quantitative data on:

- motivation to learn modern languages amongst primary pupils,
- interest to continue language learning in the future,
- classroom environment
- amount of ML teaching.

In total, 193 pupil questionnaires were completed.

Interview Findings

Long term sustainability of the 1+2 policy

The consensus from the interview findings was that the 1+2 policy brings a range of educational advantages and that embedding language learning into the curriculum has been considered positively. However, Participant A (1+2 Development Officer) believes the Government's ambition for the second additional language (L3) to be too ambitious:

> *I do think that the Government's expectations are feasible. As far as the L2 is concerned, I think it's perfectly doable if people embrace it […] However, I just wish that they had focused on [the] L2 and nothing else initially. I think they were far too over ambitious with the L3. Participant A*

Both the newly qualified and the experienced language teachers I interviewed agreed with this view:

> *[The policy is] overambitious. With everything else that's in curriculum, I think two languages at primary school is difficult. Especially in my class right now, I have kids that are struggling so much in literacy and numeracy, and that, in my opinion, is more important to get up to scratch. […] [The 1+2 policy] is a lovely dream, but over ambitious. Participant B*

> *In principle, the policy is a good idea. […] The downside is that the Scottish education system is drowning in new initiatives and policies at the moment. Unfortunately, [the 1+2] policy may be seen as an extra burden on the curriculum and teachers' already horrendous workload. I do not think that [the teaching of] two foreign languages is doable. One done properly is much more realistic. […] [Therefore,] I believe that the Governments expectations are over ambitious. Participant C*

In general, participants view the 1+2 policy a positive and enriching learning opportunity for pupils. However, a recurring concern has been brought to light: the premature implementation of the L3 is greatly challenging, exerting unnecessary pressure on an already crowded curriculum. Participants believe that the policy's objectives are in need of revision. Implementation of the L3 has been considered too big a task, especially given that not all teachers feel confident in implementing the L2 as of yet.

> *[The] L3 isn't really on our forward plan until 2018/ 2019, and actually […] for some schools that is going to be a real challenge. I feel, in a way, that the Government policy has been a bit too ambitious […] It is a huge ask of primary staff who are not linguists and who have no confidence, but are expected to teach [two foreign] language[s] [...] People have to feel comfortable with teaching [them], and that takes time. Participant A*

> *I think it's been effective in terms of embedding one language and, to be honest, I think if we go from a country that knows no [foreign] languages to a country that knows one, we've improved. So, I don't think it's going to reach its overall aim of two languages. Participant B*

In summary, interview respondents are optimistic about the long-term implementation of L2 but expressed significant worry with regard to the introduction of L3, and would like to see Government revise its expectations.

Reasons for 1+2 policy implementation

All three interview participants recognised the overwhelming advantages (pedagogical, cognitive and lexical) which are grounded in early ML acquisition:

> *I do feel that the experience of learning an additional language early on in life is known to support your key cognitive skills and boost your mother tongue literacy skills. [...] It's a very good workout for your brain, so in terms of code breaking […] and flexibility enhanced communication, it ticks all of the boxes for our youngsters. Participant A*

> *I don't think you can understand a country and its culture without actually speaking [the language, otherwise] you don't get that connection. Participant B*

> *I believe all pupils should have the opportunity to learn a foreign language as this is more and more necessary in the world of work. Participant C*

The importance of implementing this language policy into early education then led to opinions based on the Government's rationale for introducing such a policy:

> *It came from [an EU conference held] in Barcelona. […] Today's young people […] are growing up in a multilingual world. […] The way languages were taught in the Scottish education system wasn't in keeping with how English was taught in the rest of Europe. So, we need to equip our children and give them the ability to communicate effectively in a social, academic, and commercial setting. […] [This is] crucial if they are to play their full part as global citizens and also if they are to be deemed equal in the world of work. Participant A*

> *Britain was really behind in language learning. […] I remember even when I did my Highers lots of people said we don't need languages because everybody speaks English. Participant B*

> *In my opinion, this policy has been sparked by the Government because the previous way languages were taught was ineffective. There was also no*

> *consistency between authorities and no progression between Primary 7 and S1. Participant C*

Participants felt that the earlier attempt of introducing languages in the primary school was not as effective as it could have been. However, they believed that the ability to speak another language is of high demand in today's globalised and multilingual world so they agreed with the broad aims of the Scottish Government's new 1+2 language policy.

The 'embedding the language' approach

Generally speaking, participants favoured this strategy. However, it was noted that a combination of embedding L2 in addition to discrete language lessons would perhaps be more effective:

> *[…] Research […] shows that the more often formulaic chunks of language are repeated in the phonological short-term memory, the better chance you have of them lodging in the long-term memory. […] That is the best way [for children to retain a language]. Participant A*

> *I do agree with [embedding] because I know that way works. My only fear is that, with no specific time put aside, it's the first thing to be cut. […] But I think if teachers are committed to it then it's a really effective way of doing it. Participant B*

> *I believe that [embedding the language] and specific class hours devoted to FL teaching are both required, particularly in the upper primary school. Specific vocabulary must be introduced through direct teaching. Participant C*

A strong support in favour of the 'embedding' approach is evident. However, there is significant worry that embedding languages by this sole means/ strategy will not be fully effective. Furthermore, as highlighted by Participant C, devoting specific teaching hours for ML instruction seems most appropriate in upper primary school years, where more complex aspects (e.g. grammatical structures and more advanced vocabulary…) will be introduced.

Teacher Training

Finally, participants were asked whether sufficient teacher training has been provided to support the implementation of the 1+2 policy. According to the 1+2 Development Officer (Participant A):

> *I think, in [our local authority], we couldn't do anymore to support and train people. We have […] our framework in place: every year we have an action plan [in which] we set aims and objectives out clearly so teachers know what's expected of them. […] We've tried to think of every possible loop hole [to ensure that] we are communicating right across the authority. Participant A*

By contrast, the two teachers interviewed felt that they required more support:

Well, I just did the post grad [in primary education] and we had a two-hour lecture [on language teaching methods] at 3pm every Wednesday and that was it in a year. Participant B

I have had one hour of training by the [language] coordinator in my school. I also attended an authority training course in my own time. This was voluntary. I also decided to attend a weeklong immersion course in [France] during my summer holidays last year. This was SO valuable. […] [But] I could still benefit from additional training. Participant C

Teacher Survey Findings (Survey A)

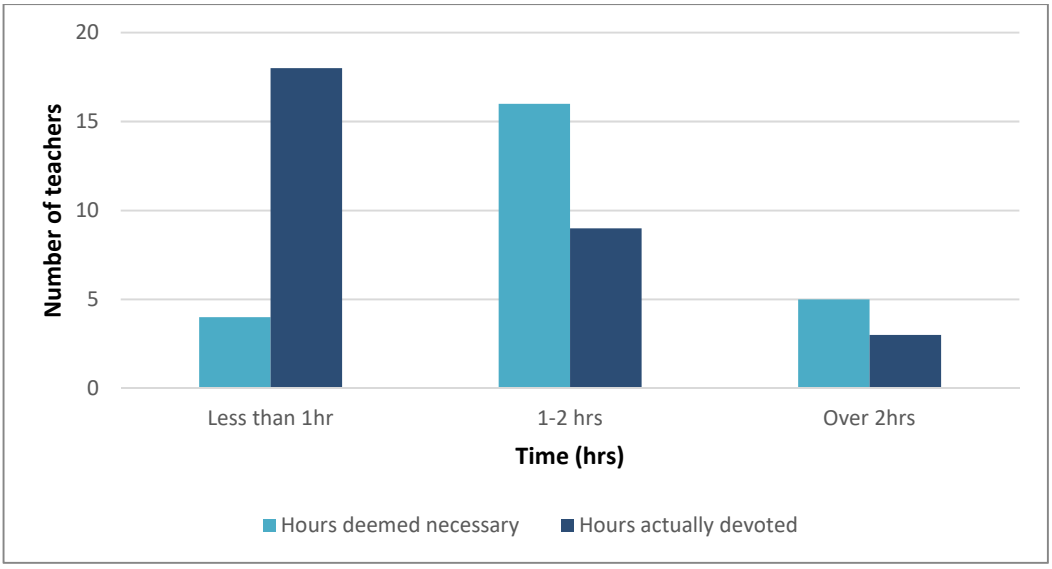
In total, 32 teachers responded, as set out in Figure 1. Of these, ten (just under one third) had less than 10 years of teaching experience, nine (just over one quarter) between 10 to 20 years, and 13 (about two fifths) had been teaching for over 20 years.

Views on the 'embedding' approach

The data analysed from the interviews suggested that embedding the language is the favoured teaching strategy, regardless of teachers' length in service. This claim is further supported by findings from Online Survey A in which nearly half of respondents (48%) agreed that embedding the language into everyday teaching is the most effective language teaching method. A further 29% felt that a dedicated time for language teaching should be set aside, and the reminder (23%) favouring a combination of the two strategies.

Figure 2 highlights some stark findings specific to teaching hours i.e. amount of time deemed necessary for language teaching per week compared to total number of hours actually devoted to it in practice:

Figure 2: Necessary ML input VS actual ML input (in hours)



In terms of hours per week deemed necessary, devoting less than 1 hour of teaching per week was the least popular response; 64% of participants believed that devoting 1-2 hours per week would be most beneficial for primary pupils. However, 19 respondents (60%) stated that they actually devote less than a full hour to language teaching per week.

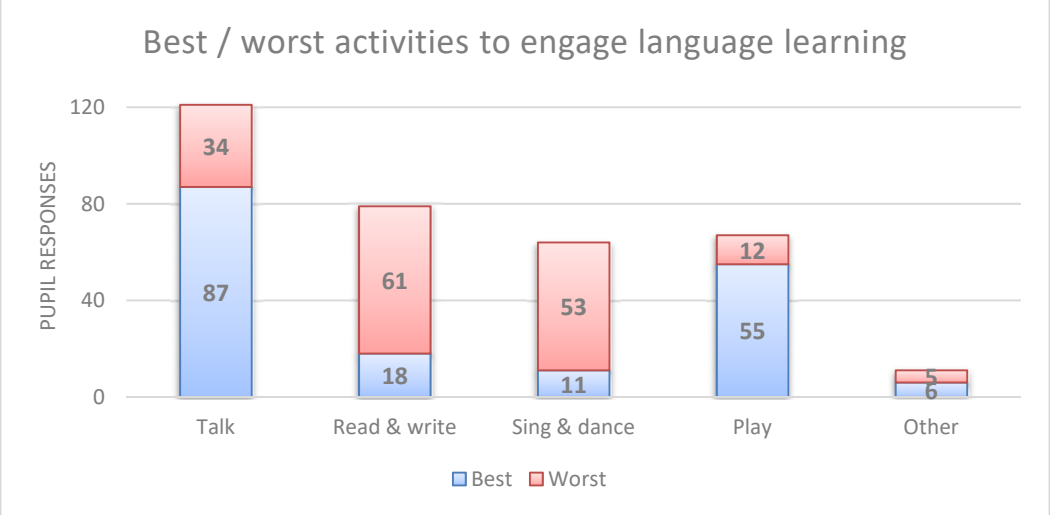
Teacher training

In line with the interview findings, teacher training was identified as an unmet demand amongst teachers embedding the 1+2 policy. A striking 84% of responding teachers expressed the need for more training, although it is not clear whether they would like this to happen during initial teacher training or as part of their professional development. In addition, my focus was on the acquisition of language skills rather than the development of pedagogical approaches to language teaching in the primary school. Certainly, in Survey A 74% of respondents stated that they are relying on language skills learned at school; in one as far back as 1985. Thus, despite local authorities putting local training courses in place, paid for by dedicated 1+2 funding, some primary teachers still do not feel confident teaching the subject. The new national training course jointly developed by SCILT and the Open University[1], focussing on both language and pedagogical skills in tandem, may go some way to alleviate the problem identified but evidently, further professional development is required if the policy is to be successful in the long term.

Pupil views

In Survey B, the effectiveness of the embedding approach was evaluated from a pupil perspective. Pupils from P4-P7 in one school were asked what activities they felt both best and worst in during language learning in the classroom (see Figure 3).

