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Creating a new normal: Language education for all

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Abstract: How close are we to the reality of all students having the opportunity to learn another language and gaining support for these efforts from the general public? The answer has a long history, which we point out by referencing articles that span the 50-year history of *Foreign Language Annals*. From the 1979 President's Commission on Foreign Language and International Studies report under President Jimmy Carter to the recent article by Kroll and Dussias (2017) on the benefits of multilingualism, this article tracks ACTFL's advocacy efforts over the years. Most recently, the 2017 launch of the *Lead with Languages* public awareness campaign and other initiatives such as the *Seal of Biliteracy* that are rapidly propelling our field closer to a "new normal" in the United States where language education is accessible to all and is viewed as essential to the well-being of all Americans.

Keywords: historical perspective on language teaching, language advocacy, multilingualism

Challenges: Language educators play a significant role as agents of change both within our classrooms and beyond. How can we position languages and help policy-makers and administrators at the local, state, and national levels to value multilingualism and multiculturalism as an integral and essential part of every learner's education? What will that "new normal" look like?

1 | Introduction

> *We are profoundly alarmed by what we have found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity. [. . .] Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential*

> *adversaries, and earn the trust and sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other peoples in a world of flux. (Perkins, 1979: 11)*

While this statement eerily applies to the current situation in the United States, it was actually written as part of a 1979 President's Commission on Foreign Language and International Studies report under President Jimmy Carter, Strength through Wisdom: A Critique of U.S. Capability (see Perkins, 1979). Although language educators have made some significant strides in the last few decades, there is no dispute that there is a long road ahead in making multilingualism and multiculturalism the "new normal" by expanding language learning opportunities for all students. Looking to the future, this article redefines the term language advocacy in a much broader manner that encompasses various approaches to promoting language learning.

Since its founding in 1966, ACTFL has used the term advocacy to largely refer to two general areas: first, building awareness about the benefits and advantages to language learning among the public at large, which includes policy makers, school and university administrators, and other educational personnel, parents, and students; and second, effecting change or influencing policies surrounding language education. ACTFL has been a strong and consistent voice for both types of advocacy efforts over the years; however, the context in which we find ourselves as a country in 2018 makes these efforts all the more important and timely. While as a nation we increasingly value linguistic and cultural competence, much work remains to be done to establish language learning not only at the core of the curriculum in America's schools but in the mindset of the average American.

2 | Creating a voice

As early as 1972, ACTFL leadership collaborated with other organizations to create a voice in Washington, DC. The Joint National Committee for Languages/National Council for Languages and International Studies was established to promote the "implementation of continuing movement in favor of learning foreign languages in the United States, as well as sponsorship of special projects to improve and enhance the teaching of these languages" (Scebold, 1973: 292–293). By 1979, the above-mentioned President's Commission on Foreign Language and International Studies issued a lengthy series of recommendations with a clarion call for building our linguistic and cultural capacity.

While there was a resulting uptick in federal funding for Title VI programs and Fulbright-Hays scholarships, many of the sweeping suggestions remained unfulfilled and similar calls for action were issued throughout the next decade. For example, in his keynote address, later published in *Foreign Language Annals*, Lambert (1984) cited a 1983 report, "Critical Needs in International Education: Recommendation for Action" (National Advisory Board, 1983), which emphasized building capacity at the K–12 level and called for higher levels of language proficiency in students and language teachers. Lambert (1984: 3) challenged the profession to "get its collective act together" and

ACTFL responded with efforts to build public awareness for foreign languages and international studies.

We also lobbied for foreign languages to be included as a core subject under the Goals 2000 legislation (Goals 2000: Educate America Act, 1994), and collaborated with other national language organizations to create student standards as well as program standards for teacher education. This led eventually to current requirements that teacher candidates achieve Advanced Low or Intermediate High levels of proficiency, depending on the language. Although enrollments in language courses rebounded in the 1980s after the decline of the 1960s and 1970s, major challenges persisted. Lambert focused on the lack of articulation across levels, a critical flaw that inadvertently left students, parents, and administrators believing that language learning really began with high school courses. Further, Lambert (1984:3) lamented that "we have almost no mechanism for putting the whole student together by attending carefully to what he or she needs at each stage of learning."

During this period in language education history, we needed new, age-appropriate, and well-articulated programs as well as much stronger advocacy efforts.

Former Senator Paul Simon (a Democrat from the State of Illinois) emerged as an incredible advocate for language learning when he published his book The Tongue-Tied American: Confronting the Foreign Language Crisis in 1980; and in the 1990s our champions on Capitol Hill continued to encourage the members of the language profession to make their voices heard. Simon (1991) continued the rallying cry in his Foreign Language Annals article "A Decade of Change to a Decade of Challenge. He affirmed what we knew to be true:

> *[…] in order to effect change, advocates themselves must make themselves heard (Simon, 1991:13).*

Fortunately, the members of the language field did view and for the most part include language advocacy as part of their responsibility as language educators. This positive act on the part of language professionals continues today: In a 2013 national poll conducted by the National Research Center for College and University Admissions in collaboration with ACTFL, fully 98% of respondents agreed that advocacy was part of their professional role. In the teacher program standards developed by ACTFL for the Council for Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education, Standard 6 requires evidence that teacher candidates can articulate the important benefits of language education (ACTFL, 2015). Likewise, the National Board for Professional Teaching Standards has a specific advocacy strand for which accomplished teachers must provide evidence in order to receive national board certification. What is more, in a 2014 poll of ACTFL members, 52% agreed that a critical role of ACTFL as an organization is to support advocacy efforts (ACTFL, 2014).

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3 | Shaping the message

ACTFL launched its first formal public awareness campaign as *2005: The Year of Languages*[1]. The campaign included a series of national events focused around a monthly theme, and many in our field took the opportunity to garner support in their local communities, including proclamations from local school boards and state governors, as well as holding informational meetings with senators and representatives at the federal level. This campaign segued into another advocacy effort coordinated by ACTFL and members of the language community, the *Discover Languages . . . Discover the World!* Campaign, ran from 2006 to 2013.

Despite these advocacy efforts, it was clear that further efforts were needed. Fundamental changes in the world, including access to information as well as economic, social, climate, and health challenges, can only be solved on a global level and thus have caused many to assert that the United States must build its linguistic and cultural capacity. In the words of former U.S. Secretary of Defense Leon Panetta, "we live in a global world" and

> *We have to understand that world if we […] are going to be able to not only defend this country, but to extend our relationships to others so that we can work together to defend the world that we live in (Miles, 2011: online).*

One reality is that the federal government has recognized the linguistic gap we are experiencing and has funded programs at the postsecondary level, such as the U.S. Department of Defense's Flagship and Boren programs, and has continued support for the U.S. Department of Education's Title VI and Fulbright-Hays programs, although with some funding cuts in recent years.

However, given that the latest enrollment survey at the postsecondary level by the Modern Language Association indicated that approximately 8.1% of students were enrolled in language courses, investing in awareness-raising and funding well-articulated programs remains critical (Goldberg et al, 2015: 3). At the PK–12 level[2], funding has largely been left to the states and decisions are often made at the local level with little if any funding dedicated to seeding programs, particularly in the very important early grades. The explosion of dual-language immersion programs has largely been funded by state initiatives, such as in Utah[3], Delaware, and Indiana, or local initiatives such as in New York City and Los Angeles. With only 20% of students at the K–12[2] level enrolled in language courses, however, there is much awareness building to do at all levels (American Councils for International Education, 2017: 5).

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[1] Editor's note: There was an equivalent drive in European Union countries during the European Year of Languages 2001.

[2] PK-12 (Pre-Kindergarten to Grade 12) and K-12 (Kindergarten to Grade 12) are terms commonly used in education in the United States and Canada as a short form for the publicly supported years in early years education and in school prior to college.

[3] Editor's note: For more details on the Utah dual language immersion programme, see the article by Watzinger-Tharp & Leite in Issue 32.

