

LanguageStrathclyde

Speaker Brochure

14.45 – 15.30

From Language Teaching to Interdisciplinary Learning: A Transition to Consider

Keynote: Professor Diane J. Tedick, University of Minnesota

The fundamental premise underlying Interdisciplinary Learning (IDL), or content-based language teaching (CBLT) as it is known in the USA, is the expectation that students can learn (and teachers can teach) both meaningful content – including academic subject-matter content – and a new language at the same time. The crux of effective IDL is language and content integration – teachers and students have to attend to both content and language if the language learning benefits of IDL are to be maximised. Yet content and language integration is a pedagogical challenge for teachers.

This presentation will begin with a brief overview of the features and goals of IDL/CBLT and different approaches to IDL. Then, drawing upon several theoretical concepts and research findings, it will offer a description of the relationship between IDL/CBLT and second/foreign language acquisition, making the case that the kinds of language processing that occur in IDL can afford valuable opportunities for students to acquire and retain the new language as well as interesting, academic content knowledge. The remainder of the presentation will focus on examples of how teachers can effectively integrate content and language in IDL.

Diane J. Tedick (Professor, University of Minnesota) has been a language teacher educator and researcher for nearly 30 years. She has conducted research and published on student language development in immersion classrooms, content-based language instruction, as well as language and immersion teacher education and professional development. She provides professional development experiences for immersion, dual language, and foreign language teachers in the U.S. and internationally. She developed and directs a graduate level certificate program in Dual Language and Immersion Education, designed for practicing immersion and dual language teachers and other educators. She also developed a graduate level licensure program in elementary education with a focus on dual language and immersion education. Her publications have appeared in journals, such as *Applied Linguistics*; *Language, Culture and Curriculum*; *The Modern Language Journal*; and the *International Journal of Bilingual Education and Bilingualism*. She is also founding co-editor (now sole editor) of an international research journal published by John Benjamins, the *Journal of Immersion and Content-Based Language Education*. In 2013 and 2016 she received the U.S. Paul Pimsleur Award for Research in Foreign Language Education and in 2015 an award from the University of Minnesota that established her as a Distinguished Teaching Professor. She received and currently directs a \$2.7 million federal grant whose projects support the preparation and professional development of immersion and dual language teachers as well as the creation of curriculum modules and a web-based resource center to support dual language and immersion parent and family engagement.

Session 1: 15.30 – 16.15

Select one from the following:

1.1 Increasing the learning and the use of Gaelic: the role Gaelic-medium Education in supporting the National Gaelic Language Plan Mona Wilson, Director of Gaelic Education, Bòrd na Gàidhlig

The new National Gaelic Language Plan 2018-2023 has its core aim that that Gaelic will be used more often, by more people and in a wider range of situations. How best can Gaelic-medium education (GME) providers help take these aims forward over the next five years?

In this session, Mona Wilson, Director of Gaelic Education at Bòrd na Gàidhlig, will outline the role for GME, identifying challenges and opportunities ahead. Participants will be invited to contribute to the discussion, with a focus on the perspectives of learners of all ages, teachers, teacher educators, policy-makers and language activists. How can we all contribute to growing the use of Gaelic, now and in the future?

1.2 Late Life Language Learning ... with Laughter! Francesca Perazio, Teaching Associate of Italian, University of Strathclyde

We all know that the sooner we start learning a language, the better. But with today's busy lives, people often only find the time to pick up a foreign language after retiring. Is it too late? Is the brain still working? Are mature students too shy? Can adults be creative?

This presentation will describe how senior students of Italian (60+) at the Centre for Lifelong Learning of the University of Strathclyde have actively engaged in activities involving the use of the recently acquired foreign language and a degree of creativity. In particular, the linguistic, cultural and social benefits of an e-friend project, which culminated with a twinning between the cities of Glasgow and Padua (Italy), will be discussed with the support of authentic material.

1.3 In what way does feedback in Modern Languages support learners to become more confident at articulating the progress they are making on their learner journey? Angela Boyd, Principal Teacher, St Ambrose High School, Coatbridge

Feedback is recognised as a low cost, high impact strategy for improving learner outcomes.

In this conversation, I will report on a small scale practitioner enquiry undertaken with my S2 learners into the use of feedback and other Assessment for Learning (AFL) strategies. The enquiry investigated ways in which learners could become more actively engaged in the learning process by responding to feedback and properly understanding their next steps.

1.4 Modern Languages in the multicomposite primary classroom: Meeting the challenge Elizabeth Clingan, Depute Headteacher, Biggar High School

The multicomposite classroom, Literacy and MFL: small scale research, carried out in two local authorities, comparing the delivery of MFL and Literacy in the under-researched context of the multicomposite classroom has revealed overlaps and gaps. How can the particular challenges of delivering MFL in the multicomposite classroom be met?