Figure 3: Pupil views on best/worst activities to engage language learning



[1] http://www.open.ac.uk/scotland/news/teachers-become-learners-new-languages-project

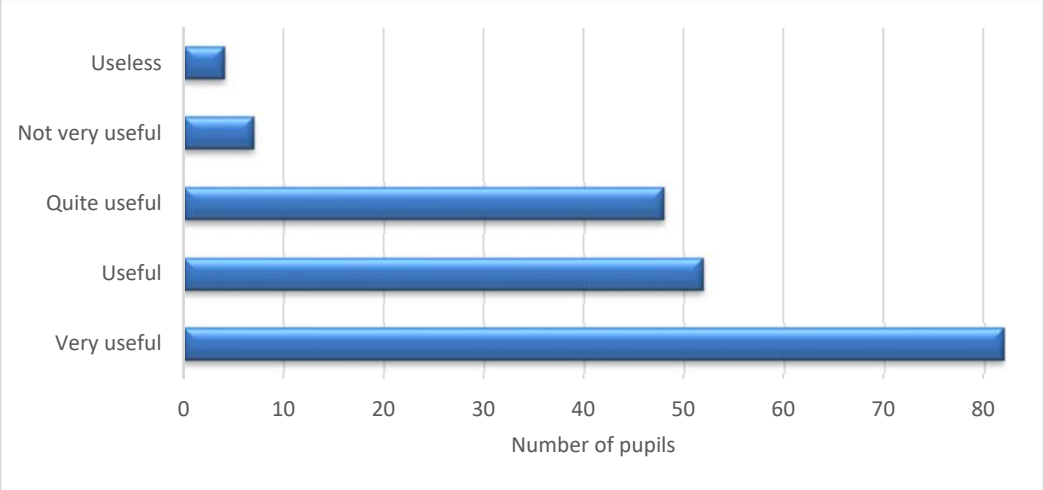
According to pupils' responses, an active approach to language teaching (i.e. through conversation and play) is the most effective means of exposing children to new vocabulary and lexical structures, thus meaning more information is likely to be retained.

Pupil motivation

Views about the usefulness of language learning are positively aligned with pupils' intention to continue language learning in the future.

Pupils clearly recognised the usefulness of learning languages other than English. Several linguistic benefits were highlighted in the survey, from being able to communicate with people from different countries and cultures, to future advantages: educational, professional and travel. The majority (182 pupils=94%) stated that language learning was either very useful, useful or quite useful. 73% stated their intention to continue language learning in the future.

Figure 4: Primary pupils' views on usefulness of language learning (n=193)



Discussion of Findings

Interview findings have indicated that there is a consensus about the usefulness of language learning from an early age in Scotland, and some degree of support for the implementation of the 1+2 policy. Interview participants believed in the positive pedagogical, cognitive and lexical advantages associated with early language instruction but felt that the policy ambition was too high, specifically in terms of introducing the L3. Practitioners also referred to time constraints in an already crowded curriculum, the lack of teacher confidence and the need for more training. Arguably, the disregard for lack of teacher training is astounding, and asking schools to provide qualified staff in every one of the 2019 primary schools in Scotland within a ten-year period – even though knowledge of even *one* other language is not a requirement for a primary teaching qualification - must be considered a tall order indeed. The evidence from the research participants indicates clearly that implementation of the second additional language is shared concern both at authority and at school level. Government

documents confirm that policy makers have at least recognised the enormity of the challenge (Scottish Government, 2017). Questions such as, “at which point would the teacher use L3 instead of L2 for taking the lunch choices or taking about colour in art?” still await a definite answer (Education Scotland, 2017: 5). To date, research on L3 implementation within Scottish primary schools seems to be limited to an evaluation of eleven pilot studies (Education Scotland, 2016). In an earlier document, in order to aid L3 implementation, Education Scotland had produced a series of *hypothetical* case studies, encouraging schools and local authorities “to consider this guidance and reflect on ways forward to suit their local circumstances” (Education Scotland, 2015: 13).

A principal challenge identified by Interview Participants B and C, and 84% of Online Survey A respondents was the need for more language training to facilitate the introduction of the 1+2 language policy. It is evident that a large number of teachers do not feel competent and/ or confident enough to teach the L2, let alone the L3. Education Scotland have recognised “if teachers are to deliver an additional language from P1 and embed it into the life of the school, they require adequate and ongoing training” (Scottish Government Languages Group, 2012).

Final Thoughts

Although some local authorities may feel they have sufficient language training resources for their staff, findings from my survey suggest that the majority of primary teachers are relying solely on language skills learned at school. Either way, implementation of the 1+2 approach hinges on staff confidence to embed language learning into the primary curriculum. This in turn requires continued and sustained teacher development. Based on the evidence from my study, it is not clear how the 1+2 policy is to become self-sustaining by 2021, i.e. in under three years’ time from the date of this publication, when funding allocated to the initiative will stop altogether.

Despite the findings from the teachers being quite negative with regard to policy implementation, this new norm for language learning is addressing the stigma that once surrounded language learning in Scotland. Scottish pupils are now being provided with similar learning opportunities that are available to their European counterparts. In my view, the Scottish Government’s new impetus for language learning is likely to benefit Scotland both economically and in terms of business. Furthermore, Scottish citizens will likely experience increased cultural awareness and exposure to diverse career options. In conclusion, I believe that a multicultural and multilingual Scotland is a better Scotland.

Further research needs to be carried out on this topic as views of participants in this study are not necessarily representative of the wider teaching and learning population of Scotland. This was a relatively small-scale research project with strict time constraints. It would be interesting to repeat this study on a larger scale, with a more holistic sample relative to Scotland as a whole. This would allow a more generalizable conclusion on the progress and effectiveness of the 1+2 policy to be formed.

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Challenges of intergenerational language disruption: An impact of British colonisation on Māori identity and language in Aotearoa/New Zealand

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Abstract: This article draws from a qualitative PhD research study and presents some of the challenges experienced by a small cohort of Māori primary school teachers who were mostly raised in urban neighbourhoods located away from their own traditional tribal regions. The impact of not being fluent in their indigenous Māori language influenced their self-confidence to engage in traditional cultural experiences as Māori and as Māori schoolteachers. A cultural self-identity continuum was developed as a research outcome and reflects how Māori identity is underpinned by whakapapa (genealogical connections, lineage, descent), experience with tikanga Māori (Māori values and beliefs, protocols) and te reo Māori (Māori language). The continuum is a self-reflective tool that serves to respect and affirm diverse cultural realities experienced by Māori teachers positioned in 21st century English-medium state schools in Aotearoa/New Zealand.

Keywords: Māori, identity, indigenous language, colonisation, British imperialism.

Introduction: Socio-historical context of Māori and Aotearoa/New Zealand

Māori are indigenous to *Aotearoa*/New Zealand. Their migration from the Pacific region to the islands of *Aotearoa* occurred over many centuries which is thought to have started from the 13th century AD (King, 2003). Indeed, the term 'Māori' translates to the word 'normal' and was not initially applied as a collective ethnic category to represent the indigenous peoples of *Aotearoa*/New Zealand until the arrival of the first British explorer, James Cook, in 1769. Māori became the term that represented the '*tangata māori*' (ordinary people) to differentiate themselves from the early European or, *pākehā*. The term pākehā

> *[…] probably came from the pre-European word pakepakeha, denoting mythical light-skinned beings" (King, 2003: 169).*

Prior to the first contact with the British explorers, Māori were identified through kinship connections within tribal areas (King, 2003; Walker, 2004). They also shared common language and cultural values across all tribal regions despite some dialectal variations. Māori language was solely used as the form of communication by *tangata māori* in *Aotearoa* until British imperialism and its assimilative processes began in 1769.

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A treaty agreement was signed: The Treaty of Waitangi, 1840.

Signed on February 6th, 1840 between representatives of the British Crown and more than 500 Māori tribal leaders, *te Tiriti o Waitangi* / the Treaty of Waitangi sought to formally establish colonial relationships (Orange, 2004). The agreement provided a space for "systemic settlement from Britain" (Harker & McConnochie, 1995: 55). However, the treaty terms were hastily written in English and then translated into the Māori language by non-Māori early missionaries. As such, many of the Māori tribal leaders signed because of the cultural understandings placed on the words used when translated into their own language (Orange, 2004).

Subsequently, there were two versions of the treaty document. One was written in English and the other, in the Maōri language (Orange, 1999: 257-259). Contentious translations from the first treaty article involved the terms Sovereignty vs *Kāwanatanga*. Sovereignty inferred "that which the chiefs were asked to give away to the Queen of England" (King, 2003: 160) compared to *Kāwanatanga,* which is a transliteration of 'governor', and hence meant literally 'governorship' (King, 2003: 160). Similarly, the second treaty article stated,

> *[…] te tino rangatiratanga o ratou wenua kainga me o ratou taonga katoa (the unqualified exercise of their chieftainship over their lands, villages and all their treasures) (King, 2003: 160).*

In English, this was stated as

> *[…] full exclusive and undisturbed possessions of their [Māori] Lands and Estates Forests Fisheries and other properties [...] (King, 2003: 160).*

When Māori refused to cede their lands over the following years after signing the Treaty of Waitangi with the Crown representatives, British troops were sent to New Zealand and initiated the *Aotearoa*/New Zealand Land Wars of 1845-1872 (Belich, 1996; Orange, 1989, 2004). Most of the Māori land confiscated by the British Crown provided a place for the large number of British immigrants arriving in *Aotearoa*/New Zealand to resettle and prosper.

The Māori became ethnic and cultural minorities in their own land by the 1850s largely due to the impact of the *Aotearoa*/New Zealand Land Wars and the subsequent rapid immigration of British settlers to the country (Belich, 1996; Orange, 2004; Sinclair, 2000). In contrast,

> *Pākehā settlers, as colonial immigrants, became the dominant majority who framed the 'dominant discourse' (Gilgen, 2016: 13).*

A direct impact of British colonisation on the Māori language and culture

Language and culture are intrinsically connected. Metge (1976: 95) states that "language is both a part of culture and a vital expression of it". The understanding of this connection being central to cultural well-being is widely acknowledged by academic

researchers globally (Durie, 1998; Metge, 1976; Rogoff, 2003; Walker, 2004). Traditional Māori communities suffered significant disaffection from their own language as colonial assimilation practices rapidly ensued throughout the 19th century.

The first early 19th century Christian-based schools were established as "the first point of deculturalisation" of Māori (Gilgen, 2016: 13). By the late 19th century, early settler governments established public schools for their own children and Native schools were formally opened in some rural areas for Māori communities (Belich, 1996; Smyth, 1931). The purpose of the Native schools was to civilise Māori communities through educating Māori children in the English language and cultural values (Simon, 1998). As such, successive generations of Māori children were systematically encouraged to replace their own 'inferior' language, culture and traditions with the 'superior' English language, culture and traditions (Barrington, 1965, 2008; Simon & Smith, 2001). In 1969, the *Aotearoa*/New Zealand government closed the last Native school mainly because Māori were considered to have

> *[…] acquired English language proficiently enough to learn within the monocultural and monolingual public school system (Gilgen, 2016).*

By the middle of the 20th century, the erosion of the Māori language, culture and traditions was almost achieved.

Urbanisation and cultural disaffection

Urbanisation occurred following the land confiscations and then, after the end of World War II, many more Māori left rural areas and migrated to urban areas to find employment (Walker, 2004). This period of urbanisation was yet another significant deculturalisation process of Māori. Between the 1940s and 1980s, 85% of the total Māori population were living amongst *Pākehā* in urban centres (Durie, 1998; King, 2003). Many Māori had assumed the assimilative agenda of language and cultural inferiority and those who were able to converse in the Māori language confidently, were rapidly declining in numbers (Borrell, 2005; Metge, 1986; Smith, 2006). Inter-generational colonial hegemony influenced entrenched ways of interpreting Māori identity by Māori.

Cultural resistance and resilience: Educational contexts and Māori teachers

Aotearoa/New Zealand experienced a Māori language and cultural renaissance during the 1970s and 1980s. Groups of urban Māori asserted their resistance in response to the disaffection they experienced from their language and cultural traditions. The social and political pressures generated during this time of resistance strongly influenced some systemic changes that included raising the profile of the Treaty of Waitangi as *Aotearoa*/New Zealand's founding document and, the Māori language legislatively (Sharp, 1990; Walker, 2004). The Māori language was legalised as an official language of *Aotearoa*/New Zealand through the Māori Language Act, 1987.

A subsequent outcome from the era of urban Māori resistance influenced state educational contexts. The reformed Education Act 1989 legislated for *Kura Kaupapa* Māori-medium education as a state funded schooling context grounded in Māori philosophies and language. The (re)introduction of a Māori framed educational system addressed the government's renewed bicultural commitment to *Te Tiriti o Waitangi*/Treaty of Waitangi's three core principles of 'partnership', 'participation' and 'protection' (Richardson et al, 1988). From 1989, state school contexts and their governing Boards of Trustees were expected to ensure school policies and charters included references to how relationships with Māori communities and students were represented in the (re)established Māori-medium as well as English-medium state schools.

The impact of Aotearoa/New Zealand's colonial experiences on Māori communities significantly shifted the levels of engagement with their language, culture and traditions. The *Pākehā* dominant discourse maintained a firm grip on how government policies were conceptualised, developed and enacted. While Māori have experienced 178 years of formalised colonisation since the signing of the Treaty of Waitangi in 1840, *Pākehā* have experienced 178 years of systematic dominance (Gilgen, 2016). Therein lies the crux of the issue for contemporary Māori and *Pākehā* in 21st century *Aotearoa*/New Zealand. The dominant discourse had become societal 'norms' and for some Māori school teachers who were educated in monocultural school contexts, the journey of (re)claiming their own language and cultural traditions have been fraught with challenges and tensions to their personal and professional identities as Māori teachers.