Adding to this new narrative concerning the importance of languages in the United States is the recognition that heritage speakers bring added value. Unlike previous generations of immigrants who came to this country and were encouraged to, and did indeed, lose their native language ability in successive generations, today's immigrants and heritage speakers are beginning to realize the potential, in an increasingly multilingual country, of becoming fully bicultural and biliterate in both English and another language. The New American Economy's latest study "Not Lost in Translation" (2017) pointed out that the number of job advertisements for bilingual employees doubled between 2010 and 2015. Thus, helping immigrant and heritage speakers to continue to develop what in many cases are considerable linguistic and literacy skills helps meet the language demands by business employers and federal government.

The demand for languages in this changing world was reinforced by two recent national initiatives. First, in February 2017, a national report released by the American Academy of Arts & Sciences (AAAS) and commissioned by the U.S. Congress, *America's Languages: Investing in Language Education in the 21st Century*, posited five broad recommendations, outlined in Rivers and Brecht (2018), for solving the language gap in which we find ourselves. Second, in collaboration with the AAAS report, ACTFL renewed its support for building awareness nationwide with the launch of the ***Lead with Languages*** public awareness campaign (http://www.leadwithlanguages.org). The goals of Lead with Languages are to:

- expand opportunities for all students to learn a second or third language and build the pool of qualified PK–12 language teachers;
- strengthen language programs by encouraging early starts and well-sequenced programs with clear performance outcomes;
- engage leaders from business, education, government, and other stakeholders regarding the vital role of language education in our economic competitiveness and national security, through collaboration, research, and policy-making; and
- build awareness among heritage populations of the benefits of developing and retaining proficiency in their heritage language while learning English in order to increase academic and career success.

While the AAAS report's call to action by various facets of American society and increasing federal and state government support of language programs indicate positive progress, and while we are experiencing slow but fairly steady growth not only in interest but also in enrollments in language programs, there are definitely ways that ACTFL and the language profession can influence the vision of language opportunities for all American students so as to create the "new normal" in the United States.

4 | Spreading the message

In addition to building support outside of the profession, the language field recognizes too the responsibility it has in shaping the message. As Rivers, Robinson, Harwood, and Brecht (2013) asserted, "First and foremost, support for language learning is built

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through the excellence of programs, as motivated learners will communicate that excitement to what may be a more receptive parental audience than in previous generations" (p. 336). The issue of problematic pedagogy, pointed out by Lambert (1984), is now central to effective advocacy and one that ACTFL takes very seriously. One only needs to peruse the ACTFL Web site to see the resources available *gratis* for developing effective communicative language programs. In particular, one reality that the language profession must face is that language learning is already taking place outside the formal classroom setting and will continue to expand in this area. With the current severe shortage of language teachers at the K–12 level, the field must investigate and support highly effective learning contexts and practices beyond the classroom. What are the key strategic elements of language learning that must involve a language professional? How can we leverage learner ownership of the language learning process so that we can maximize the intervention of the teacher?

In addition to ensuring that students' learning opportunities are standards and proficiency based, we need to share the message with stakeholders. ACTFL national opinion polling with parents and students at the middle school, high school, and postsecondary levels prior to the launch of the ***Lead with Languages*** campaign found that parents and students were significantly unaware of the expanded career opportunities available for those with bilingual capabilities. Furthermore, ACTFL polling indicated that students were heavily influenced by guidance counsellors at the K–12 level and college advisors at the postsecondary level (ACTFL, 2016, unpublished national opinion poll). Thus, we must ask ourselves how best to approach these key influencers with the information they need to advise students about the personal and professional value of proficiency in English and another language. To what extent do our traditional ways of delivering language instruction and/or the way these advisors and counsellors experienced language learning themselves impact their recommendations to students?

One of the most dramatic and positive phenomena that is currently shaping the message at the K–12 level is the issuance of the Seal of Biliteracy. Begun in California in 2012, this initiative has seen rapid expansion, with 30 out of 50 states now offering some kind of option that allows students to document their competence in two languages. While the implementation is playing out, not surprisingly, in different ways in each state, the Seal serves nonetheless as a recognition that multilingual competence is important, that it adds value to one's personal accomplishments, and that it is increasingly rewarded in both postsecondary institutions and the professions.

Resonating on both sides of the political aisle, the Seal is now fueling a campaign to move language learning to a more central position in the curriculum in America's schools, thus positioning all learners with the skills that they will need to carry out basic interactions in more than one language and ensuring that a large number of learners develop the increasingly sophisticated levels of proficiency that are needed in health care, social services, international business, and other professions. While some groups may support this from the viewpoint of ensuring that immigrant students learn English, the Seal is also a powerful recognition of the heritage language in which many learners

are proficient. The World-Readiness Standards (National Standards Collaborative Board, 2015) attest to the critical connection between language and identity, and what better way to normalize multilingualism than to promote the development of the language of heritage learners? Future research needs to focus on the best ways to help all learners, including heritage learners, in all their diversity of language backgrounds to continue to develop their languages.

- How can language educators leverage the thousands of heritage schools across the country to assist in promoting the Seal of Biliteracy?
- How can we leverage the languages that native and heritage speakers bring to the classroom so that all children in that classroom become comfortably multilingual?
- What additional research can we conduct to advance the notion that learning a third or fourth language is facilitated after the second language?
- How can we encourage heritage language families to see the value in developing the heritage language and English?

5 | Myths and realities: Personal, economic, intercultural, and social benefits

The greatest challenges to multilingualism in the United States have been the myths and attitudes that have been perpetuated about the learning of a second or a third language. Learning another language has been seen as a difficult, if not an impossible, task that requires years of study; this myth has discouraged academic advisors, parents, and potential learners from advocating for or pursuing language study. Other arguments (Bugos, 1980) against requiring foreign languages in the liberal arts curriculum have included the belief that "it is just not useful in the 'everyday world'" (Bugos: 302) and that learners cannot develop the levels of language proficiency that are needed to fully communicate in the target language. Another prevailing myth has been that acquiring a second language too early could damage a child's language and cognitive development and that language learning in adulthood is an impossible task that can be "accomplished successfully only by the few who possess a special talent for language learning" (Kroll & Dussias, 2017: 249).

However, research in the past two decades of empirical studies has not only debunked these myths but has also revealed the multitude of benefits and added value to individuals at all points along the lifespan (Kroll & Dussias, 2017). For example, non-invasive brain imaging techniques used to study the language processing of infants and toddlers have allowed researchers to better understand how the human brain processes language and how specific experiences with more than one language influence and change brain functioning (Conboy, 2013). Researchers have documented that preschool bilingual children are able to interpret contextual cues to respond in the appropriate language to the appropriate person (Byers-Heinlein et al 2010; Kuhl et al, 2006) and have concluded that even fetuses can actively process the particular components of different languages and begin to discern differences (Conboy, 2013). Petitto et al (2011)

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revealed that bilingual infants (10–12 months) demonstrated greater brain plasticity and increased language processing skills no matter how short the exposure to language learning was and regardless of the language pairs involved.

The population of children growing up in homes where a language other than English is spoken has exponentially grown, resulting in increased attention by researchers to determine the specific developmental characteristics of dual-language learners. Scientific inquiry has revealed that children who are exposed to dual-language input have significantly improved executive function (Kovacs & Mehler, 2009; Werker & Byers-Heinlein, 2008); that is, they possess improved problem-solving skills and planning skills, are more goal oriented, and can monitor their own performance. A particularly significant finding concerning the domains of executive control revealed that these benefits were found across levels of socioeconomic status (Engel de Abreu et al, 2012), indicating that bilingual language skills improve academic success in children from dual language backgrounds (Bialystok & Barac, 2012; Costa et al, 2009). Bialystok & Barac (2012) found that bilingual children from low-income families outperformed monolinguals on a number of verbal and nonverbal tasks, indicating that

> *[…] the development of bilingual language acquisition in children from language minority homes seems to provide a way to mitigate the academic risks that are associated with low socioeconomic status and to maximize school readiness (quoted in Kroll & Dussias, 2017: 252).*

These findings provide an empirical base for determining instructional and program designs, academic expectations, and assessment procedures that support the continuous development of dual-language learners. This growing body of evidence supports maintaining home languages while also extending the benefits of multilingualism to all learners.

