

The Future of French En Écosse

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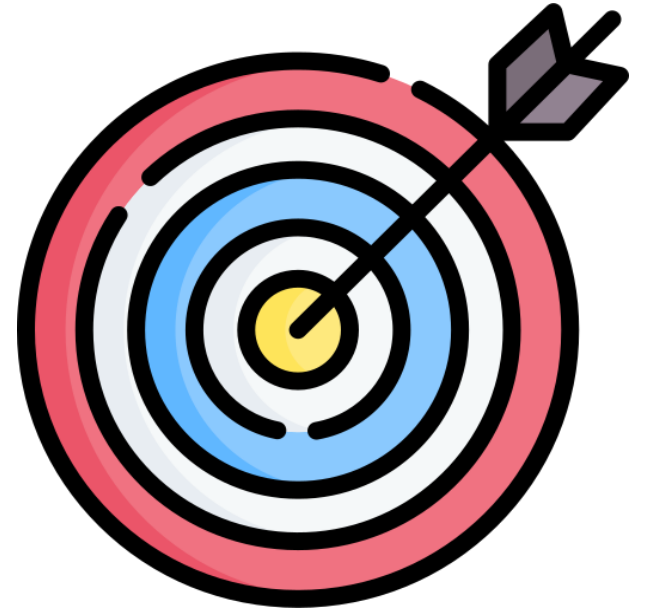
Subject Co-ordinator, City of Edinburgh.



Aims

To share three cross sector initiatives, involving French as the biggest language, which have impacted positively on students:

- Babble writing partnership
- Languages beyond University Programme
- Immersion





Babble Writing Project – what?

- A co-operative partnership between CEC schools and The University of Edinburgh
- Languages are French, Spanish, German, Italian and Mandarin
- Advanced Higher students are partnered with one or more university students (year 4)
- They collaborate to plan and write a discursive article on a theme
- Initial meeting between school staff and university student in September
- Students make 2 visits to schools – one to meet and plan, one to edit and finalise
- Finished articles are published in a supplement to Babble magazine

The good

- University students are role models for school students who are interested in Languages. Similar in age. B1 to C1 in 4 years!
- Can discuss life at university, their year abroad and inspire younger learners
- Easy to manage
- Impacts positively on learning and teaching as discursive essay skills are already being developed at AH level.
- Highlights the benefits of learning a language at university.
- School students proud to become published writers. Many include this in university applications.
- University students are giving something back and gain valuable skills themselves