A small cohort of Māori teachers reflect on their past and present realities

The six teacher participants, Ara, Terina, Rose, Mere, Deb and Hugh, were raised in second and/or third generational urban family structures during the 1970s and 1980s. The research participants were expected to 1) self-identify as Māori and, 2) be an experienced teacher working within English-medium primary school settings. During the doctoral research period, all were employed in schools located in Auckland, New Zealand. Auckland is home to about 33% of the country's total population and 23% of Māori live in Auckland. However, they no longer form the largest ethnic group in one suburb (Statistics New Zealand, 2015). Māori teachers make up 10% of the total teacher ethnicities in state schools across Aotearoa/New Zealand (Ministry of Education, 2015b) and their minority status as teachers is reflected in Auckland's English-medium primary schools and classrooms (Ministry of Education, 2015a).

The teacher participants were not exempted from the colonial legacy of urbanisation, assimilation and disaffection from experiencing Māori language and cultural values as children. Nor were they exempt from receiving comments aligned with fixed stereotypes and racist attitudes held about Māori expressed by predominantly non-Māori colleagues as adults.

Te reo Māori (Māori language) was perceived to be a dominant cultural marker by the teacher participants and similar to many urban Māori, they had little or no ability to confidently express themselves in this language. Furthermore, despite being an official language of *Aotearoa*/New Zealand and an increased access to *te reo Māori* since the 1980s, acquiring te reo Māori as a second language had been fraught with challenges to their Māori identity both personally and professionally.

A cultural self-identity continuum: A self-reflective tool

Creating a space for the teacher participants in this study to locate themselves culturally as well as strengthen shared understandings of Māori values and belief systems was highly important to their personal and professional identities. While ethnicity refers to the cultural experiences of belonging within a specific group of people and informs an individual's sense of self or ethnic identity, the concept of culture refers to values and belief systems that govern ways in which individuals engage within particular groups of people (Gay, 2000; Macfarlane, 2007; Nikora, 1995; Rogoff, 2003).

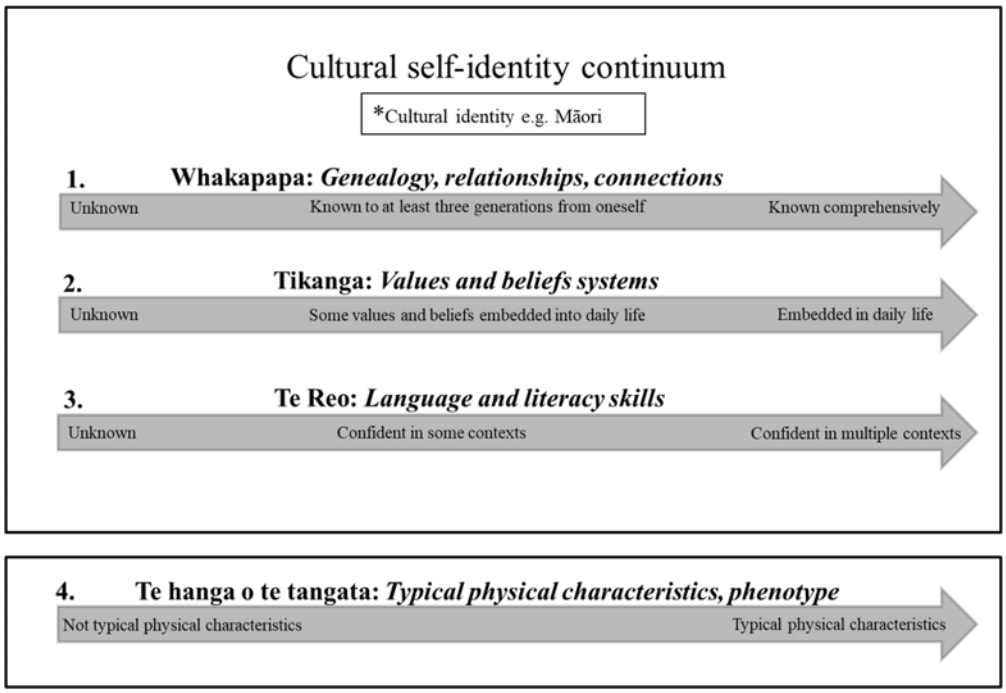

Figure 1: A cultural self-identity continuum

Drawing from the participants narratives of experience and framed within *kaupapa* Māori research methodologies (Bishop, 2003; Smith, 1999), I developed a cultural self-identity continuum as a strategy that reflects core cultural dimensions that connect perceptions of ethnicity to cultural values and attitudes. Despite experience and fluency with the Māori language being perceived as the core cultural dimension, the cultural

self-identity continuum serves to highlight additional core cultural dimensions such as whakapapa (genealogy connections) and *tikanga* (values and belief systems).

Whakapapa (genealogy) refers to kinship connections and is a defining cultural dimension of Māori identity (Graham, 2009). *Tikanga* represents knowledge and engagement levels with Māori cultural values and how these values are applied in practice (Mead, 2003) and, *te reo* refers to the level of experience and fluency with Māori language. In contrast to the first three cultural dimensions, the fourth continuum, *te hanga o te tangata* (typical physical characteristics), refers to a conflict between self-perceptions of an individual's connectedness between his/her ethnic phenotype and cultural 'norms' when compared to others' assumptions of an individual's connectedness between his/her ethnic phenotype and cultural 'norms'. In this context, *te hanga o te tangata* represents the assumed expectations and attitudes this cohort of Māori teachers experienced as professionals in their respective work spaces.

Intergenerational disruption and disconnection to these cultural dimensions left some urban Māori attempting to capture and sustain what little they understood of Māori identity. Mead (2003: 2) noted that

> *[…] one's understanding of tikanga Māori is informed and mediated by the language of communication.*

However, this does not suggest that only experienced Māori language speakers are privy to knowing and practicing Māori values. Rather, Māori who are not experienced or fluent with the Māori language begin their learning and engagement with these core cultural dimensions from a different entry-level compared with experienced Māori language speakers. Such is the diverse understandings and representations of Māori identity in 21st century schools across *Aotearoa*/New Zealand.

The following narratives reflect some of the challenges experienced by the teacher participants in this study. Their individual and collective narratives underpinned the set of cultural dimensions identified in the self-identity cultural continuum.

Whakapapa **(Geneology, kinship connections)**

The teacher participants' narratives reflected the different entry-levels on each continuum that exist. For example, Mere's reflections referred to an understanding of whakapapa (genealogy and connections). She expressed

> *What does it mean to be Māori? I still ponder that all the time. I think it's the way we are as a people then I think well, what does that mean? […] you know, our whānau [family] and - all those connections.*

Deb shared how her grandmother was influential in maintaining a level of cultural continuity. She reflected

> *These are things that I learned through my nana, through my mum, through my whānau [family].*

Tikanga (Values and belief systems)

Practicing Māori cultural values and belief systems reflected the teachers' diverse interpretations and experiences. *Tikanga* Māori cultural values are multi-faceted and weaves many concepts as opposed to being practiced as prescribed action as singular definitions (Mead, 2003).

Included within the teachers' narratives were concepts such as *whanaungatanga* (developing positive relationships and connections with others). For example, Terina reflected on her reluctance to attend her own graduation from teacher training college and the support she received from her grandmother,

> *[She] said 'you're going to your graduation because I'm going to come' (Terina).*

Mere reflected on a cultural construct of *aroha* (feeling and demonstrating empathy for others) and shared that

> *my belief is that it's our aroha...that makes us Māori...I believe that our [Māori] kids should know who they are and even if they come from another culture [or] country, they should know who our people [Māori] are...we've got [people from] all the different countries in New Zealand which is good, I like that. I like it for the fact that they keep coming here because they know that it is a good country and they know we are a good people.*

Wairuatanga refers to an innate connection of cultural beliefs and values beyond the physical world. Ara connected *wairuatanga* to her intuition and shared that

> *[...] it's so easy to lose sight of what's really important and it's those times of actually balancing and stopping that allow the 'gut' to say 'this is the most important, go down this route and never mind everything else' (Mere)*

Māhaki refers to the ability to recognise, appreciate and demonstrate humility. Humility is highly valued, appreciated and understood within Māori communities (Mead, 2003). For example, Rose expressed moments of feeling overwhelmed and reflected that

> *It wasn't until I went into university that I started my whakapapa [genealogy]. I started speaking te reo, I started writing it [...] I couldn't believe that this was Māori culture because to me I thought I had it already [...] I would start to cry and get all emotional in here [gesturing to her heart].*

Te Reo (Language)

The ability to converse in the Māori language was connected to confidence as well as knowledge and experience. For example, despite having a high level of competency with Māori language following university studies, Ara shared the tensions she had to negotiate as a Māori language schoolteacher:

> *I've been in contexts where they've been heavily dominated by Māori kaupapa [purpose] and my perspective of what's going on is that I felt in those contexts quite inferior and then the same in the Pākehā contexts [framed by the dominant discourse] so it's like where the hell do I fit?*

Similar to Ara, Rose completed her teacher training in a Māori-medium programme offered by the university despite having very little experience with Māori language as a child. She reflected that

> *It was hard in rūmaki [Māori-medium] teacher training [...] I had no idea what they were saying honestly [...] the second year [of teacher training] was way better for me so as that time went on, that was really good.*

Conversely, Hugh, Mere, Terina, and Deb's engagement with the Māori language was in context as trained schoolteachers. Hugh's perceived lack of experience with *tikanga* Māori and *te reo* Māori meant he felt culturally inadequate to participate with school programmes that required knowledge of Māori protocols:

> *[I] felt exposed when it came to tikanga Māori...because I don't know te reo or the tikanga. I felt quite [...] shy and whakamā (ashamed) that I couldn't get up to whaikōrero [formal speeches]*

Rose reflected that even though she had a limited knowledge of *te reo* Māori as a child, her entry level into learning te reo Māori (language) was by enrolling her own children into a Māori language kindergarten "so I could learn the reo and my kids could learn and go on this journey together". Similar to Mere, Terina assumed the role as a Māori language teacher in English-medium state school in order to develop her confidence alongside the students she taught:

> *It was ok because I was the only te reo Māori teacher there and I had nobody judging me [...] I was challenged by the kids to extend my reo' (June 2012).*

Deb, on the other hand, shared the complexities of learning the Māori language as an adult and stated that

> *I'd like to have more of it [te reo Māori] but it's not that easy to learn when you're not in a situation where it's constantly spoken and when you're not forced to speak it. You tend not to want to use it or when you're in that situation [...] clam up in case you make a mistake..*

Te hanga o te tangata (typical physical characteristics / phenotype)

The fourth and final continuum reflects the assumptions experienced by the teacher participants of them by non-Māori teacher colleagues. The assumptions are unpinned by socio-cultural perspectives that exist in *Aotearoa*/New Zealand about Māori as an ethnic group. For example, Hugh shared that as a Māori male teacher, he was often questioned about his presence in a school setting:

> *My first day on the [teaching] job, I was sitting in the staff room and one of the Caucasian teachers walked in, he said 'Oh gidday chap, how are you? You must be the new caretaker.*

Rose also shared the stereotyping she experienced and reflected how she struggled to meet the musical expertise commonly expected of Māori teachers by non-Māori teacher colleagues:

> *[…] when you're saying 'no I can't play a guitar' it's like 'eh? A Māori that can't sing and play a guitar? You're not a real one [Māori]*

Unrealistic expectations to be expert Māori were imposed on these teacher participants irrespective of the level of experience and support they had with tikanga (cultural protocols of values and beliefs) and *te reo* Māori (language). The impact of *Pākehā* and other non-Māori teachers' ignorance of *tikanga* Māori protocols is reflected in Ara's statement:

> *Being Māori in mainstream [English-medium state schools] means isolation […] you sit there alone so you do the best that you can do.*

Conclusion

Participation in this research study not only supported a small group of Māori teachers to express their personal and professional realities in a culturally safe context, but also served to acknowledge and understand the disruptive impact that colonisation has had on their own cultural identity as Māori and as Māori teachers in English-medium state schools in *Aotearoa*/New Zealand.

Colonial perspectives of *te reo* Māori as an 'inferior' language continues to significantly impact on how Māori identity is perceived by some urban raised Māori who teach and learn in 21st century English-medium state school in Aotearoa/New Zealand. The cultural self-identity continuum indicates that confidence and fluency with the Māori language is only one cultural dimension inherent to Māori cultural identity. The continuum also offers a strategy that may disrupt the negative assumptions held about Māori by Māori teachers as well as non-Māori teachers positioned within these schooling contexts.

Responding to Māori teachers' diverse cultural realities and affirming their diverse cultural identities needs to be understood as a Treaty of Waitangi honouring response that is legislatively expected of all 21st century English-medium state schools in *Aotearoa*/New Zealand.

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Trying out new ways of teaching written Chinese: My professional enquiry journey

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Abstract: This article is a summary of a professional enquiry I conducted in my second year of teaching Chinese in Scotland as part of the Hanban programme. I wanted to investigate different, more effective ways of enabling Scottish pupils to recognise and remember Chinese characters. The feedback was positive but there are still more questions to consider.

Keywords: teaching Chinese characters, kinaesthetic learning, visual learning.