A most exciting research discovery in the area of health science has been the discovery that bilingualism delays the onset of Alzheimer's by 4 to 5 years compared to matched monolingualism (Bialystok et al, 2007; Perani et al, 2017). Bilingualism is seen as a sort of protection to the cognitive resources, much like physical exercise may assist someone who sustains an injury (Kroll & Dussias, 2017). A recent study (Alladi et al, 2013: 1939) confirmed a 4.5-year delay in the onset of dementia symptoms for bilinguals relative to monolinguals, but most compelling was that the observed delay was independent of education, literacy, and other socioeconomic factors. As Kroll & Dussias (2017: 252) posited, "No known pharmaceutical agent has any effect that comes close to bilingualism."

Beyond these significant cognitive and health benefits, possessing two or more languages enhances opportunities for economic gains and supports an increasing intercultural understanding. The U.S. Department of Education defined global competence as "the capacity and disposition to understand and act on issues of global significance" (Mansilla & Jackson, 2011: xiii); it is notable that language proficiency was not a focus in this definition. However, a more recent document from the U.S. Department of Education, the Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence and

Economic Competitiveness (2017), placed world and heritage-language learning front and center among four major competencies: collaboration and communication, world and heritage languages, diverse perspectives, as well as civic and global engagements.

Similar changes in emphasis have been documented in the business world. Twenty years ago, D'Agruma & Hardy (1997) found that only a small minority of the 170 companies surveyed indicated that hiring employees with foreign languages and cross-cultural knowledge was important, although almost all agreed that language and cross-cultural training increased productivity and generated greater success. The companies surveyed noted that if colleges and universities offered short-term training courses, then they would enroll their employees. Thus, while multilingualism was regarded as a significant economic asset for the workforce, it has historically been regarded as a "complicating factor rather than a benefit" (Kroll & Dussias, 2017: 248). Twenty years later the world has changed, and the attitudes of businesses toward multilingualism have changed with it: Globalization has resulted in an explosion of transnational businesses as well as institutions and organizations that rely on an ever-increasing number of employees who possess global competence and thus can work with people from a wide range of cultures. Damari et al (2017:4) found that

- 93% of the respondents to a survey of 2,100 U.S. employers indicated that they valued employees who could work effectively with clients from other countries and cultures;
- during the hiring process, 60% identified whether a prospective employee possessed foreign language skills
- and 41% advantaged multilingual applicants - although only 10% indicated that new employees needed to speak another language beyond English[4]

While U.S. government agencies and offices have built their own capacity and supply system, businesses lack

> *clearly stated strategies for defining and meeting the actual demand for employees across a range of positions and levels of responsibility who are equipped with high levels of proficiency in another language in addition to English" (Damari et al, 2017: 32).*

While the need and demand among global and transnational companies, institutions, and organizations for employees who possess "global competencies" has grown exponentially (Brown, 2014; Grandin & Berka, 2014), researchers have determined a disconnect between the demand for and availability of individuals who have the required levels of language proficiency in addition to their academic major (D'Agruma & Hardy, 1997; Damari et al, 2017). These researchers have recommended sustained collaboration with the business community to develop a strategic language plan that

[4] Editor's note: For the UK, there are equivalent findings from annual surveys conducted by the Confederation of British Industry (CBI) – see the 'Business' tab on the SCILT website for more details.

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prepares graduates optimally for the business enterprise. As part of this plan, it will be important for universities and language educators to examine

> *[…] the broad range of majors for whom language competence would be a distinct asset" (Damari et al, 2017: 30)*

- and to make adjustments in the curriculum and course offerings so as to develop more relevant professional content for multilingual, skilled professionals, particularly in the areas of greatest need such as health care, engineering, and business. In sum, the demand from the business and professional communities has now become a driving force in forming language education policy and practice. To remain relevant, language programs must move beyond the traditional language and literature tracks and reach out to other departments and programs of study whose students do, or should, demonstrate a high level of language proficiency in addition to another academic major (Damari et al, 2017: 32), thereby optimizing their job potential in the global marketplace.

However, the benefits of language learning are not limited to the cognitive (physiological) and professional (pragmatic) domains. For many years, scholarly inquiry has emphasized that cultural learning as an instructional goal is equally as important as communication and thus has an essential place in the language classroom (Byram, 1989; Kramsch, 1993, 2004; Liddicoat & Scarino, 2013; National Standards Collaborative Board, 2015; Schulz, 2007; Sercu, 2006). With increased globalization, migration, and immigration, the need for an intercultural focus in language curricula continues to grow (Kramsch, 2004; Sinecrope, Norris, & Watanabe, 2007; Stewart, 2007): Simply put, language learning promotes social and intercultural skills that allow individuals to view the world through at least one new lens. Learners in multilingual environments have social experiences that provide routine practice in considering the perspectives of others. They have to think not only about the message they are conveying, but also how that message is being received. Interpreting an individual's utterance requires attending not just to its content, but also to the specific context in which individuals find themselves (Kinzler, 2016).

These social and intercultural skills, which are honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, all skills sorely needed in a diverse, multilingual world where worldviews and cultural customs and traditions often clash. It is thus in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview.

Rather than teaching about culture, language educators are responsible for helping students to learn to behave appropriately in the culture, build relationships with others, and "know[ing] how, when, and why to say what to whom" (National Standards, 2006: 33). This evolution parallels the development of language teaching approaches, from learning about language to using language to communicate and as a tool to access content. In sum, K–12 and post-secondary language programs are the primary producers of linguistically and interculturally competent citizens and employees (Damari et al, 2017).

Finally, in addition to promoting cross-cultural and social skills, another paradigm shift in language teaching and learning—from teacher-directed to self-regulated learning—also represents a significant benefit. ACTFL has collaborated with the National Council of State Supervisors for Foreign Languages in developing learning targets in the form of "Can-do Statements" for both language and interculturality. By thinking about what they already know; connecting it to what they are learning; setting small, achievable goals; monitoring their own learning; and determining which activities help them learn most effectively, learners themselves can tailor their learning, judge their performance, and select learning tasks and self-adjustments that will support them in meeting the learning goals. Empirical studies (Moeller et al, 2012) have shown significant improvement in language skills (reading, speaking, writing) when learners become skilled in goalsetting and are directly involved in the learning process. In this way, shifting the locus of responsibility from the teacher to the student and focusing learning activity on clear classroom learning targets promotes reflective and autonomous learning, both of which are skills that all learners must demonstrate in the 21st century.

6 | Creating the "new normal"

To make the "new normal" a reality, research will be needed. To that end, ACTFL established the Center for Assessment, Research and Development (CARD) in 2016 to support PK–12 schools and institutions of higher education and to promote research in the areas of high-quality language teaching and learning. Research priority grants aimed at critical research areas are distributed annually. In addition, CARD develops and maintains high-quality language proficiency assessments; trains, certifies, and maintains highly reliable testers and raters; and conducts research on proficiency and performance outcomes. While such efforts have initiated collaborations between schools and institutions of higher education as they seek to define proficiency standards for teachers and learners, more efforts aimed at building a seamless transition from Pre-Kindergarten through high school and on to post-secondary or specialized language training are sorely needed.

- How do we inform and gain support from administrators, parents, and policy makers about the need for common assessments that make language learners' progress transparent to all stakeholders?
- How can assessments be used to motivate learners to gain the necessary level of proficiency that they will need to succeed in 21st-century neighborhoods, communities, and the workforce?

In addition, our success in achieving the new normal depends on the extent to which individuals become agents for change. ACTFL's Leadership Initiative for Language Learning, a collaborative effort with other regional and national professional education organizations, is designed to empower professionals, foster a growth mindset, and

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nurture leadership skills and has resulted in building a critical mass of language leaders across the nation.

- How do we activate all language educators to become advocates to reach stakeholders at the local and state level?
- How do we communicate to parents, administrators, and the public of the benefits and impact of multilingualism gained through alternative schooling systems such as dual-language and immersion learning environments?
- How do we showcase the skills gained by language learners to make visible the personal, societal, and economic contributions of multilingualism to our stakeholders?