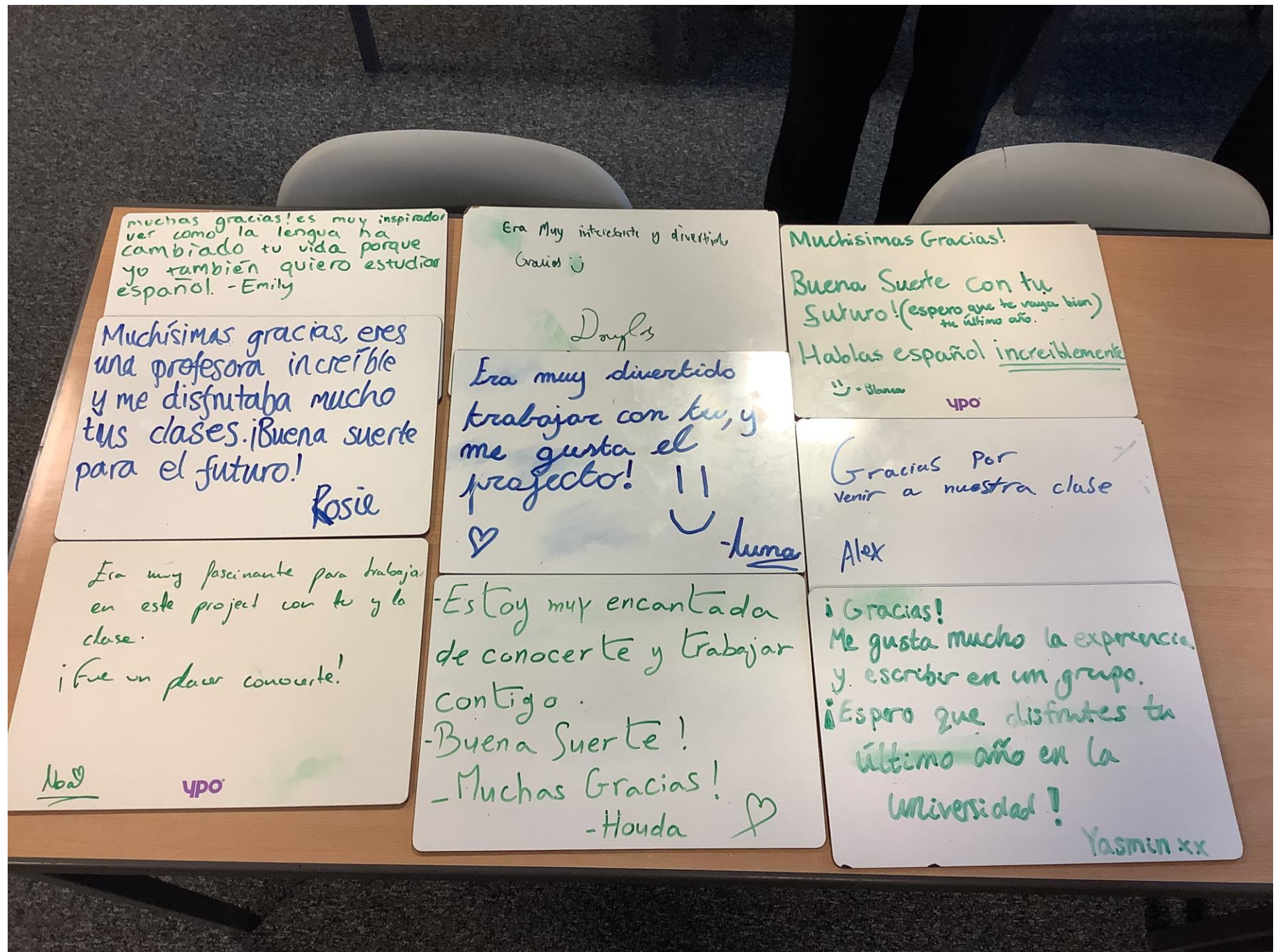


The limitations

- Can be tricky for a few university students to have ideas and confidence with the language
- Balancing workload at the end of the semester – university students
- Schools need to find their own topics which loosely match the AH ones
- School SQA deadlines
- Celebrations limited because of SQA deadlines and lack of funding



Positive impact on motivation and enjoyment



Impact – maintained interest in the project

- 16 of 22 schools in the City of Edinburgh have taken part
- Next year it is 14
- French is the main language but Spanish close behind
- Student (uni) recruitment to the project continues to be good
- Many school students are inspired to choose Languages at university or another subject with a language elective



Feedback from our students



Rosie – French and Spanish 2023-2024

French: Code-switching in French-language songs

Spanish: Social media and travel

What did you enjoy about the project?

A highlight of the project was definitely getting to meet a current languages student as this is the degree I was applying for. As well as being really helpful with writing the article, it was inspiring to see their level of language and hear about their experiences. In terms of the article itself, I really enjoyed having the opportunity to write something in the languages I was studying that wasn't just an exam-style essay. Being able to collaborate on a longer article on a topic of our choice really showed the progress we have made in our language learning.

Was there anything you didn't like or found tricky?

No, it was a really enjoyable experience. Writing in a small group where we each wrote a section of the article and then wrote the introduction and conclusion and edited it together was easier than working in a bigger group on a single paragraph.

Did you enjoy seeing your name in print/being a published writer?

Yes it was exciting! Would have been nice to have a printed copy though.



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THE UNIVERSITY OF EDINBURGH
School of Literatures,
Languages and Cultures

WELCOME

to the third issue of the Babble
writing collaboration

Welcome to the 2024-5 edition of the Babble writing collaboration! Once again, University of Edinburgh's 4th year language students and local Advanced Higher language students have collaborated to produce series of fiction and non-fiction articles.

This year, our themes were Multilingualism and Man vs. Machine. Sparking an array of thought-provoking and deeply creative submissions, this edition covers everything from the future of AI, to stories of superhuman language abilities, to the cognitive benefits of bilingualism.

This project aims to foster a sense of community and connection between local Edinburgh schools and the University of Edinburgh. Whilst university students have the opportunity to practice their teaching and language skills, Advanced Higher students gain a first-hand look at the language student experience – as well as receiving guidance and writing support!

