

Building a partnership

Secondary schools - Universities





Part 1: The
university
lecturer's
perspective

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Why?

- Raising ENU Languages profile
 - New secondary school policy is challenging => turning quantitative into qualitative
 - Culture and intercultural communication

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- Developing an action oriented approach
- Developing a sense of community
- Offering more opportunities to write

- Charitable

Building a partnership

The Business School

At the beginning..

Initial plans:

- Creating bridges
- Creative writing competition
- Worldwide Napier

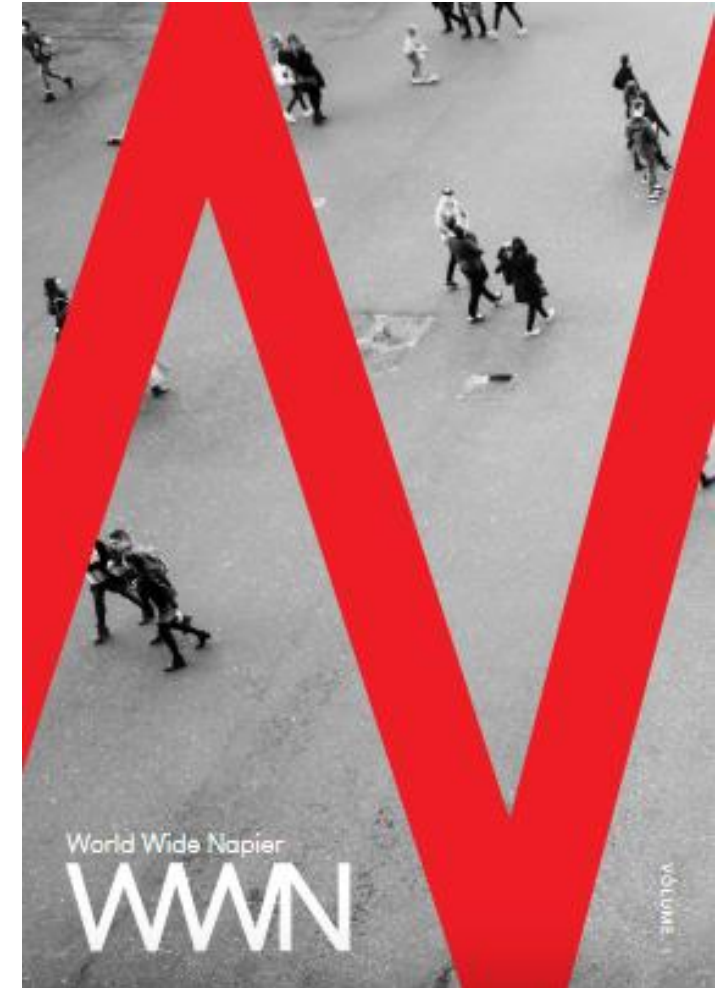
First encounter:

- UCMLS



What? Worldwide

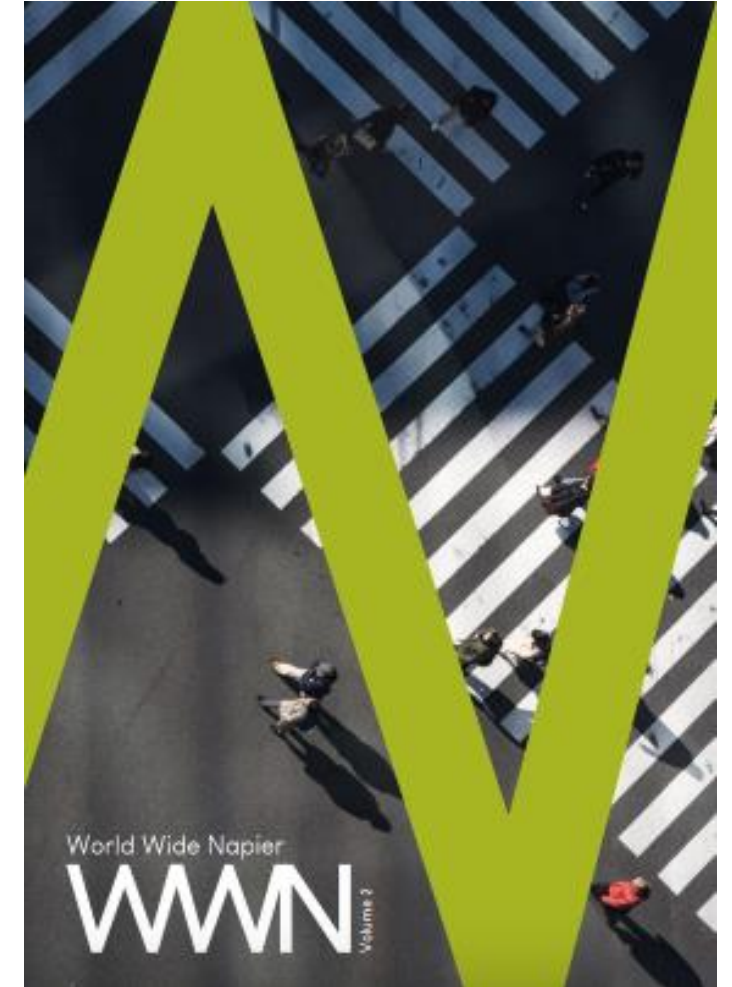
- On-line/paper
- 2 issues
- 64 pages
- 4 languages
- 25 contributors
- Intercultural communication/culture
- Cafés, etc.