Since it is easier to advocate for a truly effective cause, achieving the new normal depends on an abundant and highly skilled teacher corps. ACTFL's annual convention and online professional development modules, videos, and publications offer a first and second step in heightening awareness of the importance of language skills and providing venues for improving language learning and teaching. However, while ongoing research will certainly add to our knowledge base, the new normal cannot be achieved until researchers and practitioners collaborate on consistently and universally putting best practices into practice. For example, schools and universities must set proficiency expectations and establish criteria by which to determine how well specific language programs, even teachers, are helping learners to succeed in the 21st century.

7 | Conclusion

As noted at the onset of this article, while some progress has been made in the value placed on multilingualism by stakeholders, there is a steep uphill journey yet to be navigated. Empirical evidence has validated the enormous personal, professional, and societal benefits of multilingualism. What is less clear is how to communicate these rich and significant benefits to those who are in decision-making capacities.

- How exactly does one go about making the vision of languages as a core subject for all learners a reality?
- What approaches best support the nation's growing understanding that 21st-century learners can expand their opportunities to live, work, and thrive in a diverse world only when they are equipped with at least a modest level of language proficiency coupled with a sufficient intercultural competency that equips them to serve as cultural mediators in their neighborhoods, communities, and places of employment at home and around the world?

Through advocating for the implementation of the recommendations of the report America's Languages (AAAS, 2017) and by educating the public through the ***Lead with Languages*** campaign, we can in fact harness the power of parents in impacting school policies across the country. We can build awareness about the benefits and advantages of language learning among the public at large; we can effect change and influence policies surrounding language education in the United States. Through these efforts, we will build a "new normal" in the United States where languages are valued as an integral part of education and are viewed as necessary to the well-being of all Americans.

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Engaging Welsh Modern Language Learners in Secondary Schools: Mentoring as a Proven Practice

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Abstract: This article will outline the recent context of language learning in Wales, setting out the workings of the project and consider how the MFL Student Mentoring Project has intersected with recent strategies to promote language learning to pupils beyond the compulsory language learning stage (age 14). It will evaluate the development of a digital mentoring platform, Digi-Languages, and begin to assess the value of this online platform for increasing motivation and appetite for language learning. Finally, this article will reflect on how providing insights into other cultures can motivate further young learners to study a MFL and how e-mentoring offers new opportunities for intercultural exchange between two first-language English or Welsh speakers.

Keywords: Wales; language learning; secondary schools; mentoring; Digi-Languages; cross-sector.

Background

The Modern Foreign Languages Student Mentoring Project began in 2015 under the Welsh Government's Global Futures strategy 2015-2020. The aim of the strategy is to promote and raise the profile of modern foreign languages as an important subject not only at GCSE (Level 2) but also as a longer-term choice that can lead to career opportunities. In addition, it aims to provide enhanced learning opportunities to engage and excite learners (Welsh Government, 2017). The MFL Student Mentoring Project, funded by the Global Futures strategy, targets improved uptake of MFLs at GCSE level by training undergraduate and postgraduate language students to mentor pupils in secondary schools across Wales. It creates opportunities for both mentors and mentees and has significantly improved uptake at GCSE. Recognition came in November 2017 when the Chartered Institute of Linguists awarded the project the Threlford Cup.[5]

The project, now in its third year, is built on a partnership model between Aberystwyth, Bangor, Cardiff and Swansea Universities, as well as a strong connection with the four educational consortia across Wales: EAS, CSC, ERW and GWE[i]. Regional consortia are a key element of the national implementation plan for improving schools and for driving self-improvement in schools (Welsh Government, 2014). Through linking with regional consortia, the project thrives on developed links with many schools across Wales and

[5] The Threlford Cup is awarded on an annual basis to a project that has had demonstrable impact on fostering a love for language learning in others.

this connection features as a key reason for the project's success. In this academic cycle alone, the project team has worked with 69 schools across Wales, and we continue to target increasingly ambitious numbers.

Mentoring offers an innovative intervention for schools at a crucial point in the academic cycle. Pupils in Wales study Welsh and one additional language for years 7, 8 and 9 (ages 11/12 – 13/14). After Year 9, the additional language is no longer compulsory. The non-compulsory nature of the subject poses challenges on many levels and has been a contributing factor to the decline of modern languages over recent years, not only in Wales, but across the UK. Wales, however, finds itself in a troubling position, even when compared to the other devolved nations. This was highlighted by the most recent Language Trends Wales Survey, which confirmed prominent trends of previous years, revealing that fewer than one in four students in most Welsh schools are taking an MFL to GCSE level (Tinsley, 2017). In a national landscape where numbers are falling, budget pressures are increasing and Brexit discussions are entering full swing, mentoring has a significant role to play in promoting second and third language acquisition and increasing intercultural understanding.

This article will outline the recent context of language learning in Wales, setting out the workings of the project and consider how the MFL Student Mentoring Project has intersected with recent strategies to promote language learning to pupils beyond the compulsory language learning stage. It will evaluate the development of a digital mentoring platform, Digi-Languages, and begin to assess the value of this online platform for increasing motivation and appetite for language learning. Overall, this article will reflect on how providing insights into other cultures can motivate further young learners to study a MFL and how e-mentoring offers new opportunities for intercultural exchange between two first-language English or Welsh speakers.

Contexts for Language Learning in Wales

As a bilingual nation, it seems counter-intuitive that language learning does not thrive in the classroom in Wales. Whilst Welsh is compulsory until Year 9, the relationship pupils have with the study of Welsh is often complex. Many students are 'turned off' by the compulsory nature of the language and the often compartmentalised nature of teaching, with currently little bridging between Welsh and MFL. This arguably makes pupils feel that their Welsh skills offer little benefit to further language study. Consequently, pupils' relationships with language learning can be fraught. This is despite the fact that studying Welsh from an early age has demonstrably facilitated easier acquisition of additional languages. For this reason, the new curriculum for Wales offers a renewed opportunity to bring Welsh and language learning together in a coherent language-learning continuum (Welsh Government, 2015). The study of Welsh is being coupled with the study of other languages under an 'area of learning and experience (AoLE)' called Literacy, Languages and Communication. The following abstract from the

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Donaldson Successful Futures report (Donaldson, 2015) highlights the proposed vision for language learning in the new curriculum:

> *The role of multiple language learning is particularly important in Wales. Learning other languages introduces children and young people to other cultures. There is also evidence that successful learning of another language can influence the capacity to learn subsequent languages and may have wider cognitive benefits. The teaching and learning of Welsh is a priority for the Welsh Government. It forms a key element of this Area of Learning and Experience, with the intention that Welsh language will be compulsory to age 16.*

The bi-lingual plus one strategy, introduced by Welsh Government in 2015, highlights the ambition of policy makers to further the agenda of language learning (Welsh Government, 2015). This was reinforced by the publication of Cymraeg 2050: Million Welsh Speakers in 2016 (Welsh Government, 2016). With Welsh placed as a priority area, the bringing together of what we now call 'international languages' and Welsh under the new AoLE, has potential to reap rewards for MFL, by highlighting the increased capacity for Welsh learners to acquire further languages.

The importance of cultural bridging also figures heavily in the recommendations for the new curriculum (Donaldson, 2015). The additive effect of language learning as an exercise that contributes to one's own sense of national identity is a key focus of the mentoring project, which provides tangible bridges between Welsh culture and other world cultures. Research on the motivating capacity of culture for language learning is not new. Dörnyei (2001:15) points out that this was indeed the focus of studies of the 1960s-1990s. He argued that:

> *As languages are socially and culturally bound, their effective study requires a positive disposition towards everything that the L2 is associated with: its culture, its speakers its influence.*

In addition, McCall argues that the best vehicles for providing this are native speaker mentors (McCall, 2011). Furthermore, first language English or Welsh speaking international language learners can be effective near-peer connectors to other places, peoples and languages. They can authentically reinforce the discovery of another culture from a British perspective – positively. Studies of recent years have shown that 'learner's frustration and inability to perceive or articulate their own progress' is a significant barrier to language learners (Coleman et al, 2007). Mentors can challenge and support pupils to overcome this.