However, this exchange is more than just an academic exercise – is an opportunity for students to inspire and learn from one another. By working together, they've not only refined their writing skills, but had the opportunity to explore new forms of culture, areas of research, and ways to communicate!

We are immensely proud of this year's publication, our dedicated university volunteers, and our talented Advanced Higher writers. We hope that you enjoy reading this publication as much as we enjoyed creating it!





The publication

LE SPORT ET LE MULTILINGUISME

Antoine Shirley, Yasin Moussi & Elliott Schiltz (Broughton High School) avec la collaboration de
Conor Martin

https://issuu.com/llcatedinburgh/docs/babble_the_school_issue_-

NOTRE VIE ARTIFICIELLE – PERDONS-NOUS NOTRE AUTHENTICITÉ AVEC L'AUGMENTATION DE LA TECHNOLOGIE DANS LA VIE QUOTIDIENNE ?

Alex Anderson, Carolina Nunes-Gomes, Maisie Kimber & Alba Trevisan (Craigmount High School)
avec la collaboration d'Ester Schomberg

LES AVANTAGES PRÉSENTÉS AUX ENFANTS BILINGUES

Ciara Daly, Ellie Rogerson, Amy Thacker, Olivia Kerins & Lily Macdonald (Portobello High School)
avec la collaboration de Mirjam Alther, Perrie Harvey & Madeleine Tzatzakis

L'IA DANS L'ART : UN OUTIL RÉVOLUTIONNAIRE POUR NOTRE FUTUR OU UNE MOQUERIE DES ARTISTES ?

Lewis Gardiner, Miriam El Mohri, Georgina Hamilton & Marvellous Asemota (Broughton High
School) avec la collaboration d'Eloise Cruickshank

FAUT-IL CRAINDRE L'IA ?

Iain Williams (Tynecastle High School) avec la collaboration d'Erin Kendrick

SILENCE

Gunes Dogan, Niamh Goldie & Maia Ota (Boroughmuir High School) avec la collaboration de
Charlotte Gordon-Brown

LES GENS SONT-ILS TROP PARESSEUX POUR ÊTRE BILINGUES ?

Jasmine Neilson, Rosie Palmer, Lily Alexander, Catherine Corner & Noah Tully (Portobello High
School) avec la collaboration de Mirjam Alther, Perrie Harvey & Madeleine Tzatzakis

L'IMPORTANCE DU MULTILINGUISME

Theo, Maria & Pedro (Holy Rood High School) avec la collaboration de Cera Gemmel

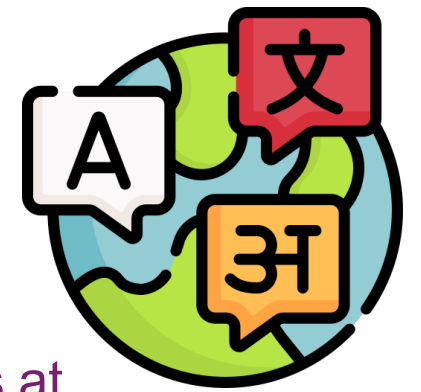
L'APPRENTISSAGE DES LANGUES EST-IL UN BESOIN UN LUXE ?

Calum Bruce, Euan Perry, Finlay Fleming, Finlay Bruce and Bobby Smith (Portobello High School)
avec la collaboration Mirjam Alther, Perrie Harvey & Madeleine Tzatzakis

MULTILINGUISME

Ching Long Leung, James Plant, Danny Spinks & Rose Niamh Willis Rylie (James Gillespie's High
School) avec la collaboration de Charlotte Gordon-Brown

Languages beyond University – what?



1. **‘Languages Beyond University’** it is a course for second-year LLC students at the University of Edinburgh. French, German, Italian, Mandarin, Japanese, Persian, Portuguese, Russian and Spanish.
2. **The aim for UOE students** is to develop and deliver learning and outreach in the language they are studying within a local primary or secondary school.
3. **The aim for the primary or secondary schools and Clubs** is to engage with university students who will:
 - ☐ deliver a **cultural** project in the language they study
 - ☐ engage with pupils and teachers to facilitate the delivery of the language lessons
 - ☐ engage pupils in the learning of a L2 or L3, boost motivation and increase uptake in senior phase.
 - ☐ planning with students would begin September/October, with initial visit towards the end of the year and then regular engagement from January onwards.