How well?

Positive impact:

- Excellent impact internally:
 - Quantitative: excellent uptake & retention rate
 - Qualitative: noise, sense of community, students motivation, sense of entrepreneurship, empowerment, etc.
- Strengthen relations with secondary school teachers, partners and decision makers



How well?

Areas for improvement:

- Extend the contributors' profile
- Increase the uptake in secondary schools & other universities
- Increase visibility
- Find funding



What next?



Further actions:

- Increase dissemination
- New language ambassadors scheme
- Include a “language product” element in the assessed portfolio
- Increase collaborations (Transgenerational initiative)

Expected benefits?



- Improve visibility
- Increase responsibilities
- Increase commitment
- Improve language skills (learning by teaching)
- Self/assess their level



Part 2: The student's perspective

Irene Forlisi

What do we like in

“Studying languages and participating in a task such as WWN, which is not necessarily related to the course of study, gives to students the opportunity to be involved in a project that not only brings people and cultures together, but also gives you the responsibility of managing a larger group of persons. The students not only commit to their regular workload, but by understanding the meaning and importance of this

What do we like in

- Improved the student experience by involving everyone in tasks of a certain responsibility.
- Brought students together by stimulating the exchange of ideas and opinions.
- Gave the students their own medium to communicate and share knowledge about culture and intercultural topics.
- Gave the students an opportunity to practice their writing skills.
- Gave the students an opportunity to improve

Why are we taking
part?



- Attachment
- Increasing visibility
- (Trans)mission/Sharing experience
- Developing a sense of community
- Motivating senior pupils to carry on with their studies
- Gaining confidence
- Practising target language



Part 3: The Local Authority/School 's perspective

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Building a partnership

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Edinburgh Napier
UNIVERSITY

So far, so good!

It's all about relationships!

- Presentation to Curriculum Leader Meeting
- Talks between ENU Lecturers and CEC Lead Teacher/QIEO
- Hosting Curriculum Leader Meetings and Masterclasses
- Hosting Events for Senior Pupils (Immersion day)
- ENU participation in school events (quiz,



Expected benefits?



- Provides near-peer role models for our pupils
- Affords them opportunities to work with fluent speakers
- Introduces them to university life as a real possibility
- Supports their writing skills in target language
- From here we have also come up with lots of further

Conclusion?

University students inspire secondary pupils to say 'oui'

Undergraduates in the classroom boost uptake of language studies

Anna Bawden

It is a question arguably more fiendish than mastering the French subjunctive or the thousands of characters in Mandarin. How can schools halt – and even reverse – the swift decline of languages at GCSE and beyond?

Now a pilot project may have found the answer. A report published today finds that numbers of pupils choosing to take a foreign language can be dramatically increased by mentoring from undergraduates who specialise in the subject at university.

Independent analysis of a government-funded pilot in 10 Sheffield secondary schools found that more than half of participating pupils said they would take a language GCSE as a result of mentoring by undergraduates. The programme also boosted take-up among pupils who were not mentored: GCSE entries for languages across schools in the Sheffield pilot are up 43% on 2018.

Over the past 15 years entries for

of face-to-face and online mentoring by language undergraduates at Sheffield and Sheffield Hallam universities, 55% said they had chosen to take a language at GCSE.

The city's pilot was funded by the Department for Education and based on a similar scheme in Wales, funded by the Welsh government. Last year, 43% of pupils at the 18 schools in the Welsh scheme took a GCSE in a modern language, compared with 18.6% of all pupils in Wales in 2018.

The findings prompted calls to roll out the scheme more widely. Professor Neil Kenny, languages lead at the British Academy, the national body for the humanities and social sciences, said: "These heartening results show the success of the pioneering scheme in Wales is not a one-off. It can be replicated elsewhere."

Jennie Skitt, modern foreign languages subject leader at Stocksbridge

Over the past 15 years, the number of pupils entered for French GCSE in England has fallen by 62%.



- Mentoring by undergraduates => Increase in GCSE uptake from mentored and non-mentored pupils.
- University students are closer in age to pupils than their parents or teachers and offer real-life examples of the future opportunities that learning another language opens up



1. Are you already engaged in such a partnership? How?
2. Benefits?
Challenges?
3. How could we go beyond Edinburgh?
4. Any question?

