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
- Charitable body/part of our
- Developing an action oriented approach
- Developing a sense of community
- Offering more opportunities to write
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At the beginning...

Initial plans:
• Creating bridges
• Creative writing competition
• Worldwide Napier

First encounter:
• UCMLS
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What? Worldwide

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

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)
Language ambassador

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 Forlizi
“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 project, they try to reach the extra mile by...”
What do we like in Worldwide Napier?

• 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 their organisational skills.
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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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
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Conclusion?

University students inspire secondary pupils to say ‘oui’

Undergraduates in the classroom boost uptake of language studies

Anna Rawdon

It is a question regarded more fondly than answered: why are the thousands of children in the north who speak Mandarin, born in schools half- and even three-quarters of the way through their degree courses in Chinese? And how can schools in the UK encourage more undergraduates to learn such languages?

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 uptake among pupils who were not mentored. GCSE entries for languages across schools in the Sheffield pilot grew by 63% in 2018.

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?