LBU Topics

- ☐ French art
- ☐ French history
- ☐ A newspaper in Spanish
- ☐ Indigenous Languages of Sudamerica
- ☐ Spanish through music
- ☐ Chinese festivals
- ☐ French festivals around the world





The French Revolution

The Storming of the Bastille and The Reign of Terror

A detailed historical painting depicting Napoleon Bonaparte's coronation as Emperor of the French in St. Peter's Basilica, Rome, on May 2, 1804. Napoleon is shown in the center, wearing a white and red robe, holding a scepter, and being crowned by Pope Pius VI. The scene is filled with numerous figures in period dress, including soldiers, officials, and clergy, all gathered in the grand interior of the basilica with its high vaulted ceilings and classical columns.

NAPOLEON, EMPIRE, AND MORE REVOLUTIONS

France: From 1799-1848

La Première Guerre mondiale

The First World War: A
French perspective



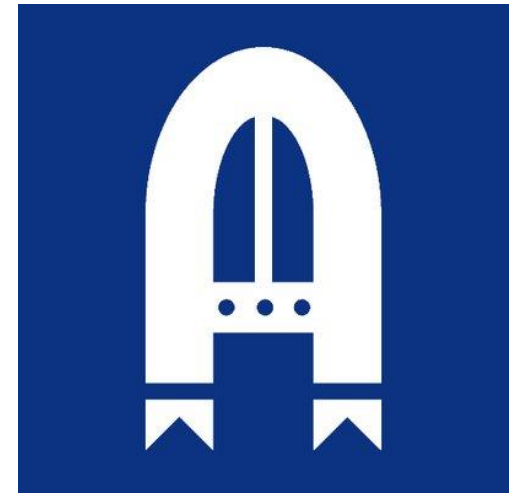


La Seconde Guerre mondiale

World War Two: The French Perspective

The good – St Augustine's High School

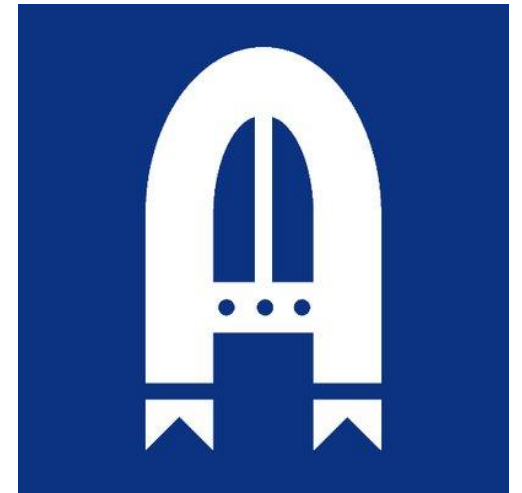
- We found the Languages Beyond University a fantastic opportunity for our pupils as well as the student delivering the lessons.
- We were given the opportunity to sign up at the start of October and shortly after that we received an e mail from our assigned student to introduce himself.
- As CL, I met with our student to discuss what the project could look like for our school and our students.
- The project requirements were very flexible and while our student could have worked with a small group of pupils, we decided that he would work with the S3 French class of 18 pupils.
- Our student had an interest in history so asked if he could deliver lessons on French history as a cultural input. He asked me to gather views from the pupils in the class on what they wanted to learn before he started preparing the lessons.