Session 2: 16.45 – 17.30

Select one from the following:

2.1 A Comparative Study of Bilingual Education in Glasgow, Scotland and Karlskrona, Sweden

Christine McCormack, EAL area Leader, Glasgow City Council

This discussion will cover the Swedish model of Mother Tongue Tuition and the positive outcomes of this being used as part of bilingual pupils' education. The current teaching process used with Glasgow's bilingual learners will be examined and whether there are any aspects which can be adopted into our classrooms from the Swedish model.

2.2 Une grande première pour Strathclyde: the Speak Up debate competition

Joan Lefever, Teaching Associate of French, University of Strathclyde

While it is common for universities to see their debate clubs compete in what is a long standing British tradition, doing so in French is a rarer feat but this is exactly what happened in November 2017 between Glasgow University and Strathclyde. The Alliance Française organised this public event which saw students eloquently discuss free speech before a screening of a prize winning French documentary. During this presentation, learn more about the preparation that led to the special night, the challenges such an event presented and what the students gained from the experience.

2.3 Mandarin at the Castle: An approach to linking languages with skills for the young workforce

Christopher French, Depute Headteacher, Braehead Primary School

In collaboration with SCILT and Environment Historic Scotland, pupils at Braehead Primary applied their language skills in innovative workplace contexts. In this conversation we will discuss the experience of the pupils, the process and links made with the organisations involved. This has led to further collaborations and provided an enriching language experience for all involved.

2.4 Towards Plurilingualism: Re-evaluating the impact of policy to promote learning of additional languages in Scottish schools

Joanna McPake, University of Strathclyde and Dr Hannah Doughty, SCILT

A long-term view of the trends in Scottish secondary languages examination statistics show an overall decline in the number of pupils sitting languages exams, though there is considerable fluctuation, including a recent upward trend in numbers entered for Higher and Advanced Higher. Scotland has maintained a stronger position than the other UK nations in relation to the numbers of school leavers with languages qualifications but the overall negative trends have provoked much debate. The causes of decline have variously been attributed to a lack of motivation on the part of pupils, poor teaching on the part of teachers, the vagaries of timetabling and/or the unintended consequences of a series of changes in the examination system.

In this presentation we consider other possible interpretations of language examination statistics in Scotland and ask what additional forms of evaluation would best enable us to understand what we are getting right in Scotland. We conclude with some tentative recommendations of how we might start turning around the negative focus on languages by exposing misleading assumptions about language statistics and modifying our evaluation criteria.

2.5 Helping secondary school Modern Language students to become autonomous and independent learners: mission impossible?

Lidia Acosta, Senior Language Teaching Fellow of Spanish, University of Strathclyde

My class is boring.... I can't remember all of the words...I don't know what to revise... I'm not good at languages.... I get too stressed in the oral exams, I don't see the point...I prefer to use Google translate...I don't want to memorise the entire glossary...Is this part of the exam?

These are common responses by many secondary school students who have lost their motivation and don't engage in the language learning process. The reasons behind this are various, from their inability to see how speaking a foreign language will be useful for them in their daily life, to the fact that classes based on controlled assessments tend to be boring and unappealing with coursework perceived as a memory task. As a result, their experience with Modern Language learning ends there, with some of them still regretting that years later. So, as Modern Language teachers, if we cannot change the assessment regime, can we at least, increase their engagement and motivation in and outside the classroom? Are we doing enough to help students become more autonomous learners? Modern Language teachers are always looking for new approaches and strategies to support students towards autonomy and independent learning in the classroom, but to what extent does motivation by the teacher play a role in the student's decision to favour this approach?

In this presentation, I will explore and discuss the benefits and challenges of some of the possible strategies, from using the target language as the main means of communication in the classroom to integrating creativity as an essential part of the teaching and learning language process.

17.30 – 18.45

Enacting Plurilingualism: From student teacher to languages educator

Joanna McPake, Dr Alan Huang and Dr Inge Birnie, School of Education, University of Strathclyde

In this session we will present the National Framework for Languages (NFFL), recently developed by Scottish teacher educators concerned with plurilingualism in primary and secondary schools: i.e. with provision for modern languages, English as an additional language and Gaelic-medium education. The Framework, based on the GTC's Professional Standards, establishes core principles underpinning the professional practices of languages educators, and will inform initial teacher education, as it begins to be implemented across Scottish teacher education institutions from autumn 2018 onwards. Given the cross-curricular reach of the 1+2 initiative, aimed at ensuring that all Scottish pupils learn two other languages in addition to their mother tongue, and due to be fully implemented in schools by 2021, all Scottish teachers are – or will shortly be – languages educators.

This session focuses on how the principles set out in the Framework might be translated into classroom practice. For example, what does it mean to “foster positive attitudes towards all languages and cultures” (one of the elements listed under Professional Knowledge and Understanding) and what would such a classroom look like? Following the presentation and some initial debate discussions will continue with a glass of wine, in the diverse languages represented at the event: these will include French, German, Italian, Spanish, Gaelic, Mandarin and English. Participants will have the opportunity to contribute their thoughts to the early stages of research into the impact of the Framework.