Language mentors also represent a form of Britishness that draws other cultures nearer and encourages curiosity. This supports one of Donaldson's key recommendations: that all learners should develop as 'ethical, informed citizens of Wales and the world', highlighting the importance of young Welsh learners being 'rooted in their own cultures [in order to have] a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world' (Donaldson, 2015). In other words, to look outwards pupils

need to look at their own local context and to challenge their relationship with their own culture and environment.

In this context, the MFL Student Mentoring Project strives to bridge a perceived gap between different cultures, reminding pupils of the intercultural and multi-lingual community they are already a part of. As mobile bridges between UK-communities and extended European and wider-world communities, university mentors are ambassadors for a physical and mental agility and mobility. They are tangible near-peer role models (NPRs) for our young Welsh pupils, and help them aspire to higher education and continued language learning.

Mentoring and motivation

Mentors on the project undergo training in the skill of mentoring. Mentoring is 'an interactive process, which takes place between individuals of differing levels of experience and expertise which incorporates interpersonal or psychological development, career and/or educational development and socialisation functions (Caldwell et al, 2004). Mentors have to create a secure environment in which they become a 'critical friend' to the mentee, able to share their experiences to provide guidance and advice (Clutterbuck Associates, 2009).

Crucially, mentoring is not teaching. Mentoring is a listening exercise that takes place between a mentor and mentee and provides benefits for both. In this case, the mentor is a university student. The benefits of near-peer role models should not be under-estimated. Murphey reports that NPRs motivate students because 'their (the mentors') excellence seems more possible and easy to see and replicate because they are in some ways already very similar… within our zone of proximal development' (Murphey, 1998).

MFL mentoring takes place over two 6-week cycles – one in the autumn term and one in the spring term. Prior to going into schools, mentors undergo an intensive weekend of professional training. Mentoring works best when the pupil to mentor ratio is low, therefore group sizes are normally limited to 6-8 pupils per group. This year, the project has worked in 69 schools across Wales. Schools are within a 45-minute travel distance of the hub university, in order to make the mentoring commitment manageable for mentors. Mentors stimulate discussion and encourage participants to question and exchange. A typical session with a group of mentees will last up to one hour and mentors decide with their schools how many groups they will mentor throughout the cycle. Continuity is vital, so mentors must commit to see each group once a week for 6 weeks to ensure that the pupils have continuous input.

The MFL mentoring model is less about building specific language skills (improving grammar, sentence construction, introducing tenses) and more about fostering a mindset that challenges assumed views about others and champions intercultural understanding and curiosity. A typical session will involve discussion around existing cultural habits of the mentees and the drawing of subtle connections to cognate cultural habits in other parts of the world. Often, this demonstrates that in Wales and the UK we

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are already drawing on other cultures to nourish our own. For example, discussion and activities around food cultures will likely spark conversation around the cultural adoption of Indian and Chinese foods within the UK. Have we anglicised their food cultures? What does the way we eat suggest about our attitudes to other cultures? Do we realise how international our menus are?

Being able to challenge the myth that young people do not want to and are not interested in other languages is one of the rewards of working with many pupils across Wales. Young people continue to be infinitely curious and inquisitive about others. The difficulty for young people today is not a lack of willingness to learn other languages, but the mixed messages that they are receiving. With schools reducing time allocated to languages, Brexit in full swing and little publicity for the importance of language skills in the workplace, young people perceive opting for languages as too great a risk. Mentoring cuts through such messaging around language learning with one clear, decisive message: **'Learning languages opens doors to other worlds'**. The clarity, the repetition and the exemplification of this in the university mentors demonstrates the benefits of studying languages.

The benefits for mentees are many, with teachers and mentors commenting on increased confidence and improved willingness to contribute to discussions as key outcomes. One mentor commented that a key moment for them was,

> *[…] seeing quiet children become more confident in themselves through helping them realise their language abilities. It showed me that it really makes a difference to young people. (Mentor participant comment, survey undertaken for evaluation of Digi-Languages, March 2018)*

This highlights the accessibility of the project and the importance of NPRs with comparable experiences being able to challenge doubts around a learner's capacity to learn a language.

In quantitative terms, an external evaluation of the project conducted after its first two years, highlights the success of the project, converting 57% of pupils to taking a GCSE MFL in the first year and 50% in the second year. This was enabled by ensuring that mentees completed a survey prior to commencing the project, and that schools targeted pupils who were 'not sure' about taking a MFL GCSE, or who indicated that they will not pursue a MFL GCSE. The project does not aim 'to preach to the converted', but to set in motion a change from not wishing to take a GCSE MFL, to making the choice to pursue a GCSE MFL. The table below evaluates data collated prior to the mentoring intervention, and after its completion, during the first academic cycle (2015-2016). It shows that 3 out of the 4 consortia witnessed a substantial increase in the number of pupils opting to take a GCSE MFL (cf. Table 1).

Table 1: Phase 1 Evaluation Data by Consortium

	Pupils mentored	Initial data available	Originally choosing MFL	Choosing MFL post-intervention	Proportion opting/Mentees
CSC	39	28	20	29	74%
EAW	22	16	10	16	73%
ERW	41	15	5	14	34%
GWE	34	34	21	18	53%
Total	**136**	**93**	**56**	**77**	**57%**

The data from the second academic cycle (2016-2017) shows a marked increase in the number of participating pupils changing their minds to opt to take a GCSE MFL. These figures demonstrate an overall increase in the number of pupils engaged in the project (cf. Table 2).

Table 2: Phase 2 Evaluation Data

	Pupils mentored	Baseline data available	Pupils baseline choices unknown	Originally choosing MFL (N)	Originally choosing MFL (% of baseline)	Pupils baseline choices unknown, deemed originally choosing MFL	Total deemed to have originally chosen MFL	Choosing MFL post-intervention	Now choosing MLF (% of mentees)	Added Value (N)	Added Value (%)
A	B	C	D	E	F	G	H	I	J	K	L
CSC	226	168	58	60	36%	21	81	114	50%	33	41%
EAW	166	84	82	23	27%	22	45	89	54%	44	145%
ERW	330	202	128	59	29%	37	96	173	52%	77	118%
GWE	146	95	51	16	17%	9	25	61	42%	36	183%
Total	**868**	**549**	**319**	**158**	**29%**	**89**	**247**	**437**	**50%**	**190**	**77%**

Mentoring is also a portal to Higher Education. Working in close contact with a university mentor, mentees start to see for themselves what university looks like, breaking down barriers around accessibility and offering tangible role models. Many mentees commented that one of the things they enjoyed the most was the 'introduction to university life' that their mentor provided. This reinforces the importance of cross-sector work for raising aspirations, and the role that mentors can play within this.

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Mentor perspectives

A question often asked is,

> *What motivates a second year, final year or postgraduate modern languages student to commit a significant amount of time to working in a secondary school, particularly if they are not predisposed to teaching as a career?*

The MFL mentors are committed to sharing the positive experiences they have derived from their own linguistic and cultural experiences. For many, it is as much a social mission as anything else. At a time when the UK, and thereby Wales, risks appearing isolationist in the context of Brexit, MFL mentors feel able to share a message of social integration because they have experienced the benefits of living with other languages, peoples and cultures. Each mentor receives the financial incentive of a £200 bursary per 6-week cycle, which adds to the appeal of participating, but the financial reimbursement is minimal in comparison to the amount of work that we expect a mentor to complete during the course of the project.