Introduction

I am a Hanban teacher from China and am here in Scotland for my third year now. My students range from Nursery to High school and the vast majority of them have never learned any Mandarin before. I was a High School teacher of English before I came to Scotland. My main task in China was to prepare my students for the Gaokao, the very challenging national entrance examination for university. I did this for many years, preparing pupils for what is a highly competitive exam, which for many would determine their future. Then, one day, I decided that I would like to do something fresh and began seeking out new pastures which would give me the opportunity to do something different with my teaching. This thirst for professional development eventually brought me to Scotland and to a new chapter in my professional and personal life. I sought a challenge – and found it! Teaching Mandarin to Scottish learners was to provide the stimulus I was searching for.

Language learning in China – and in Scotland

Language learning in China is quite different from here in Scotland in terms of the options we provide at the stage of primary and secondary school. Russian used to be a very popular modern language in China before the 1980s, but subsequently English took over and it remains the first second foreign language today. Currently, in Tianjin, the city I come from, very few primary and secondary schools provide teaching of any languages other than English. Pupils are required to learn English from P1 until they finish their studies at University. A certain level of English (National band 4) is a must for them to get their university diploma. Students majoring in a Modern Language will have the opportunity to choose a second additional language, such as French, Spanish, German or Japanese for example.

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Nowadays, an increasing number of people have realised that mastering an additional language will give them an advantage over others in their future career. Chinese students are eager to know the outside world, so people have been putting more effort into learning English. Many young children start their English lessons at the age of four or earlier. Teachers focus more on speaking and listening in primary, and more on reading and grammar in secondary schools.

In comparison to when I was studying English, great changes have taken place in teaching. Gradually, teachers are beginning to realise that students learn vocabulary and skills more effectively through communication and providing contexts. I am lucky because I showed great interest in languages in primary school and I had an opportunity to study in Tianjin Foreign Languages School for six years. Our teachers asked us to take part in many “support activities” which was great fun. Every year we had teachers from America or Australia to teach us. They would ask us to read many sentences using the same structure and we had to work out the rules ourselves. This was always followed up with extensive exercises to help us remember the rules. Nevertheless, I would say at that time in general, language teaching was more about memorising vocabulary and grammar rules. As China is opening up to the world, the Chinese government has become aware of the problems and they know that education and exams are in need of reform. Things are better now than they were twenty years ago, but I think we still have a long way to go.

Being a language teacher gives me an opportunity to do something to help young people to understand the world better, become more tolerant of and open to, different people and cultures. I really enjoy the job.

My Professional Enquiry

In September 2017, the beginning of my second year here, we were asked to do a Professional Enquiry. The recommendation that teachers should also become ‘researchers’ arose from the Recommendations of the Donaldson Report (Donaldson, 2013). According to Donaldson, a teaching profession that bases its practice (i.e. what they do in class) on research, will provide a more profound way of achieving effective learning and teaching.

Unsurprisingly, however, I was unsure about how to begin to tackle this idea of doing my own research. My mind was an absolute blank, as I did not have any prior experience of doing such an activity. However, the Confucius Institute for Scotland’s Schools (CISS) provided guidance and regular feedback. Thus, together with my colleagues, mentors and fellow Hanban teachers, I gradually developed a clearer idea about what topic to focus on.

My topic for the Professional Enquiry was whether visual learning is a better way of learning Chinese characters for beginners or not? The Chinese language is different from European languages in as much as it is made up of characters. Some Chinese characters stem from images of a certain object. For example, a round circle ○ with a dot in the

middle became 日 for the sun and 月 for the moon. However, many Chinese characters also have a phonetic component. According to Wieger (1915):

> *Some phonetic complexes were originally simple pictographs that were later augmented by the addition of a semantic root. An example is 炷 zhù "candle" (now archaic, meaning "lampwick"), which was originally a pictograph 主, a character that is now pronounced zhǔ and means "host", or the character 火 huǒ "fire" was added to indicate that the meaning is fire-related. (Extract from Wikipedia, entry on "Written Chinese.")*

In my two years' teaching here, I found that the learning of Chinese characters and pronunciation are the most difficult parts for the students here to master. When they first start to study Mandarin, they find writing characters fun because everything is new to them. However, after a while, their enthusiasm wears off and they realise, with a certain amount of shock, that learning the writing system is quite difficult, and that there is a need to follow a certain procedure when writing. I am therefore very keen to find out how I can help them keep going and specifically, remember the order of the strokes (the lines that make up the characters) and how to differentiate between some characters that look very similar to each other.

Repetition sometimes works but it can often be very time-consuming and not motivating for beginners. I had been thinking of how I can help pupils for quite some time until I saw someone writing words in sand, which sparked an idea in my mind. If we can write on different materials, can we try making words with different things?

I first tried the method with my Senior students (S6). They had learned Mandarin up to HSK1 (6 levels in total and level 1 roughly equals to CEFR A1) for 4 weeks. They could recognise about 30 Chinese characters and write 5 or 6 without any guidance. In order to make it easier to carry out the activity, I gave them a reference list with all the characters they had learned. Then I asked them to make Chinese characters individually using Chinese chess pieces, which are in this case black and white. Once finished, they asked their classmates to recognise what words they had made and read them aloud. It seemed that they enjoyed the process very much. In this game, learners must recognise the structures and duplicate them on the Chinese chess board (the squares here are only one colour), and they have to make their words correct and clear so that their classmates can understand which word they have made.

Then I asked pupils to work in pairs, but I changed the rules a little. I gave them a list of 10 words altogether so that it would not be too hard for them. The first student would choose a word in secret, so the second student could only follow the hints. Each learner put one piece of chess at a time on the board with their own colour until finally they would be able to discern the word. The first pair to finish all ten words would win. It was interesting to observe the students during the process. They observed carefully, thought hard, and tried to adapt. My seniors enjoyed the games, especially the second one. They told me that in the second game, they focused on the structures of the words and it needed two of them to do team work in order to work it out, so it really helped them to remember the words.

This feedback encouraged me a lot, so I prepared to try out the same strategy with my junior classes. My junior classes are bigger and most of them have had no Mandarin before. I only had them for ten weeks and usually I did not spend all my ten weeks teaching Chinese characters. So finally, I decided to start from the writing of Mandarin numbers. We spent two periods on numbers. The first period we focused on the pronunciation and different gestures. I showed them the characters, but I did not ask them to remember or write them. This was to help them link the characters with their meaning and pronunciation. I studied the ten characters and found most of them consisted of dots, horizontal and vertical strokes.

With this in mind, for the second period, I brought along some straws and lollipop sticks and asked them to make Chinese characters in pairs. I chose the straws that have a bend on one end, so learners can use that part to form a “hook” or “vertical hook” in Chinese characters. The rule is that pupils cannot bend or cut the sticks, but if necessary, they can bend straws or swirl them to make a dot.

This proved to be great fun for the learners and they were much more creative than I expected. I would make the outside part of 四 (which means four) with four lollipop sticks because they are all straight lines and it is easy to do so. However, two of my creative students made it with two straws with the short ends linking together and one stick at the bottom to close the box. They are happy because theirs looks quite different

from the work of the other students. They learned, and they had great fun as well. In this game, my students learned about the different ways in which strokes make up Chinese characters, whilst combining characters in different ways can make new words with different meanings.

The second half of the lesson I asked pupils to follow me and write the ten characters with brush pens on our magic mats. Most of them remembered the structures of the words and gave me positive feedback on the first part of the lesson. They said they enjoyed the way we learned the characters and because they had to decide which materials to choose, they spent quite some time studying the structures of each character.

By the last period, we had accumulated about 20 words including the 10 numbers. We finally made a Chinese dragon with different Chinese characters as the scales of the dragon, which was great fun.

Reflections

Our Confucius hub serves learners from Nursery to High School. Thus, if I have an opportunity to teach Mandarin in nursery or P1 to P3, considering their age, I will try to teach Chinese characters with play dough and see what results from this.

Teaching is great fun. We never know what will happen if we apply something new. It might be a failure, or it might be better than we expect it. We are always aiming to improve. I was fortunate because, as it turned out, the pupils welcomed my new method and I had positive feedback. Yet I still have some concerns:

- First, my class of senior pupils is a small class. Is it possible to practise the same thing in a bigger class and bigger group? How do I monitor them?
- Second, my junior classes are block courses. There are no exams. Do I have enough time to do it if it is a credit class? Would it be better if I can see the pupils regularly to make a proper evaluation of my activity?
- Third, if I have an opportunity to teach adults, would they be interested in the method? Would they feel it childish and not feasible? Are there better ways of teaching Chinese characters to adults using visual learning?
- Fourth, if I could have an opportunity to teach Mandarin to non-native-speakers when I am back to China, are there any better ways to teach characters as China is so different from Scotland in terms of the environment for learning Mandarin? Could I still use these methods, or could I find some other ways to do it better?
- Finally, because my job is teaching English in China, I am wondering whether there is any chance to apply this method to my teaching at home. English letters are quite different from Chinese characters; could I nevertheless adapt the method in reverse to my teaching at home?

I am a beginner with regard to teaching Mandarin, but I have learned quite a lot in my two years' teaching here. I have enjoyed it very much because what I have done here brings me to the very foundation of language teaching, which previously in China I was hardly involved with when I taught English to students there. Here I start from very basic vocabulary instead of massive reading and writing. I should say I focus more attention on how I can prepare my students well enough for different exams. So, I have been asking myself, am I able to apply something similar to my teaching back to China? I am really not sure if it will be a success under the pressure of time, but I am more than happy if I can try some hands-on activities to help learners remember some difficult words and to make the class more fun so that they will enjoy the class instead of pushing them too hard.

I am very grateful to have had a chance to conduct a Professional Enquiry, and to reflect on my teaching here in Scotland. Amongst other things, I learned how to organise materials for research and create a survey, collect data, and analyse the findings. The process helped me to think back and look forward. I feel I am now much better equipped when trying to evaluate something. I can reflect more effectively on my practice.

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Leading Learning in Languages and Multi-Composite Classes

Ilene McCartney

Abstract: This article chronicles my professional development journey following participation in the 2017 1+2 Languages Leadership Programme, an initiative that aims to build leadership capacity to support the successful implementation of Scotland's 1+2 language policy. As a teacher of multi-composite classes, I wanted to identify a better way of delivering differentiated language learning activities to meet the diverse needs of my pupils. The General Teaching Council for Scotland Standard for Career-Long Professional Learning guided me as I responded to academic literature and policy papers and considered the views expressed in relation to my professional circumstances. An appreciation that working in the multi-composite setting requires teachers to adapt ideas at all times, whereas resources and training are often prepared with straight classes in mind, helped me to critically question aspects of 1+2 guidance and find a way to develop a programme appropriate to the schools in which I work.

Keywords: Scotland; multi-composite; progression; differentiation; curriculum development.

Professional Background

I currently work as a teacher in two small rural primary schools where I have responsibility for teaching French, amongst other subjects, and lead the 1+2 curriculum development for the multi-composite classes in these schools. I have a BSc (Social Sciences), an MSc in Information and Administrative Management and the PGDE in Primary Teaching. My languages background comprises proficiency in French and Spanish through study (6th Year Studies French and a Certificate in Spanish Studies) and periods spent working in France and Spain. I also have a Higher German from High School; a TEFL qualification which gave me the opportunity to teach English in Spain and in Scotland and the recently obtained Professional Recognition in Leading Learning in Languages from the General Teaching Council for Scotland (GTCS). In Scotland, all teachers have to ensure that their practice satisfies professional standards set by the GTCS. By seeking Professional Recognition, I wanted to develop my professional practice whilst reflecting on the Standard for Career-Long Professional Learning.

Rationale

I meet termly with two teachers who are also leaders of modern languages in schools with multi-composite classes and who teach French discretely. In Session 2017/18, we recognised common challenges on which we wanted to focus, two of which were the focus for my Professional Recognition submission:

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1. ensuring that the four language skills (talking, listening, reading and writing) were covered;
2. how to engage our P1 learners while we progressed the learning of the other year groups in the multi-composite class.

My two colleagues both have university degrees in languages, one in German and Marketing, the other in French with History. The latter has a secondary qualification to teach French and History but is also qualified to teach in primary schools, which she has been doing since 2002. She maintains her language skills by attending practical courses and language immersion courses in France. The former participated in the ERASMUS programme, spending a year studying at the University of Bayreuth then another year in Rostock working as a language assistant. She has been teaching in the primary sector for 20 years, completed training for teaching modern languages in the primary school in both German and French and has completed the Train the Trainer course at the Goethe Institute in Glasgow. More recently, she has trained a small group of teachers to teach German as L3 (= second additional language). All of us worked as *au pairs* in our younger days – I was in France, my colleagues were in Switzerland and Austria, respectively.