Ailsa Moore - CL

The good – St Augustine's High School

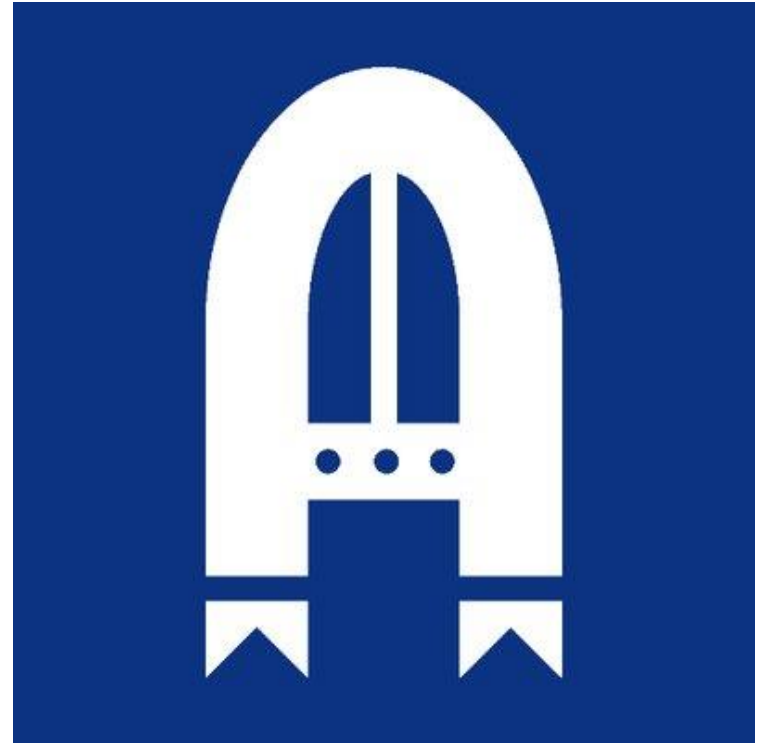
- Our student came to us for 10 weeks, on a Friday to deliver these lessons to the class. This was the best time for the class and the student.
- As well as presenting information in an interesting manner, the student also led short activities to keep the pupils engaged. There was always time to ask questions – both about the topic being delivered and about university life in general.
- Our student promoted language learning at university and was natural in delivering the cultural lessons as well and encouraging interest in university life in general.
- Our pupils really enjoyed the experience. They looked forward to a Friday to see what the student would teach them next and they were interested in his lessons as well as finding out more about languages at university and university life in general.
- This is certainly a project I'd be interested in doing again.



Ailsa Moore - CL

The Good – The University of Edinburgh

- It is an accredited module. Usually students choose the course because they consider becoming teachers.
- They are supported with lectures and workshops
- They need to write a 3,000-word self reflection on their development through this initiative. Demonstrate autonomy and reflect on successes and mistakes.
- <http://www.drps.ed.ac.uk/current/dps/xelcc08004.htm>



Limitations (school perspective)

- Schools have a busy, curriculum
- Difficulty to devote time to it
- 10 weeks out of a beginner course can have a major impact but if well designed, it is time well spent.
- Schools who choose to take part in this project love it and students gain in terms of their language skills, appreciation of culture and meeting role models for language learning.



Limitations (university perspective)

- Bureaucracy – PVG
- Classroom management
- Timetabling issues



Impact – Student Statements



“Seeing the progress they made as a result of my teaching, and hearing their enthusiastic feedback really helped to motivate me. In a few of my blogs, I wrote about my experience with the children and how multiple of them expressed to me how much they loved the lessons I delivered and even sometimes didn't want me to leave!”