In addition to this social commitment, mentors benefit from significant professional development. The skills gained through participation in the project are transferable to any career; resilience, organisation, time-management, creativity and responsiveness in the face of the unexpected. Mentors often remark that working in the pressured environment of a school boosts their own confidence and their connection with their own language-learning journey – reinforcing purpose and mission. During a survey undertaken for evaluation of Digi-Languages in March 2018, we collected a range of views. One mentor commented that one of her key mentoring moments was

> *[…] learning for myself how useful languages are and how they have already benefitted me enormously, which I hadn't really realised before.*

Professional training and the need to create session plans and activities encourages mentors to re-think what they already know about languages and other cultures. Another mentor commented that the most rewarding thing about mentoring is

> *[…] when the mentees finally recognise the importance of the languages they speak but that they don't consider to be significant (e.g. Welsh). This highlights the importance of every language and my mentees have been very empowered by that.* [2]

Mentors consistently state that empowering a learner to recognise their own strengths and weaknesses is one of their greatest satisfactions of the project.

The project has also had an impact on mentors' perceptions of teaching as a career; reaffirming for some their desire to teach, but opening the idea to others that may not have previously considered it as a career. One mentor commented that a key moment was

> *[…] seeing the children realise the importance of language and actually want to take a language as a GCSE. It helped to show me that the children we mentor as*

> *the next generation of linguists, which helped with my decision to want to become a teacher.*

Digital Developments

Now in its third year, the project seeks to challenge more traditional content-driven language learning, with the introduction of activities that promote self-reflexive curiosity and questioning. Taking languages away from the 'siloed' experience that students are often familiar with, MFL mentors aim to bring languages together to highlight the interconnectedness of languages with other disciplines. In addition, the focus for this year has been to provide opportunities to schools that are further than 45 minutes away from one of the four hub universities. We have achieved this through the creation of an e-mentoring platform called Digi-Languages. This resource is a blended learning tool which brings together face-to-face mentoring with digital technology to create an interactive, e-mentoring platform.

Single and Muller (2001: 108) define e-mentoring as

> *[…] a relationship that is established between a more senior individual (mentor) and a (less) skill (less) experienced individual, primarily using electronic communications… to help him or her succeed, while also assisting in the development of the mentor.*

Sproul and Kiesler (1991) argue that 'markers of social status are not as visible in electronic communication…. and this makes them less important in the interaction', thereby suggesting that one of the benefits of e-mentoring is the ability to depersonalise/disengage the mentor-mentee relationship from potential social barriers. Bierema and Hill (2005) meanwhile suggest that improved writing skills for both mentee and mentors is something that makes e-mentoring a useful initiative. The greatest benefit of Digi-Languages thus far has been the blended approach, which allows for the proven benefits of face-to-face mentoring to be maintained and reflected in the Digi-languages ethos and programme. Language learning is an intimate process where the learner must reveal his/her vulnerabilities. The blended communication method, whilst allowing for the development of a relationship, also creates a space for reflection and comprehension, allowing for a more refined response to a specific 'problem'. We will carry out further evaluation of the impact of Digi-Languages over the coming months.

Housed on the Welsh Government learning resources website Hwb (www.hwb.co.uk) pupils access the 6 week resource in a protected and educational environment. A Digi-Languages cycle runs for 6 weeks beginning with a two-hour face-to-face session, which is crucial for the mentor and mentees to start developing a working relationship. Weeks 2-5 take place online, working through the weekly resources, and in week 6, the mentor returns to the school for a reflective and creative session. Speaking digitally on a weekly basis allows mentors to build a relationship and creates a unique space for mentees to voice their opinions and ideas. The Digi-Languages tool encourages students to reflect on themselves, their community and their environment and to connect them to the

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global community. Discussions centre on food, sport cultures, science, business and creativity. Working with multiple partners including the Ministry of Defence, Cardiff City Football Club and Cardiff University's Brain Imaging Research Centre, resources have been created specifically for the purpose of the platform, aiming to show the connectedness of languages with diverse careers and disciplines. Using a variety of quizzes, videos, activities and scenario-based learning, the resources gradually increase in intellectual complexity, requiring the user to reflect on languages as 'live' and multi-faceted. For example, mentees are asked to propose how they might resolve a language scenario that arises in a conflict zone.

Extending Languages: Science and Creativity

The transferability of languages, and their relationship with other disciplines, is a key focus of the Digi-languages platform. From looking at the brain activity stimulated by code switching, to the relationship between the ancient Ogham language with emoji language, it is clear that languages are both integral to science and creative disciplines. Working in collaboration with MFL mentors and science students recruited by Science Made Simple, the project this year piloted two study/workshop days to highlight the links between disciplines. These included an international space station virtual reality activity that explored the linguistic and cultural 'space' of the space station in relation to scientific exploration. This activity was conducted in English and Russian (Runglish) and required students to problem-solve using their existing language skills. A workshop on 'Coloured Vision' explored colour as a scientific phenomenon and language which moves between cultures; this included creating and naming a new colour and exploring the meanings of colours in different cultures. Finally, pupils explored the notion of 'Hidden Meanings' by looking at different visual/picture languages, from the dead Ogham language to the use of emoji's in modern communication.

These sessions were trialled at workshops in Cardiff for 14 CSC/EAS schools and a 2-day residential stay at Lady Margaret Hall College, Oxford University. Bringing students with a science background into the team to co-create and co-deliver these workshops demonstrated the relationships between subject areas, not only for the mentees who took part in the workshops, but for the mentors and teachers. The interdisciplinary space this created forced science students and language students to think differently about their subjects, and the connections between them rapidly became visible. The open dialogue facilitated through the creation of a shared space for languages, science and creativity, had a powerful impact on engagement. One teacher commented in a post-event survey:

> *My pupils have engaged at a very high level with philosophical, intellectual and cultural ideas. They are animated and have been made more aware of all the things, opportunities and directions languages can offer them in their life, no matter what discipline they wish to study (Teacher participant comment, survey undertaken for post-event evaluation, March 2018).*

One mentor commented that the thing that surprised her most about the inter-disciplinary workshops was

> *[…] how a little link between space and language can change and open minds to languages and other cultures (Mentor participant comment, survey undertaken for post-event evaluation, March 2018)*

Whilst one mentee commented:

> *I enjoyed learning how languages go into other subjects, and also asking the mentors questions about studying languages at university in an actual university setting. (Mentee participant comment, survey undertaken for post-event evaluation, March 2018)*

Another commented that 'learning about how languages fit in with everything, lifestyle, culture, etc.' was the biggest thing to take away.

This approach to languages and culture has opened up further the link for language learning and higher education and the project team is looking to develop the format for further events.

Moving forward

As we enter increasingly uncertain times, there has never been greater need to impress upon young people the benefits of learning languages and having an open mind. The MFL Student Mentoring Project clearly has much to offer here as one teacher commented when reflecting on the one-day MFL workshops that:

> *[The event was] a huge 'gate' open to the world. Students blossomed throughout the day and their engagement grew stronger as we moved from one session to the next. The exploration of skills through the use of languages was a great success and my students are leaving thinking "languages are so much more than I thought, languages can fit in anything that we do!"*

With the introduction of the new curriculum for Wales offering new possibilities for foreign languages, language learning in Wales has the opportunity to capitalise on the clear interest and appetite there is amongst local schools for MFL intervention. With 69 schools participating in the project in this year alone, the teaching community of Wales remains committed to the mission of raising aspirations and uptake of Modern Foreign Languages across the country. With the introduction of Digi-Languages, the project aims to increase its reach to more rural areas of Wales, and initial evaluation of Digi-Languages indicates a very positive response to the platform. Digi-languages displaces traditional language learning, in order to motivate students to learn languages. This apparently contradictory message is a key component of the scheme, in which we encourage mentors and mentees to explore together nuggets of new languages and cultures, providing an appetising first bite of a new culture, people or language. This motivates students to learn languages by creating an appetite for inter-cultural

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exchanges and for culture in and of itself, the acquisition of which motivates a student to want to commit to language learning.

Importantly, the impact of the project is clear for both mentees and mentors. Whilst mentors gain vital professional experience and have the opportunity to refine a professional skill set, mentees have a unique opportunity to develop a relationship with a university student though which they can have an open dialogue which is driven primarily by them. Every pupil deserves the opportunity to see that 'languages are so much more' than they realised, and it is the responsibility of professional linguists to share that with them by opening doors to other worlds. By providing insights into other cultures, languages and peoples, we expose mentees to a different mode of thinking. The mentors show them that there is a world of opportunities available to them through language acquisition and more than that, what that journey can look like.