Due to our own confidence in using French, we focussed a lot on talking and listening where we modelled and developed dialogue with pupils, encouraging good pronunciation and mimicking. I was, however, less confident about ensuring that the pupils had opportunities to read and write in French in a meaningful and progressive way which impacted on preparation of differentiated activities for the P4-7 and P5-7 classes. This concern about differentiation also applied to the infant classes where, with one P1 pupil in the P1-3 class and three P1 pupils in the P1-4 class, it was challenging to find independent activities for them to do while catering for the learning needs and progression of others in the class. Progression and differentiation were the key issues I chose to address to develop my practice and to show leadership in my dual role as "expert" French teacher and as "French curriculum developer". As classroom practitioner, I wanted to identify a strategy that would allow all children to progress within their ability group rather than their year group. In developing the curriculum, I had to consider the barriers to this progression in the multi-composite setting.

In doing so I was actively considering and critically questioning the development of policy in education (GTCS 2012:10). Neither the national 1+2 languages policy nor the Primary Language Learning Framework of our local authority provide guidance on building the modern language curriculum for teachers of multi-composite classes. As a group, we had a common understanding of the complexity in which teachers of multi-composite classes operate and we all felt the need for new ideas to make sure all children in our classes were motivated, challenged and learning at their own level.

The professional dialogue with my two similar-minded colleagues motivated and inspired me to think innovatively about changes to my practice. They gave me confidence to contribute ideas from my experience and learning at the 1+2 Language Leadership Programme (LLP) that SCILT offers on an annual basis. I knew that they could assess the viability of my suggestions in the setting in which we work. A task to

create food SNAP cards for the next meeting gave me a starting point for the infant class and resources presented at the 1+2 LLP, such as sentence-building cards, rhyming poems, text and picture cards started off my thinking about how to include more reading and writing with the older children.

An analysis of language learning in multi-composite classes

As part of Scotland's 1+2 language policy (Scottish Government, 2012,) primary teachers are expected to embed an additional language (L2) across the curriculum, not just during allocated blocks of time. There must also be clear progression in language learning. The earlier observation by Martin (2000) that "a variety of curricular approaches and staffing models continue to co-exist, each valid for the local circumstances" and that there is no "right" way to implement a language programme, still holds true. I take solace from this as with the changing make-up of a multi-composite class each session I need to develop a language curriculum that takes into account the challenges of the multi-composite setting. However, most training courses I have attended and language programmes I have seen assume 'straight' classes. With reference to and adaptation of Martin's (2000) tripartite staffing approach, from session 2018/19, class teachers in my schools will embed certain routine language on a daily basis thus freeing me to progress language competence with the children in my weekly slot. McCrossan (2015) believes that embedding requires "spontaneity and therefore a higher level of confidence in using the language" which is why I will pre-teach certain vocabulary, phrases and themes at the start of each term and then provide the class teacher with a plan to follow.

I like the idea presented by McColl (2015) where she considers use of "classroom language" in French as "cause and effect" giving the children a purpose for using the language. By asking "*Je peux aller aux toilettes?*" they are choosing to communicate with the teacher in the target language and taking control of their learning, which will hopefully progress to more purposeful communication in French. This has really taken off in both schools and we have since added "*Je peux aller chercher de l'eau*" to continue with a similar structure and to respond to a natural request the children often make. The structure is reinforced in the answer – "*Oui, tu peux aller* […]"

Clingan & Coles (2017) researched the use of the six UNESCO strategies for teaching literacy in multi-composite language classes, and as a research participant, I was interested in the findings. It confirmed my own experience, i.e. that in most cases modern languages delivery is through a mixture of discrete and embedded means and, in the case of discrete delivery, all stages are mainly taught together with a differentiated element. However, I wanted to reconsider my practice and reflect on how I could incorporate other strategies. It also made me think about my teaching of L1 (mother tongue) literacy, and how I could adapt it to prepare varied and differentiated resources to develop the four language skills in the first additional language (L2).

Other reading on using literacy techniques and strategies like decoding (Woore, 2009) and Talk for Learning (Couzens et al, 2013) inspired me try out some ideas that I hope to

develop further during the 2018-19 session. Other more recent literature that I found useful referred to the use of stories in Primary 1 (McCrossan, 2015), and Language Awareness and Metacognitive Skills (Kanaki, 2015). I agree with Kanaki that a primary teacher who is confident in using both their L1 and an L2 will be able to guide and support their pupils in making connections between the two languages, whether that be identifying cognates, understanding the positioning of adjectives and how they relate to the noun, or just basic sentence construction. Scaffolding and using simple structures to practice and develop L2 allows the pupils to question their use of the language and recognise errors. Working with phonics in L2, identifying sounds in words or using sounds to build up words consolidates similar activities in L1. Language awareness activities can be differentiated to suit the different ages and abilities within the multi-composite setting whilst still working within a theme for the whole class. A selection of resources I prepared is available in the Appendix.

As each school's circumstances are different, it is up to the teacher to respond to their own situation and critically engage with existing policy to make it work for them and their pupils. Working with the Professional Standards allows us to do this through reflecting on our practice and recognising the steps, small and big, we are making in our professional development.

Organising the Curriculum

Murray's findings (2017) raised certain issues with the 1+2 Languages Policy and I have considered these further as challenges in teaching languages in the multi-composite setting. A majority of Murray's respondents felt that "the curriculum is very busy and there are other priorities which must come before language learning and the 1+2 policy". 1+2 policy makers clearly believe that language learning should be part of what is already being taught in the primary classroom. However, the primary teachers responding to Murray - all working in 'straight' classes - saw it as another pressure so for teachers of multi-composite classes it could be even more of an issue.

When teaching any subject within the multi-composite setting, it is not easy to follow a programme that has been set for straight classes. In the case of a multi-composite class encompassing all primary stages (P1-7) the teacher is covering all Curriculum for Excellence levels from Early to Second (and sometimes Third if a pupil needs further challenge). A P1-P4 multi-composite class has to cover early level and first level outcomes, a P4- P7 multi-composite class has to cover first level and second level. Within each of those levels, you also have to differentiate. No multi-composite class is the same so there is no standard to follow. It is all about adapting to the children in front of you. Some classes I have worked in have had 17 children while others have had as few as nine and, in one case, there were only ten children in the whole school. In each case, I had to plan for different ages and levels. The skill all teachers need, to juggle groups, is really put to the test when working in a multi-composite class.

Programmes of study must be changed each year because the children are in the class for more than one year. This is where responsive planning in consultation with the

children really comes to the fore and knowing the children well helps the teacher choose themes that are of interest to them. In organising the French curriculum, I need to plan different things for each new academic year. There is no point following a programme that sets out the same subject headings like “clothes” for different year groups with certain amounts of vocabulary to be learned by the end of each session. This is not a very responsive approach. The most appealing idea I took from the 1+2 LLP was using an interdisciplinary learning approach to teaching modern languages. According to the Scottish Government’s initial publication on 1+2 (2012) this approach highlights the relevance L2 has in study and future work. During 2017/18, the academic session after the 1+2 LLP Summer School, I started to include this in my planning. I used French in sessions on animal classification in Science and, in Art, I tasked the children to research a French-speaking artist of their choice, create a piece of work in that artist’s style and use French to create a simple PowerPoint presentation sharing information and expressing likes and dislikes. I also included some classes on an Asterix resource from Education Scotland to link in with one class’s Roman topic and because one of the children was a huge Asterix fan. In doing so, I “deployed an enhanced understanding how constructive relationships with learners can be developed” (Standard 3(i)). I was surprised to read that many teacher respondents to Murray’s survey had not consider the Content and Language Integrated Learning (CLIL). In my view, the CLIL approach has a huge role to play in organising language provision in the multi-composite classroom. However, the successful implementation would depend on teacher confidence and skill in teaching languages and access to suitable resources.

Materials development

Curriculum for Excellence’s focus on active learning fits in very well with language learning and my experience in teaching TEFL has helped me with preparing many materials. Extra work is required in multi-composite language classes because you cannot always use off-the-shelf learning resources and need to spend time preparing specific resources or adapting existing one to suit each age. This is especially the case if you are responding to the children’s interests. In order to appeal to the younger children (many of the older children too) resources like songs, stories, puppets are useful. This led me to use a song, animated programme, DVD or other stimuli to introduce the lesson and then develop differentiated activities to follow.

Teaching/Learning Strategies

Time and classroom management can be tricky within multi-composite classes - compounded by each additional age group you have. Therefore, teachers have to learn to understand and manage group dynamics carefully and imaginatively to get the best combination that allows them to cater for each child within the class. There is even more scope for the planning to be child-centred rather than curriculum-centred. Seeing the pupil in relation to pupils of different ages can help with an understanding of child development and finding out where particular children are on their development path. All children benefit from being with younger and older children - they either have the

opportunity to revise or consolidate previous learning or learn from exposure to learning beyond their level. In my L2 classes, I have learned to use different teaching strategies:

- whole class teaching to introduce the theme through different media;
- differentiated activities tailored to ability rather than age;
- mixed age and ability groups to encourage older children to share their L2 learning with younger children;
- peer instruction techniques; co-operative learning with collaborative tasks;
- differentiated independent activities while I introduce a language skill to another group.

All "demonstrate a critical understanding of approaches to teaching and learning, pedagogy and practice" (Standard 3(i)). I would like to develop a good bank of independent activities that allow pupils to decide which area they need to practice thus helping them recognise their development needs.

The teacher of a P1-P4 multi-composite class needs a lot of creativity to cover the four language skills and engage the different year groups at the same time. When introducing P4s to L2 phonics you consider other activities for P1s, P2s and others who are not yet secure in L1 phonics, recognising that these groups can enjoy the songs that include the rhyming sounds being practised. When P4s are beginning activities on sentence building, these can be differentiated for P2 and P3 but P1s may not be in the position to be writing much at all. They can be involved in building picture stories from the same stimulus. Stories, songs and puppets can be used to good effect with P1s, P2s and P3s but must be adapted for the P4s. Taking into account the pupils' ages and, therefore, attention span is important when determining which activity works best for them. If you only have one P1 in the class that too can be limiting.

Teacher Training / CPD

Murray (2017) concluded that the sustainability of the 1+2 Language Policy could face problems due to lack of teacher training and resources when funding stops in 2020-2021. This is already an issue for small rural primary schools. According to the 2017 pupil census (Scottish Government, 2017), 19% of Scottish schools have a school roll of under 50 pupils, which means they may have either two or three teachers. Many teachers prefer not to teach in these small schools for a variety of personal and professional reasons. Teachers in such schools have reduced possibilities for CPD opportunities because there are neither colleagues nor supply staff available to cover them during the school day. Some CPD is available in twilight sessions, but this often involves substantial travelling time and has an impact on both school collegiate activity, preparation time and personal time.

Currently, universities offering an ITE programme leading to a primary teaching qualification are encouraged, but not required, to expect at least an SCQF level 5 qualification in a modern language (Memorandum on Entry Requirements to

Programmes of ITE in Scotland - June 2013). Therefore, we have a situation where future primary teachers do not need to have a qualification from school in a L2, may not have access to language training and may never be exposed to practice in a multi-composite setting. A triple whammy for rural schools looking to recruit new staff when experienced staff leave or retire.

Transition to Secondary

Murray cites a concern that all the work that has been put into teaching languages in the primary school may be wasted once the pupils arrive at S1 because there is no system in place to assess what they have already learned at primary school. I had a meeting with colleagues at my local secondary to discuss this. We agreed that ensuring those in P7 had a basic understanding of sentence building would be of great benefit, as once that had been introduced, S1 teachers could then develop sentences further with other aspects of grammar relevant to the L2 or L3. A knowledge of certain vocabulary sets like colours, numbers, routine instructions, the date and the weather would also be useful. The secondary school has a variety of different primary schools in the cluster, some with straight classes and some with composite and multi-composite classes. To set a required programme to be covered in P7 would not be feasible and would be difficult for those of us teaching in multi-composite classes. In the multi-composite setting, P7s are never in isolation and a P7 transitioning to S1 from a P1-P7 class will come from a different situation to a P7 coming from a P5-7 or a P4-7. In the P4-7 and P5-7 multi-composite class the focus may well be on the expectations for P7 transition. I do not find this problematic because any sentence building activity I have set for the P7s is adapted for others in the class to ensure differentiation.

Reflections on my professional development journey

Discussions with my multi-composite colleagues taught me that I should trust in myself as a professional as I have the experience, knowledge and creativity to adapt resources and ideas to suit my multi-composite teaching situation. With reference to the Leading Learning in Languages course, I realised that there are different leadership roles for me to consider:

- In the classroom, I am a confident and enthusiastic leader of learning because I have the language skills and am interested in language and culture. I like to motivate and make connections to what the children know and want to know, consolidating the language through different activities. I am deepening and developing my subject knowledge (Standard 2.2) through professional reading, reading authentic texts in French and visiting France. I am a responsive leader, changing practice after identifying a weak area, developing pedagogic knowledge through attending courses and observing and working with others.
- In the schools I am, amongst other roles, the languages expert working with the class teachers to embed L2 in a manageable way. I am an understanding leader, understanding the complexities of a multi-composite setting –

staffing/timetabling/multiple responsibilities/class dynamics. In developing the French curriculum, I am the Ambassador for Modern Languages integrating French as much as possible with other curricular areas through planning in partnership with colleagues.