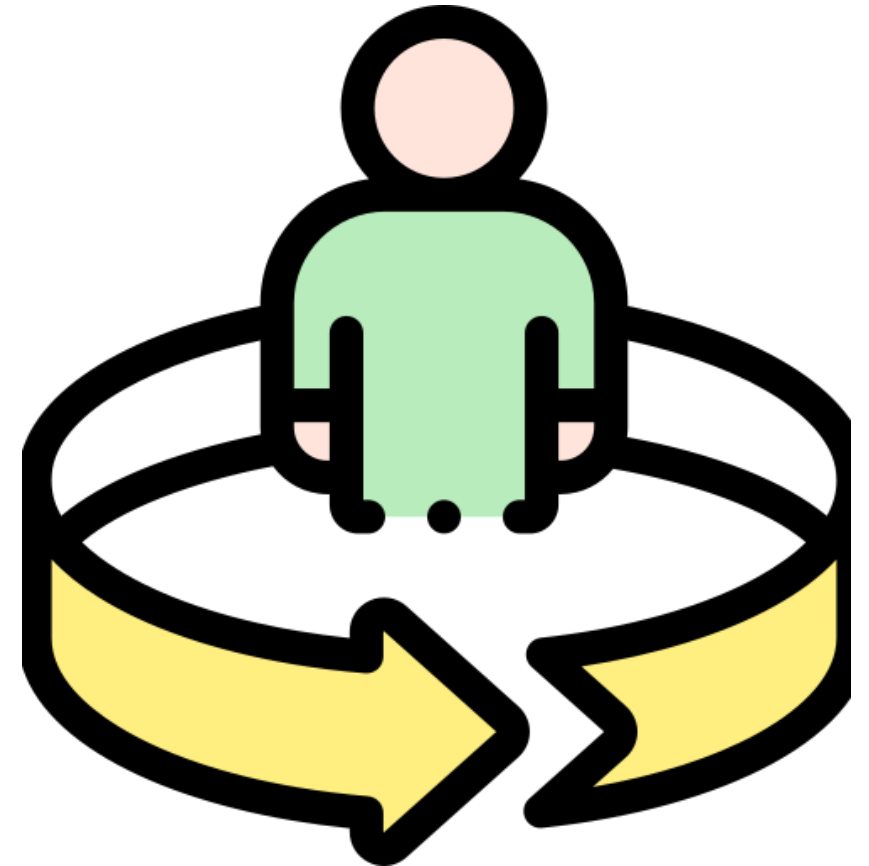
“One moment that stood out was during my lesson on Mardi Gras. I started with a colourful slideshow, and introduced key vocabulary using real life images and short stories about the history. I then gave them a worksheet I made, which they really enjoyed. Their excitement led to active participation, and several children were willing to speak French out loud. This reminded me that confidence can be built by creating a classroom atmosphere that is fun and curious. This experience has taught me that practical teaching is where the skills really develop - through trial and error.”

“I chose to do this experience because it gave me a unique opportunity to develop practical skills while working in an area I'm genuinely passionate about - language learning and cultural education. I found the flexibility of it appealing, and I also enjoy the fact that it's student-led, so I'm able to research and engage with topics I find interesting.”

“As I discussed in my most recent blog, I felt very satisfied with the opportunity to have an impact on the students I taught. This feeling of doing something tangible and having a positive effect on other's lives has mattered to me more than I initially thought it would when I started this project. “

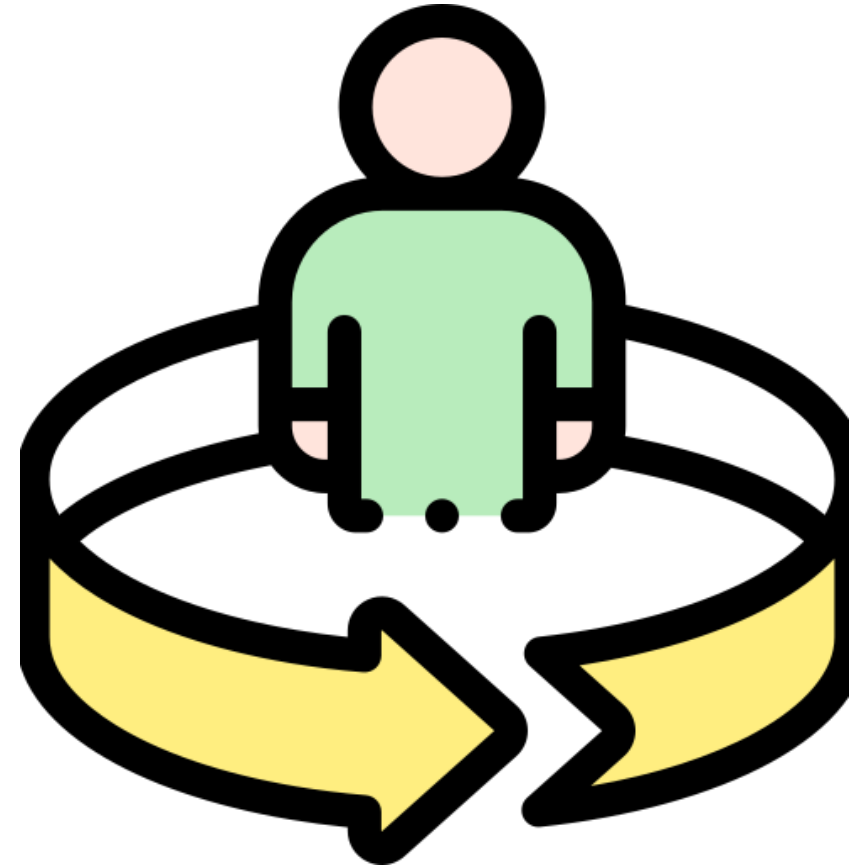
Immersion – what?