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[i]The Welsh Government published a National Model for Regional Working in February 2014. The model outlined the vision and arrangements for four, formally constituted, regional consortia – Central South Consortium (CSC), Education Achievement Service (EAS), Education through Regional Working (ERW), and Gwasanaeth Effeithiolrwydd Ysgolion Gogledd Cymru (GwE, North Wales School Effectiveness Service). These consortia have the task of increasing efficiency and effectiveness of schools as part of the schools improvement arrangements.

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What is the effect of Content Language Integrated Learning on pupil motivation to learn a foreign language?

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Abstract: With the 1+2 Language Approach manifesting in Scottish schools, it was important for me to undertake research into what teaching method could motivate learners to learn an additional language. Content Language Integrated Learning (CLIL) is learning a language through another subject. I consider my research to be of importance and of benefit to educational establishments as it offers an alternative method to teaching languages. The findings of my research suggest that CLIL quickly created an engaging, motivational and enjoyable context for language learning. Resulting from this research project, I suggest that teaching languages through a CLIL approach is more engaging than traditional teaching modes.

Keywords: Content Language Integrated Learning (CLIL); primary school; motivation; 1+2 language policy.

Introduction

I decided to implement Content Language Integrated Learning (CLIL) into my classroom to help me to determine the effect that learning Italian through another subject would have on pupil motivation to learn another language. This methodology, more recently developed in the UK by Coyle (2009), dates back to 1994. The educational basis for the CLIL framework was to facilitate mobility across Europe to increase language proficiency; whilst the political basis is to provide frameworks to allow pupils higher levels of language competency (Marsh, 2015). Resultantly, CLIL has been further developed and established within educational systems since 1995 through programmes, legislation and professional initiatives (Marsh, 2015). Despite Coyle possibly being the leading advocate for CLIL within the UK, it is important to note that CLIL has been more widely accepted across Europe due to its reactivity to the various educational systems. For example, the CLIL push in Finland would not have been successful if governance was centralised and educator autonomy lessened (Marsh, 2015). Since Moujaes *et al* (2012) believe Finland to be the country to which others would look to with the aim of replicating its success; it seems a good idea to follow their example.

Coyle (2005) argues integrating content and language is a feasible strategy to achieve sustainability for the 1+2 approach to language learning that the Scottish Government is implementing (Scottish Government, 2012).

> *In response to recommendations from the Languages Working Group we have pledged to enable and encourage every child to learn two languages in addition to their native tongue – the 1+2 approach (Scottish Government, online)*

In my school, the first additional language (L2) is Italian and the second additional language (L3) is French.

Research projects (OFSTED, 2011) suggest that many learners find modern language lessons to be challenging, irrelevant and boring. However, Coyle argues that CLIL provides different contexts for learning so creates accessible, relevant and interesting lessons. CLIL's purpose is to use language as a tool to develop new learning whilst simultaneously using new learning to develop language (Coyle, 2001). According to the European Commission Action Plan (2007), CLIL can make a major contribution to the Council of Europe's language learning goals through effective communication, through real contexts, which motivates learners to learn language (Eurydice, 2006).

Content and Language Integrated Learning – the Basics

CLIL is 'rapidly developing, high profile and continuously controversial' (Marsh, Marsland & Maljers, 1999). CLIL is 'a dual-focussed educational approach in which an additional language is used for the learning and teaching of both content and language' (EuroCLIC, 1994). Wolff (2012) believes CLIL has challenged the status quo that subjects should be taught as stand-alone. Integration is the key characteristic that differentiates CLIL from other language frameworks (Coyle, 2005 & 2008) such as the Canadian Immersion Programme and content-based instruction in foreign language learning (Coyle, 2008). The central theme from Coyle's (2006 & 2008) research and supported by Montalto *et al*'s (2016) research, is that CLIL works on a continuum where both language and content have equal standing.

The Four Cs of CLIL

Coyle (2009) details the Four Cs of CLIL as *Content, Cognition, Communication* and *Culture*. Coyle's (2009) *Cognition* argues pupils should not be learning at a cognitive level lower than their ability. Therefore, it is important to teach them the language needed for specific situations. Dalton-Puffer (2008) argues that CLIL lessons should be adapted to pupils' language levels without being detrimental to their cognitive level.

With regard to Coyle's (2009) *Communication*, conventional language teaching builds on linguistic progression. CLIL does not follow this progression but rather teaches grammatical structures depending on the content to be learned, because more complex linguistic structures may be required for discussing, debating, justifying and explaining (Coyle, 2006). Furthermore, language develops through focus on function of language as it relates to the *Content* (Coyle, 2009). As explained by Coyle (2006: 5) CLIL immersion is when 'learning content matter determines the language to be used and learnt'.

As mentioned within Coyle, Holmes & King's (2009) key characteristics of CLIL, intercultural understanding is fundamental. Williams (1994) considers language learning different to other subjects resulting from its social nature, as it requires learners to adopt new social and cultural behaviours as well as learning new skills. Moreover, languages are embedded in culture resulting from communication, personal identity and

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social channels being important motivational factors (Dőrnyei, 1994). Gardner (1985) believes a prerequisite to acquire L2 is creating an L2 identify through creating cultural awareness, citizenship and global understanding.

Competence may increase motivation with a CLIL methodology due to greater involvement resulting from the use of real-life contexts (Pavesi *et al*, 2001; Montalto *et al*, 2016). Thus pupils can practice what they learn as they go along (Marsh, 2000), whereas learning a language out of context can be difficult (Montalto *et al*, 2016). Additionally, Muñoz (2015) believes pupils should learn in a 'communicative and holistic way' therefore interactive contexts which use spontaneous speech are vital as it simultaneously exposes learners to structure and function of the language (Pavesi *et al*, 2001). Exposure to target language structures without explicit awareness can be termed the 'language bath' (Dalton-Puffer, 2008). Through the 'language bath' pupils begin to think in the target language and therefore create new strategies for acquiring the language (Navarro, 2012). This provides pupils with the opportunity to use the language as they learn which challenges the misconceptions that pupils must wait until they are good enough before they use the language (Marsh 2000; Pavesi *et al*, 2010; Navarro, 2012 and; Zydatiß, 2012). The various benefits of CLIL are summarised in Figure 1.