- In the wider education community, I have a leadership role to share expertise in teaching multi-composite classes. I have "lead and contributed to the professional learning of colleagues" (Standard 3(v)) in several ways. After participation on the 1+2 LLP, I lead a CAT (Collegiate Activity Time) session on the 1+2 policy and shared my initial thoughts for the development of the languages curriculum. At a literacy event on Listening and Talking strategies I attended in February 2018, a participant suggested that teaching in multi-composite classes is no different than teaching different groups in straight classes. I disagree. Whilst all teachers should apply differentiation within their classes, maturity levels within a P1-4 multi-composite class require a different approach to a straight P1 or a straight P4. The added difficulty when teaching modern languages within a multi-composite class is that the children do not yet have the language knowledge for you to manage these differentiated groups easily. I had the opportunity to explain this and present some of the differentiated resources I use in my L2 classes at a seminar at Language Strathclyde 2018. Participation in the 1+2 LLP and addressing the issues raised with my primary ML colleagues enabled me to question, develop and account for my practice in critically informed ways and provide an informed rationale for my professional actions. (Standard 2.2)
- I learned the importance of collegiate working, and realised how much I enjoy it. Speaking to others at the 1+2 LLP and having my multi-composite group colleagues as sounding boards, gave me the confidence to lead and make changes in French. It also allowed me to exercise and defend my professional judgement. Meeting with secondary colleagues was very useful in terms of progression and planning for transition. I hope to build further on a meeting I have had with nursery colleagues.

Further Research / Inquiry

A talk I attended at *Language Strathclyde 2018* given by Professor Diane J. Tedick from the University of Minnesota (2018) on Content Based Language Teaching gave further evidence of the value of using an interdisciplinary learning approach to teaching modern languages. She highlighted the thought and planning needed to follow this approach and I would be interested in researching this further with a view to linking Outdoor Learning sessions to French and looking to include more contexts within Technologies, Health and Wellbeing and the Expressive Arts.

With regard to the Attainment Challenge, I would also be interested in investigating if, after adapting L1 literacy strategies to use in L2 (French) teaching, there is an improvement amongst children who need additional support in L1 (English) .

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Appendix: Resources

L2 resources linked to strategies used in teaching literacy in L1.

Differentiation and Progression

P1-3 and P1-4, P4-7

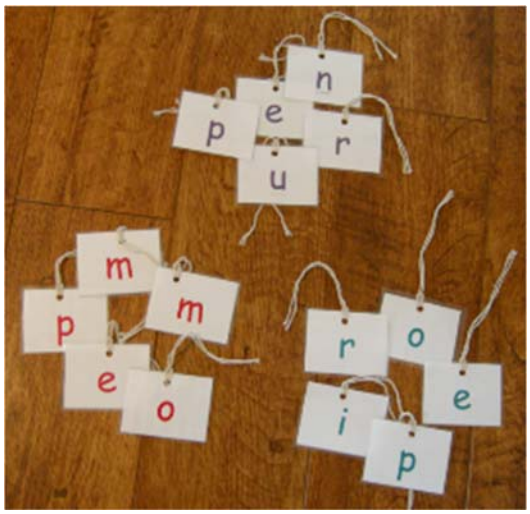
SNAP cards

Matching picture to text

Adjective position, article and agreement.

Differentiation - P1-3

Treasure Hunt inside school finding sounds and building the name of a fruit in French. Group 1: orange; Group 2: fraise.



Differentiation

P1-3

Treasure Hunt outside in school grounds finding sounds and building the name of a fruit in French.

Differentiation and Progression

All the children in **P4-7 and P5-7** have a plastic wallet. After learning new words - nouns, verbs, adjectives, articles, conjunctions – they write them on a piece of paper.

As an independent activity, they group them by grammatical feature then try to form sentences correctly.

Differentiation is by difficulty of sentence:

- Simple sentence.
- Adding an adjective / showing agreement.

Differentiation and Progression

All **P1-4** children watched the animated clip, “Trois Petits Chatons” and listened to the song/story.

P1+P2: Put into sequence the first four pictures. Teacher asked questions to elicit oui or non answers / either… or /colours / numbers.

P3+P4: Sequenced all pictures and then matched the text to the pictures. Teacher worked with P3 to support understanding.

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Using News Media and Facebook in Cross-Cultural Links: An Action Research Project in Croatia and Iceland

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Abstract: A small number of students, aged 15-18, from two secondary schools in Croatia and Iceland, participated in a two year action research project between November 2016 and November 2018 on how the use of news media and Facebook sharing might impact on language learning. We found that the use of social media and watching TV/films without subtitles are helpful and have a positive impact on language skills development. Online gaming also improved language competence. However, technology has to meet the students' needs in order to keep their interest. We are now building on the initial action research findings through an Erasmus+ project.

Keywords: action research, Croatia, Iceland, vocational education, social media, new technologies.

Introduction

I am a teacher advisor for English in the Technical School for Construction and Land Surveying in Split, Croatia. This is a vocational secondary school. Since 1982, I have been giving instruction and support in TEFL (Teaching English as a Foreign Language) and TESP (Teacher Education for Languages for Specific Purposes) courses in that same school. Additionally, I am a county coordinator for initial teacher training and continuing professional development of English teachers in vocational secondary schools in Split-Dalmatia County. Before my current role, I was a Head of English in the same vocational secondary school. My own professional development has been at a national and an international level, including several workshops and conferences of the European Centre for Modern Languages (ECML) in Graz, Austria, as outlined in Table 1.

Using News Media and Facebook in Cross-Cultural Links

I took part in the workshop Action research communities for language teachers, workshop and network meeting, in Graz, in ECML, in November 2016. In the project, *Using News Media and Facebook in Cross-Cultural Links* Croatia and Iceland were involved. I was working with Icelandic colleagues and Croatian student-participants. We created a Facebook group called **Action project Ice-Cro 2016**.

The participants chosen to work on the project from Croatia were one female and nine male participants who had shown willingness to accept others and 'otherness'; and displayed considerable potential as students so my findings are perhaps only replicable with able and motivated students.

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Table 1: Personal Record of Professional Development

Date	Location	Conference/Workshop Title
27-29 Sep 2007	ECML, Graz, Austria	Languages for social cohesion
4-5 Dec 2008	ECML, Graz, Austria	DOTS: Developing Online Teaching Skills
15-16 Dec 2009	ECML, Graz, Austria	Majority language instruction as basis for plurilingual education
7-8 Jun 2010	Sarajevo, Croatia	Plurilingual education in Europe. Workshop: The plurilingual experience in Croatia: education in the language and script of national minorities
23-24 Sep 2010	ECML, Graz, Austria	Training teachers to use the European Language Portfolio (ELP-TT3)
7-9 Apr 2011	Ljubljana, Slovenia	Intercultural education for everyday practice: Pedagogical illusion or practicable reality?
29 Sep-1 Oct 2011	ECML, Graz, Austria	Empowering Language Professionals
14-15 Feb 2013	ECML, Graz, Austria	Diversity in majority language learning (MALEDIVE)
10-11 Nov 2016	ECML, Graz, Austria	Action research communities for language teachers: initial workshop
3-4 May 2018	ECML, Graz, Austria	Action research communities for language teachers: network meeting

Despite my long professional experience, I had always wanted to change my approach to language teaching and learning. I wanted to make it more attractive, interesting, challenging, creative, enjoyable and less stressful. My previous teaching experience did not involve using tools like new technology, news media and social networks such as Facebook. It relied on textbooks, workbooks, grammar books and dictionaries; and it was restricted to work in the classroom. Having observed my previous teaching practice and experience and having analysed previous assignments, I gradually began building and establishing new approaches to language teaching and learning, introducing new ideas into it (Please see the **Appendix** for details of the new assignments I devised).

I could see that through social media use, learners enhance four language skills: listening and reading comprehension, spoken interaction and production and writing skills. Learners benefit from social media tools because they have a more interactive, better educational and more interesting language experience. Their language knowledge improved through communicating online or sharing various forms of contents such as: videos, images, presentations, articles and personal updates. With hindsight, this should be the expected outcome because everything is online today and most young people learn English through media and the Internet. It makes their communication with other people more consistent and a lot easier. Below are two comments from students after having experienced learning English through social media and the Internet:

> *It's easier to learn English at home through media, step by step, without any stress.*
>
> *Probably, in the years to come, more people would learn new languages through social media.*

From my own perspective, I must consider these key issues in a language education evaluation:

- Learners' potential, creativity, responsibility, autonomy and self-confidence
- Students' learning styles and techniques
- Skills in speaking, writing, listening, reading and communication
- Competence of pronunciation and knowledge of language structures
- Cooperation and teamwork activities,
- Feedback, and finally teacher's responsibility.

Before I started on the project, in my teaching practice I had avoided incorporating different learning styles in student groups that invariably consisted of learners with varying abilities. Because of my involvement in the project, I have started involving learners of different abilities in teamwork activities. The aim was to enhance their cooperation and communication skills, and this strategy has produced both enjoyable and effective. Furthermore, I wanted to receive feedback on how I might change my instruction to help less able students perform better in the class. I also wanted to find a way for a more participating approach for such students. It brought to change of the old boring teaching methods- students' book based, including the assignments students have been familiar with but thoroughly dislike.

Before, practical activities included exercises that students would choose to do in class: individually, in pairs, in groups or working in a team. All activities related to criteria of the Common European Framework for Reference (CEFR) with regard to English as a Foreign Language, which describes what a learner is able to do in reading, listening, speaking and writing at six different levels. Introducing new and a totally unknown set of assignments in the Facebook Group helped Croatian students display their language potential and creativity and helped me as a teacher build new approaches to language teaching. I felt that students' competitive spirit and the constant challenge led to the development of their higher personal language profile. At the same time, it improved standards in language teaching. In the classroom practice, the message sent to the students has a great effect, especially if it is new.

During our project, we investigated how we can enhance pupils' language skills by using news media and Facebook sharing in language teaching.

Firstly, I was not sure if I was going to make the students aware of the news media in the target language (in this case English), giving them a weekly task, for example, to find a news article on English/American websites and share it inside a Facebook group. I sometimes did not know if the students would accept commenting on news articles with a status explaining the topic and giving a reason for their choice. I was surprised to discover that they accepted every challenge and did so successfully, but perhaps I should not have been. The most recent technology and social media young people grow up with and spend a big portion of their time on, increase their language knowledge. They also affect their everyday lives, whether it be school, work or fun, whether it be studying at home, at school or being on the move. Nowadays, people of all ages

frequently use mobile phones, tablets, laptops and computers. The use of ICT is widespread and popular even with very young children. Below are some comments from students participants on using news media and Facebook in language learning:

> *Just by listening to cartoons and movies when you are young, you become better at understanding the language and speaking it. I never tried to learn English from some tutorial books or dictionaries when I was a kid. My language skills have gotten a lot better by talking to people online or gaming.* ***Student1***
>
> *Language itself in my opinion is a way easier to learn browsing YouTube, Facebook and all social stuff than in school. What I mean by that is, you learn how to speak yourself but school teaches you grammar, at least that's how I learned English. I can easily now watch movies without captions because I've been into English for a lot by watching movies and communicating with strangers online.* ***Student2***
>
> *Social media and television definitely have a big impact on language skills. At least in my case. Since I've joined Facebook I always stayed in contact with people that speak English. That has helped me a lot. If there weren't social media and television I wouldn't know English as well.* ***Student3***
>
> *A lot of us played so many online games and everyone who did, will know that you can't play good if you can't communicate with other people, so, I think it is a pretty good way of learning a new language and also improving it.* ***Student4***
>
> *I think that most people in modern time learn English through Internet. In my opinion, only the basics and grammar are taught in schools.* ***Student5***
>
> *I would bet everyone in this group learned English from movies/videogames better than taking extra English classes.* ***Student6***

Certainly, the students are now much more aware of the role of news media in the target language inside the Facebook group. They found the experience challenging, educational, useful, intriguing, informative, encouraging and helpful. The teacher took great care to explain to them the purpose of improving language knowledge this way. At the same time, we created cultural links between two language groups and the countries involved. Language instruction should always include the cultural background of language taught or the cultural context of a target language.

The action research process, step by step

Learning outcomes

Firstly, teachers explained to the students the focus of the learning outcomes for the project activity, which includes understanding of written and spoken language in various types of news articles, oral skills and presentations of written texts. Secondly, we taught learners how to use the most recent technology and social media in order to increase their language knowledge. Thirdly, we made them aware of news media in the target

language and became creators of cross-cultural communication inside the language group.

Teaching materials and aids

We introduced students to the teaching materials and aids such as the Facebook group they were going to work in (**Action project Ice-Cro 2016**). Both Croatian and Icelandic teachers created assignments in English.