- Afternoon of target language workshops prior to speaking exams
- Run by university staff, consulates and City of Edinburgh teaching staff
- Pupils from City of Edinburgh schools
- Held at the University of Edinburgh Outreach Centre and Moray House
- Languages are French, Spanish, German, Italian, Mandarin



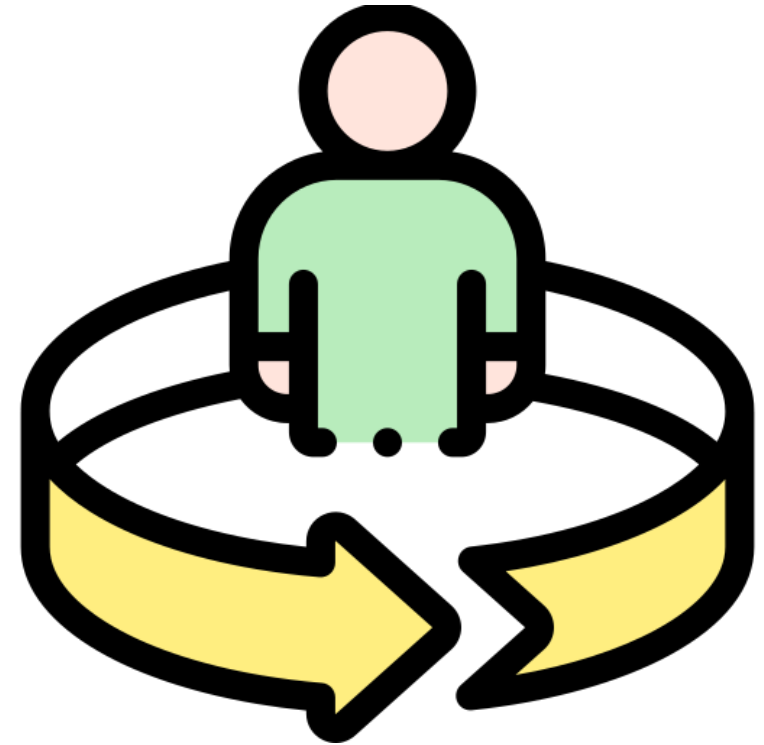
The good

- Cross sector working
- 18 out of 22 schools participated this year. Engagement remains high year on year.
- French was the biggest language with the highest number of students signed up
- In total around 200 students participated
- Enjoyment
- Perceived benefits (more later)



Limitations

- Complex to organise this year - tutors
- Last minute withdrawals



Impact – student satisfaction

We got more experience speaking our languages.

I was able to listen to spanish speakers and be able understand what they are saying

I helped me be more confident with speaking in a another language

I think it helped me improve thinking in the spot

it helped me get an idea of what i need to work on

It made realise need to work a bit harder on my listening skills in French

helped me practice talking

Helped me build confidence with speaking

I feel more confident in talking now

Good opportunity to practise my speaking capabilities

It helped me learn to listen and understand better.

Confidence not being afraid

It definitely helped improve my pronunciation and understanding of the language

Took me out of my comfort zone, made me speak Spanish and started to think of Spanish in a more practical way

It improved my skills

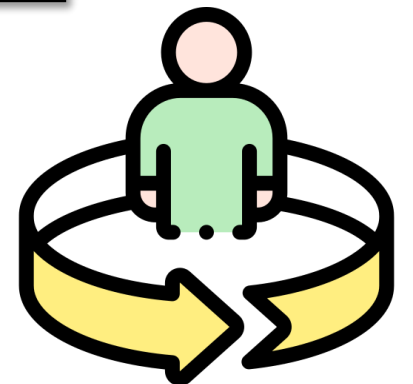
I could understand more and i can be confident

gained more confidence in speaking

Improved

I felt more comfortable talking to people from other schools

I feel more confident in applying my knowledge to form sentences to express myself



Reflection



- ☐ How crucial do you think these type of cross-sector activities are?
- ☐ Do these activities distract from our 'real goal' i.e. preparing the learners for their exams?
- ☐ Would these type of activities be feasible in your specific context? Why/not?
- ☐ Do we do enough on transition between school and higher education?
- ☐ What else could we do?