There were a couple of additional assignments suggested by Icelandic teachers only, which were also included in the project with the aim to analyse them and find themes in students' choice, to see if there is anything in their choice that surprised me or my Icelandic colleague. It was interesting to see if there is a difference in how and what students choose in Iceland and Croatia, if Croatian students are more interested in politics, lifestyle, sports etc. than Icelandic students. The boys think the girls are interested in the lives of celebrities, and in beauty. The girls think the boys are interested in cars etc. Furthermore, a difference in choice of material when they have a free choice, when boys are choosing for girls and vice versa was interesting to read. The choice of material for their teacher to read was also very interesting. Mostly, the articles are on gun carrying, gun control and a royal wedding.

The next step was getting to know tools. We introduced online teaching tools to the students for use in the language classroom and put them in totally new and intriguing situations (See Appendix for details.)

Findings

I observed that learning using ICT helped Croatian students display their language potential and high quality of performance with ease, and me, as a teacher, to build new approaches to language teaching. I felt improving standards in language education either in theoretical knowledge or in pedagogical skills. I discovered that if students express their issues and needs, a teacher could advance the way of instruction. Constant development of teaching/learning environment and developing partnership with students accepting their ideas and suggestions is productive. Technological advancements support language teaching and learning environment fully and keep it improving all the time.

Reflection is seen as an important process that enables any professional to learn from own experiences so that new perspectives can be taken. It should be improving the quality of our work, identifying students' learning needs, can lead to the development on a professional and personal level. It is important for future planning and goal setting. In the written assignments, Croatian students enhanced not only their reading and writing skills but also gradually improved their language capacity in the Facebook virtual collaboration space. I have been using the most recent technology, which is a great way to facilitate a teaching and learning process. Alongside the technology, I also used evaluation questionnaires, in which the students involved, expressed their opinions on the activities given, as explained in Table 2:

Table 2: Student Feedback (n=11)

Feedback Question	Student Response	Further comments
Are the written assignments clearly defined?	Yes = 100%	Assignments are perfect = 22%; Very satisfied with assignments = 11%; Assignments are okay = 11%; Assignments are all well-formulated = 11%
Do the assignments use language that helps you to know what you are expected to produce?	Yes = 89%	More than that = 11%
Can you understand the purpose of the assignments? (What would it be?)	Yes = 34%,	Improved writing and social skills = 22%; Better understanding of project = 11%; Improved speaking and communication = 11%; Expanded language knowledge = 11%
Can you articulate a claim about a particular subject in the assignments?	Yes = 34% (sports, weather, news)	Can articulate a claim = 33%; Can articulate a claim in a lot of subjects = 11%; Can articulate a claim on assignment about Nikola Tesla = 45%
Do you have any suggestions for improvement?	No = 45%	The assignments are perfect=22% Very satisfied with them=11% They are all right=11% They are all well-formulated=11%

I feel encouraged by the results of the students' feedback. Every student stated that the written assignments are clearly defined, which is a fantastic outcome. Almost all of them (89%) also believed that the assignments used language that helped them to know what they had to produce, with the remaining 11% even stating that they did more than that. The responses for the next two questions tell me that there is still some work to do. Just over one third believed that they understood the purpose of the assignments, or that they could articulate a claim about a particular subject in the assignments. However, nearly half of the group did not feel that further improvements were necessary. 22% of the students said the assignments are perfect,11% were very satisfied with them, a further 11% said they are all right and finally 11% stated that they are all well-formulated.

Final thoughts

I implemented action research tools during the project steps with the following aims in mind:

- evaluate those new assignments in order to develop them for further and better use
- compare the language levels of the already finished assignments (B1/B2)
- increase the students' oral and writing skills.

The data were analysed collecting the questionnaires from the students involved. I found out if students express their impressions a teacher can advance the way of instruction. Constantly developing teaching and learning environment and partnership with students accepting their ideas and suggestions is productive. I especially developed observational skills, as one of the action research tools in this particular case, to help me

use the shared articles in more ways than I have done until now. The most recent technology introduced to my language classroom helped me increase the students' language knowledge. Since then I have been using a wider range of ICT tools, which is a great way to facilitate a teaching and learning process. It is going to be a major step forward in letting the students have freedom of expression, doing various activities and assignments through a personalised learning approach that respects individual abilities for making progress. One thing has held true: Throughout my teaching practice, I have learned that each student has her/his own strengths, weaknesses and individual needs that as a teacher I have to identify and take into account with great care.

Moving On

We are now building on our findings from this initial action research through an Erasmus+ project '**From Facebook to Face2Face: Cross-Cultural relations through Social Media and Beyond'** which involves the cross -cultural communication and relationship between high-school students in Croatia and Iceland, both on-line, via Facebook and other Social Media, and in person, with students from each country visiting the others. Specifically, we do not use social media solely for the purpose of cross-cultural interaction. It is also used as a vital part of the teaching and learning environment, with assignments and projects handed in, and thus shared, in a common Facebook group for both Croatian and Icelandic students. This creates a new dimension in the social learning space. It empowers foreign language classes by improving students' language skills, broadening their cultural competences and interests, networking and exchanging information and personal impressions relating to their fields of interest, such as, filming and presenting cultural city sights, cultural events, sport achievements on both national and local basis, commenting on the most recent intriguing events and inventions.

If you would like further information on either project, please feel free to contact me.

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Skype	magdam932
Postal address	Graditeljsko geodetska tehnička škola Split Matice hrvatske 11 21000 Split, Croatia

Appendix: Assignment Tasks

Assignment 1
Watch a video clip in our Facebook group in which a student speaks about his dog and spending time with him. https://youtu.be/VRDZQwKpRK4. Listen to him speaking about his dog. Spending time with a pet can have a positive impact on your mood and health. Is it true? Write a short essay in English (100-200 words) and post it under a video clip shared in our Facebook group. Do not use Google Translate or copy-paste.

Assignment 2
Some people may look at graffiti as modern art some think it is vandalism. Graffiti is a powerful way of expressing talent, creativity, culture, as well as social and political views. What do you think? Write a short essay in English (100-200 words) and post it under a photo shared in our Facebook group. Do not use Google Translate.

Assignment 3
Write a review (100-200 words) of a magazine or newspaper article you have read recently. The following points need to be included: the type of magazine/newspaper in the article appeared, the content of the article, the message the article was trying to convey, what you personally have learned from the article. Do not use Google Translate.

Assignment 4
Watch the entire news programme and write a summary in English. Write two-three sentences on those news items that interested you the most. Do not use Google Translate or copy-paste.

Assignment 5
Choose a news article in English that you would like to share with your classmates and write a short summary in English (100-200 words). Post it with the article that you will share in the Facebook group. What is the article about and why did you choose it?
Do not use Google Translate or copy-paste.

Assignment 6
Go to [website] and read an article on the greatest invention of all times. Answer the following questions:

1) Who do you mostly agree with and why?

2) What do you think is the most important invention of all times?

Write in your own words a short summary in English (100-200 words) and do not use Google Translate.

Assignment 7
A hobby is an activity for enjoyment, practised regularly in one's leisure time. Watch this video clip https://www.youtube.com/watch?v=SfZhZ1s5TYg. This guy's hobby is restoring cars. He has gained substantial skill and knowledge in that area. My hobby is playing a musical instrument. Do you have any hobbies? Do you engage in any sports or

in artistic projects such as acting, painting, drawing, writing fantasy stories etc.? Write a short essay in English (100-200 words). Do not use Google Translate.

Assignment 8
Watch an interview on watching movies https://youtu.be/Hfh2dDh_Os8. A student is interviewing a fellow student.

Do you enjoy watching movies? Who with? Do you usually read reviews to find out what critics say about the movie you want to watch? What kind of movies do you like (e.g. movies with a good story line, great acting, or special effects)? Do you like watching movies at home or do you prefer going to a cinema? Write in your own words a short essay in English (100-200 words). Do not use Google Translate.

Assignment 9
RAP-rhythm and poetry is something between speech, poetry and singing. Do you know any good rap songs that you like? Do the songs have messages behind the words? Is it the storytelling or showing true feelings? Sometimes metaphors are used in rap lyrics. Write in your own words a short essay in English (100-200 words) and do not use Google Translate. Here's a video clip https://youtu.be/dLoPz2iuENg

Assignment 10
Croatia and Iceland are always playing football against each other. Sometimes we are playing handball against each other. Compare the best/worst results for Iceland and Croatia in football and handball. Write a presentation on the issues in the target language. Do not use Google translate or copy-paste. Looking forward to your comments. Good luck!

Assignment 11
Boys: Find a news article that you think would be interesting for girls. Girls: Find a news piece that you think would be interesting for boys.

- In class: Choose the article and post it on Facebook.

Write a short presentation of the piece (of info) in English.

Assignment 12
Choose the first news article that catches your interest. Use 10 minutes to find an interesting piece of info and post it on Facebook. Write about the piece of information in English.

Assignment 13

Find an article you think your teacher would be interested in reading.

In class: Choose the article and post it on Facebook.

Write a short presentation of the piece of info in the target language.

Assignment 14
"Yes it is spring but I live in Iceland."

Write a presentation of the statement in the target language.

Assignment 15

Nikola Tesla was a man who lit up the world. He famously said, “Let the future tell the truth and evaluate each one according to his work and accomplishments. The present is theirs; the future for which I have really worked is mine.” Write in your own words a short essay in English (100-200 words) explaining his statement. Do not use Google Translate. Looking forward to your essays! Good luck!

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Recent Publications – Abstracts and Web Links

ACTFL (2018) Foreign Language Annals Vol 51, Issue 1.

Check out the free-access articles from this edition in our section of 'Downloadable Articles from Other Academic Journals'.

Association of University Language Centres (AULC) and University Council for Modern Languages (UCML) (2018) Language provision in UK MFL departments 2018 survey

Extract from Executive Summary […] Of the 69 universities offering MFL degrees in the UK (about 80% of them located in England), 44 responded to the survey. Excluding language minors that are intended as an add-on to existing courses in the form of a single IWLP course per year, 52 languages are currently being offered as part of MFL programmes in the UK (6.4 languages on average per institution). Roughly, the ten most widely available languages (20%) occupy 80% of the current MFL presence at UK universities, while the remaining 42 lesser-taught languages (80%) represent only 20% of the current offerings, creating a typical Pareto distribution that raises questions about equal opportunities. This is relevant considering that 2018 A-level uptake and trends figures show the 'other languages' group (including new third place holder Chinese) is now the most popular choice ahead of French, Spanish and German […]

British Council (2018) Language Trends England

The annual Language Trends report is a survey of primary and secondary schools in England, designed to gather information about the current situation for language teaching and learning. The 2018 research responds to an ongoing concern about the level of participation in language learning since the subject was removed from the compulsory curriculum at Key Stage 4 in 2004.

British Council (2018) Language Trends Wales

This fourth Language Trends Wales report finds that Welsh schoolchildren continue to turn their backs on international languages. Headline statistics from the report include, 37% of schools say that Brexit is having a negative effect on attitudes towards studying languages other than English. There are continued falls in the number of entries for A-level German -33%, Spanish -12%, French -6%. The decline in German GCSE numbers is halted, but entries for Spanish drop by 23%.

ISSN 1756-039X (Online)

British Council (2018) Wales Soft Power Barometer: Measuring Soft Power Beyond the Nation State.

Press Release: Wales should do much more to raise awareness of the Welsh language and its own culture in order to differentiate the country from the rest of the UK. That is one of the recommendations of a new report from British Council Wales published today. The report says Wales should better use the appeal of its 'soft power', its culture, education and sport sectors, to gain more recognition and influence on the world stage. "We feel there is much that could be done with the language outside of Wales, effectively using it as a way to both raise interest in Wales and differentiate it from the rest of the UK," the report says. "As such, we recommend Wales make greater efforts to share the language with international audiences, incorporating it in tourism promotion campaigns."

CBI (2018) Winning Worldwide: A four-steps growth plan for the UK

The UK is at a pivotal moment, redefining its place in the world. Now more than ever, the country must put in place a framework that provides the right environment for businesses to grasp opportunities worldwide. Irrespective of the nature of the final settlement with the EU or future free trade agreements with other nations, there are actions that government and business can – and must – take now to improve the UK's export performance.

Key messages on language skills:

- Languages are an important tool in operating internationally and securing new opportunities. Government must work with businesses to review language curricula (p. 10)
- A new migration system after Brexit must facilitate easier access to workers from around the world. They bring a wide range of innate skills which British workers cannot acquire through training, including fluency in a native language; a key skill that helps British firms expand overseas and break into new markets (p. 32)
- Vital to future prosperity and export performance are STEM and language skills (p. 34)
- Foreign language study should also consider the cultural aspects of countries abroad and their related business conditions. Developing an awareness of the language of business can significantly improve the ability of UK firms to operate overseas in the years to come (p. 35)
- Contracts are sometimes detailed in foreign languages […] The government should invest resources to provide adequate assistance to businesses that need support in winning contracts abroad (p. 50)

CBI/Pearson (2018) Educating for the modern world: Education and Skills Annual Report

The need for languages has been heightened by the UK's departure from the European Union. To achieve the government's ambition for a 'Global Britain', we have to get language teaching in our schools right. The British Council predicts that the top five languages needed for the UK to remain competitive globally are French, German, Spanish, Mandarin and Arabic. If there is a lack of wider provision of foreign languages for children, UK business will suffer and will be unable to seize global opportunities effectively. (p. 31)

Creative Multilingualism (2018) We are the Children of the World: Teaching Resources

Creative Multilingualism wants to shine a spotlight on the many languages spoken in the UK's schools and communities. We commissioned a choral piece by composer Lin Marsh, who has done a lot of work with schools, to celebrate these languages. She created *We are Children of the World*, which was performed for the first ever time at a concert on 27 June 2018 at the Sheldonian Theatre in Oxford by 500 pupils from ten different local primary schools. The piece features folk songs in seven different languages: Arabic, Mandarin, Polish, Portuguese, Punjabi, Swahili and Urdu.

Creative Multilingualism would like as many schools and choirs, across the UK and beyond, to teach this song to their pupils and members to help start a conversation about the languages spoken in their schools and communities and to have multilingual fun with singing! The link takes you to all the resources you need to teach the song, including musical score, backing track and PowerPoint guides to learning the piece, which teach you each section of the song line-by-line. You are free to use and perform the song – all that Creative Multilingualism ask is that you let them know when you do use it by emailing the team (creativeml@mod-langs.ox.ac.uk)

Languages Group of the Scottish Council of Deans of Education (2018) National Frameworkd for Languages

The **NFfL** (Initial Teacher Education) sets out guidance for the integration of languages into ITE programmes and the school curriculum. Created by the Languages Group of the SCDE and funded by a group of Scottish local authorities, the NFfL is linked to the General Teaching Council (Scotland) Standards for Registration and Career-Long Professional Learning (CLPL). There are three parts: the NFfL framework, and two resources **LENS** (Languages Education Network Scotland) and **LEAP** (Languages Education Academic Portfolio).

LENS is a resource bank of studies and research findings from national and international contexts. These findings help us to unravel the complexities of language teaching and learning and why things happen the way they do in classrooms. Key messages from over 300 studies have been organised according to specific themes relating to language teaching and learning in the curriculum. **LEAP** is a reflective tool to support implementation of the NFfL. Its suggested format is a portfolio for ITE. LEAP can also be used and developed further for CLPL purposes. It is built on CEFR and GTC(S) recommendations. LEAP is linked to the LENS resource, which provides detailed information and guidance.

Reform Scotland (2018) Breaking the languages barrier

The UK Government estimates £48bn is lost to the economy each year because of poor foreign language skills, yet the number of school pupils studying these subjects is continuing to fall. With Brexit imminent and the international power balance shifting towards Asia, Scotland's future economic success and influence will increasingly depend on having a global outlook and skills – the facility to use other languages is a critical part of this. As a result, the report calls for a major restructuring of our approach to language learning, suggests a new model focused on practical, everyday use of foreign languages, and advocates pilot schemes to explore this fresh approach […]

Salzburg Statement on a Multilingual World (2018)

The Salzburg Global Seminar on 'Language Learning and Integration in a Globalised World' took place in Salzburg, Austria, from 12th to 17th December 2017. Participants included Tony Capstick, Mohamed Daoud, Francois Grin, Kathleen Heugh, Gabrielle Hogan-Brun, Joe Lo Bianco, Robert Phillipson, Loredana Polezzi, Tariq Rahman, Tove Skutnabb-Kangas, and many others. The participants produced a 'Statement for a Multilingual World', which is available in a wide range of languages.

SALT Conference 2018: Keep Calm and Carry On

You can read the PDF versions of conference presentations that have been made public. At time of publication, the following were available

K Herbst-Gray	German Higher: Rotkäppchen oder der böse Wolf?
M Payen-Roy	Transition P7-S1
C Struth	Language Classroom and Language Department Ideas
H Doughty / M Spöring	The Good News about Languages
H Doughty / M Spöring	What Pupils Want
C Mouat / L Whyte	Shared understandings of progression in primary and secondary modern languages
David Summerville	Getting Pupils to Germany

SCILT 2018 Language Trends Scotland 2012 - 2018

Headline findings:

- Entries at Higher in Modern Languages have recently experienced a drop in entries but are still above 2012 levels. Relative to the S5-S6 cohort, however, there has been an increase.
- Entries at Advanced Higher in Modern Languages are on an upward trend overall, with a slight decline in 2018. Relative to the S6 cohort, uptake has also increased.
- Entries at Advanced Higher in the lesser studied languages (Gaelic Learners, Italian and Mandarin) have been variable.
- Entries below Higher in Modern Languages dropped significantly after 2012, the year which marked the official end of the 'Languages for All' policy. However, relative to the S4-S6 cohort, languages have higher percentage uptake than two of the three sciences (Biology, Physics), with only Chemistry showing a percentage increase.

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Downloadable Articles from Other Academic Journals

Last updated: 15 November 2018

Foreign Language Annals

This scholarly research journal is published four times each year by the American Council on the Teaching of Foreign Languages (ACTFL). A national, professional organization, ACTFL is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction across all 50 states and around the world and represents 12,500 foreign language advocates, educators, students, and administrators.

With the permission of the publishers, and the journal's editor, Dr Anne Nerenz, we are reprinting below excerpts from the editor's message from the Spring 2018 50th anniversary issue [https://onlinelibrary.wiley.com/doi/epdf/10.1111/flan.12324]. Like every spring issue, all of the articles in this issue may be downloaded for free at https://www.actfl.org/publications/all/foreign-language-annals.

INTRODUCTION

—Noam Chomsky wrote, "Changes and progress very rarely are gifts from above. They come out of struggles from below." In this message, I would like to celebrate our professional successes and call attention to some of our continuing struggles. Concerning the former, a review of the articles that have been published in Foreign Language Annals over the last 50 years demonstrates that we have made measurable and significant progress toward providing learners with the most meaningful, rich, and rewarding learning experiences (Investigate the retrospective electronic collections). However, the retrospective electronic collections also demonstrate that we have been less successful, despite our struggles, in resolving other challenges. As we look to the journal's next 50 years, I would like to share four key challenges that merit sustained and focused attention.

ADVOCACY AND POLICY

Challenge Question: **How can we engage the hearts and minds of the American public, including national and state departments of education and legislators as well as local school boards, administrators, parents, and learners and help them to embrace the many benefits of language learning?**

- Creating a new normal: Language education for all Marty Abbott and Aleidine Moeller envision ways to create "the new normal" and share a vision of foreign languages for all (see also an annotated version of this article in this issue of the SLR).

ISSN 1756-039X (Online)

- America's languages: The future of language advocacy. William Rivers and Richard Brecht argue for the feasibility of the *Languages for All* vision; they discuss activities that are already underway and those that need future action.
- Foreign language education policy on the horizon. Francis Hult focuses on what the field of language policy can contribute to the field of foreign language education and how this journal can advance that agenda.

LANGUAGE TEACHING AND LEARNING

Challenge Question: **How can we best engage students in meaningful, personalized learning and support their developing proficiency and intercultural competence?**

Second Language Acquisition

- Grand challenges and great potential in foreign language teaching and learning. Anne Cummings Hlas focuses on the "grand challenges"—the difficult yet solvable problems—facing our field.
- Looking ahead: Future directions in, and future research into, second language acquisition. Diane Larsen-Freeman traces the evolution of second language acquisition research, including cognitive, social and sociocognitive approaches, and explores the future of research and best practices.
- Why haven't we solved instructed SLA? A sociocognitive account. Paul Toth and Kara Moranski ponder why we have not "solved" instructed second language acquisition and emphasize the importance of partnerships between researchers and practitioners.

Curriculum and Instruction

- Language education in elementary schools: Meeting the needs of the nation. Fernando Rubio explores the ways in which early language programs, including FLEX, FLES, and immersion, can help meet the nation's increasing demand for individuals who are proficient in English and at least one additional language.
- Future directions in assessment: Influences of standards and implications for language learning. Troy Cox, Margaret Malone, and Paula Winke consider the evolution of standards-based instruction and assessment and ponder how these fundamental perspectives will continue to inform and improve language teaching and learning.

Literacy

- Moving toward multiliteracies in foreign language teaching: Past and present perspectives ... and beyond. Chantelle Warner and Beatrice Dupuy trace our thinking about literacy—in particular the development of multiliteracies paradigms—and discuss emerging topics.
- Researching literacies and textual thinking in collegiate foreign language programs: Reflections and recommendations. Kate Paesani argues that language teaching and learning should focus on textual thinking and literacies development instead of on language and/or literature and/or culture.

LANGUAGE IN THE COMMUNITY

Challenge Question: **How can we fully engage learners in communities in which the language is spoken?**

Interculturality and Language in the Community

- Making a difference: Language teaching for intercultural and international dialogue. Michael Byram and Manuela Wagner contend that language education must engage students in intercultural communication and thus prepare them for effective and meaningful lives.
- Heritage language education: A proposal for the next 50 years. Maria Carreira and Olga Kagan consider ways to institutionalize heritage language teaching; they propose key questions and suggest pedagogical practices that may guide our thinking over the next 50 years.
- Shaping the vision for service-learning in language education. Christelle Palpacuer-Lee, Jessie Curtis, and Mary Curran explore current approaches to service-learning and propose future research directions and program options.
- Expanding Boundaries: Current and New Directions in Study Abroad Research and Practice. Silvia Marijuan and Cristina Sanz consider the complexities of research on study abroad, suggest new program designs, and pose potentially fruitful research questions.

Technology

- Technology and the future of language teaching. Greg Kessler provides an overview of the ways in which technology can be used to offer ongoing, innovative, and motivating opportunities to learn and use language both within and beyond the classroom.
- Digital games and language teaching and learning. Julie Sykes considers the potential that digital gaming holds for developing language and intercultural skills as well as building teamwork and cooperation.
- Immersive technologies and language learning. Carl Blyth outlines the many ways in which virtual learning can be used to immerse language learners in a range of authentic tasks and contexts.
- Redesigning technology integration into world language education. Julio Rodríguez imagines the impact of new technologies on world language teaching and learning.

TEACHER DEVELOPMENT AND RETENTION

Challenge Question: **How can we most effectively recruit, support, and retain a highly qualified teacher corps?**

- Teacher leadership and the advancement of teacher agency. Linda Quinn Allen describes Iowa's Teacher Leadership and Compensation System, shares data on the impact of this innovative approach on teacher satisfaction as well as on

student achievement, and suggests implications for preservice teacher preparation.

- The world language teacher shortage: Taking a new direction. Pete Swanson and Shannon Mason offer specific strategies for addressing the world language teacher shortage.

LOOKING BACK; MOVING FORWARD

In closing, take time to look back; the retrospective electronic collections confirm that we have much to celebrate. However, please recall Chomsky's message: "Changes and progress very rarely are gifts from above. They come out of struggles from below." Make time to consider the grand challenges that remain. Take to heart the messages that the authors in this special 50th-anniversary issue have shared, both in print and in their video abstracts. The authors and I invite you to dedicate yourself to addressing the core challenge that is most pertinent to your professional interests and daily practice and to join with us in imagining our next 50 years.

Dr Anne Nerenz

Editor, *Foreign Language Annals*

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

IRIS (Repository of) Instruments for Research Into Second Languages

Language Learning & Technology (LLT)

Open and free-access journal. Selected titles from Volume 22 Issue 2 June 2018:

- Teaching Google Search Techniques in an L2 Academic Writing Context
- Enhancing Extensive Reading with Data-Driven Learning
- Data-Informed Language Learning
- Task-Based Language Teaching Online: A Guide for Teachers
- Making It Personal: Performance-Based Assessments, Ubiquitous Technology, and Advanced Learners

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.

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 open-access, online journal 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."*

You may also wish to 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.

Language Texts and Society

This free-access journal is published by the University of Nottingham

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

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Selected Events from December 2018

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
10 December	**Classroom interaction at the international university,** Guildford, University of Surrey. Contact Marion Heron (m.heron@surrey.ac.uk) for further details.
	2019
09 February	**Teach Languages 2019** Rich Mix Cultural Foundation, East London.
14-16 February	**Specialised discourse and multimedia: Linguistic features and translation issues.** Università del Salento, Lecce, Italy
22-23 March	**Language World 2019**: Speaking Up for Languages. Imago, Loughborough.
11-12 April	**Translanguaging in the Individual, at School and in Society.** Linnæus University, Växjö, Sweden
16-17 May	**The Direct Method in language teaching.** University of Granada, Granada (Spain) Contact Javier Suso Lopez (jsuso@ugr.es) for details.
30-31 May	**2nd Language Policy Forum: Lenses, layers and entry points** University of Edinburgh.
21-22 June	**2019 International Conference: Cross-curricular Language Learning: Putting CLIL into Practice.** Sheffield Hallam University, Sheffield.
19-21 August	**TBLT 2019 Task-Based Language Teaching: Insight, Instruction, Outcomes**. Carleton University, Ottawa, Canada.
29-31 August	**Broadening the Horizons of Applied Linguistics** Manchester Metropolitan University.
29-31 October	**Fifth Saarbrücken Conference on Foreign Language Teaching** The Magic of Language - Productivity in Linguistics and Language Teaching. Saarbrücken, Germany.

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