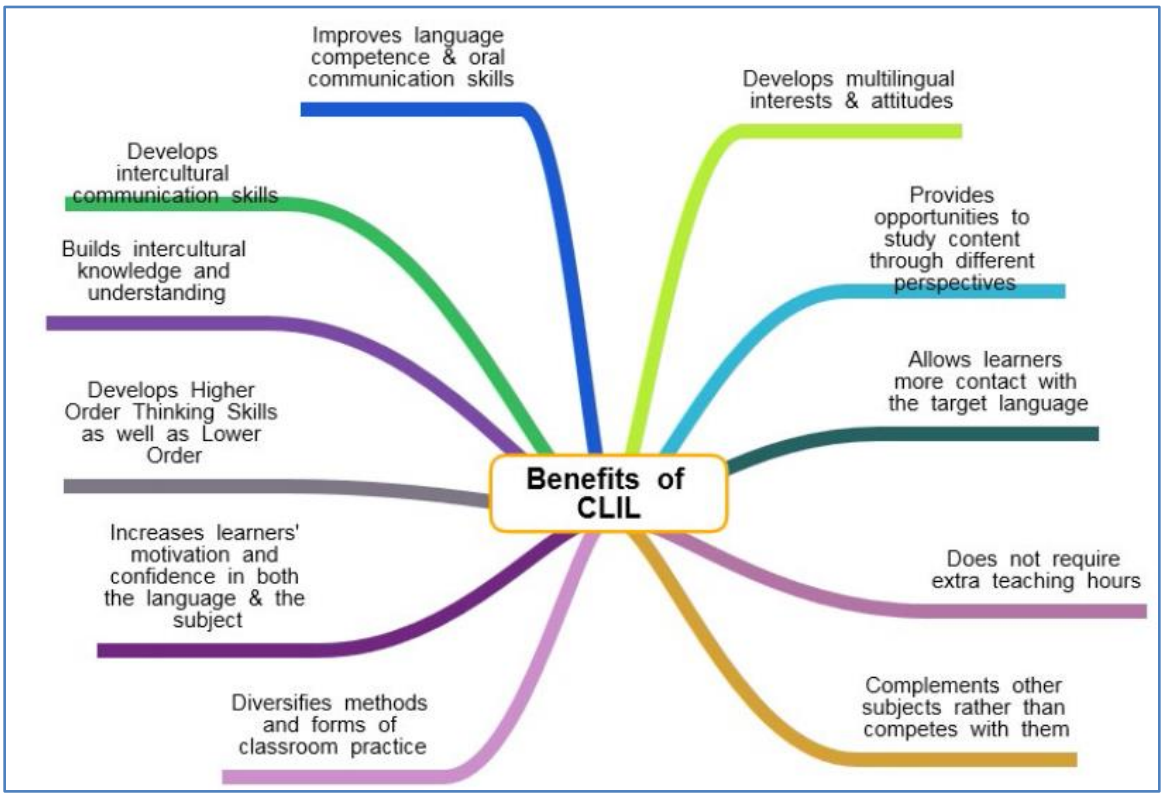

Figure 1: The benefits of CLIL (Source: Montalto *et al*, 2016: 10)

Motivation to Learn a First Additional Language (L2)

The teacher's role in L2 motivation is significant. Dőrnyei (1994), Oxford & Shearin (1994), Williams & Burden (1997) and, more recently, McFarlane (2004) have

researched into teacher-specific motivation. Dőrnyei's (1994) initial research argues that teaching methods (such as being emphatic, consistent and accepting), personality and pupils' desire to please the teacher are all features of teacher-specific motivation. Later research expands on teacher behaviours, commenting on traits such as enthusiasm, high expectations and relationship building as key factors in L2 motivation (McFarlane, 2004 & Dőrnyei, 2001).

Dőrnyei & Csizer (cited in Dőrnyei, 1998) summed up numerous research-based models of L2 motivation and presented them in a list of Ten Commandments for motivating language learners:

1. Set a personal example with your own behaviour
2. Create a pleasant, relaxed atmosphere in the classroom
3. Present the tasks properly
4. Develop a good relationship with the learners
5. Increase the learner's linguistic self-confidence
6. Make the language classes interesting
7. Promote learner autonomy
8. Personalise the learning process
9. Increase the learners' goal-orientedness
10. Familiarise learners with the target language culture

Hurdles and Worries of CLIL Implementation

As a teacher, I can understand some of the hurdles and worries that other teachers may encounter when implementing a new style of teaching.

I did have some reservations over pupil engagement and progression, as I had two pupils who did not want to be in the classroom whenever a language lesson was in progress. I felt that if these pupils engaged in language learning through CLIL then my research had made a positive impact on these pupils. In addition, I heard the common misconception that "everyone speaks English anyway". Through using CLIL, I hoped that I would be able to help dispel this myth, as the usefulness of learning another language can often be undervalued.

The main thing that I found to be of benefit to me and my class is that I had the courage to tell my class that I was trying something new for research and let them know that I was not entirely confident in my teaching of CLIL. Apart from watching videos, my own research and professional dialogue with Do Coyle and my university mentor, I had not experienced CLIL before; therefore, I was learning alongside my class. I found this growth mindset to be useful at it showed my class that I was willing to try something new in the hope that it would have a positive impact on my pupils. It showed them that

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I was willing to learn alongside them and I think this endeared them to the research project.

Research Methodology

With respect to the 1+2 policy, Italian is L2 within my school. However, this was only a recent change therefore most learners would not have been at as high a level of proficiency as may be expected for Curriculum for Excellence second level language learners.

My research started in March 2017 and lasted for approximately six weeks in a primary 7/6 classroom, with pupils aged between ten and twelve. The school resides in an area of Scotland that features in decile one, quintile one in the Scottish Index for Multiple Deprivation (Scottish Government, 2016). This means that the school is in an area of Scotland with high levels of poverty and deprivation. My class had twenty-one pupils, thirteen boys and eight girls. Two of my pupils were bilingual, one male and one female. All learners participated in CLIL lessons; however, only eighteen learners completed questionnaires and participated in focus group discussions.

The methods I chose for this research project were focus groups, questionnaires and a reflective journal. My reasons for choosing to keep a reflective journal were the low levels of confidence of some pupils as well as basic communication skills, i.e. talking and listening, to be a challenge for many pupils within the school. Also, as some learners were demotivated in language learning, the reflect journal provided me with the opportunity to note thoughts and observations of these pupils, to reflect upon later. The reflective diary also served to support evidence from conducted focus groups and questionnaires.

After some research, I chose focus groups rather than interviews as Punch & Oancea (2014) consider focus groups to be a more relaxed and comfortable method of data collection for participant. Using their research, I conducted the focus groups in the classroom to aid pupils' feeling at ease and I used language that is appropriate to the pupils' levels. I found that the background noise of the classroom created a natural setting for most pupils to discuss clearly their viewpoints on CLIL and motivation to learn a language. The focus groups consisted of approximately five or six pupils. Knowing my pupils, I ensured the focus groups included friendship groups so that learners felt more comfortable when discussing their thoughts and opinions.

I chose questionnaires to compliment the focus groups as it provided input from the individual (Anderson & Arsenault, 2005) thus eliminating the possibility of bias or influence from others (Stewart & Shamdasani, 2015). Although Blankenship (1949) argues that providing responses can influence participant response, I felt this was the best option for my class. In addition, to overcome any misunderstandings from questions I talked through the questionnaire with participants question by question. This provided the opportunity for participants to request any clarification if needed. Furthermore, the questions were sequenced in a logical manner to allow for a continuous thought process giving opportunity for detailed answers as Blankenship

(1949) believes that the order of questions creates the opportunity to make replies more accurate if it stimulates real thought.

Research in Practice

To implement the CLIL lessons I took a focus on art, as I knew my class were keen on this subject and considered it fun. I chose to use Italian abstract art so that learners did not feel disadvantaged if they found drawing a challenge. Abstract art was also a good way to introduce colours and shapes to pupils. Describing and designing their own abstract art created a context for learning colours, numbers and shapes that made the lessons more relevant to pupils.

To begin with we participated in lessons based on Italian abstract art and learned the shapes and colours within each art piece. I would point to shapes and colours naming them in Italian with pupils repeating for pronunciation. Then I would question them on the shapes and colours in Italian, always using the same sentence structure so that pupils could begin to understand the structure used and how to respond. Some pupils would respond with just the shape or colour, whilst others tried to respond using the words within the question to structure their answers. I think it is important to be accepting of the different responses, as all pupils will respond in the way they are most comfortable. For me the most important aspect is that they have understood what I have said and given a response, be this non-verbal, one word or a sentence. The important thing is to be consistent in pronunciation and repeating a full response so that learners hear it often and will eventually apply this in their own responses.

Once pupils had learned the names of shapes and colours, we then played memory games. For example, pupils challenge each other to find the shape or colour first after hearing it in Italian. Sometimes I would say the Italian words and sometimes it was other pupils. As my class consisted mainly of boys, the competitive aspect worked well as an engagement tool. Some boys even suggested games to play. For example, two of my demotivated learners suggested sending one or two pupils outside the room and removing a flashcard, and then the pupils outside the room had to identify the flashcard that was missing in Italian. I also provided learners with pairs cards for them to match. I then questioned them on the shape and colour of some of the cards to determine their understanding.

After pupils had learned the words and applied their knowledge to memory games, they attempted to describe abstract art using colours, shapes and numbers. To begin with, we did this orally and as a class, before moving onto written description. I provided scaffolds for the written description through vocabulary displayed around the room. Once this had been done, pupils had the opportunity to design and describe, orally or written, their own abstract art.

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Findings

Figure 2 shows pupil responses to questions referring to target language learning and use within the classroom after the implementation of CLIL.

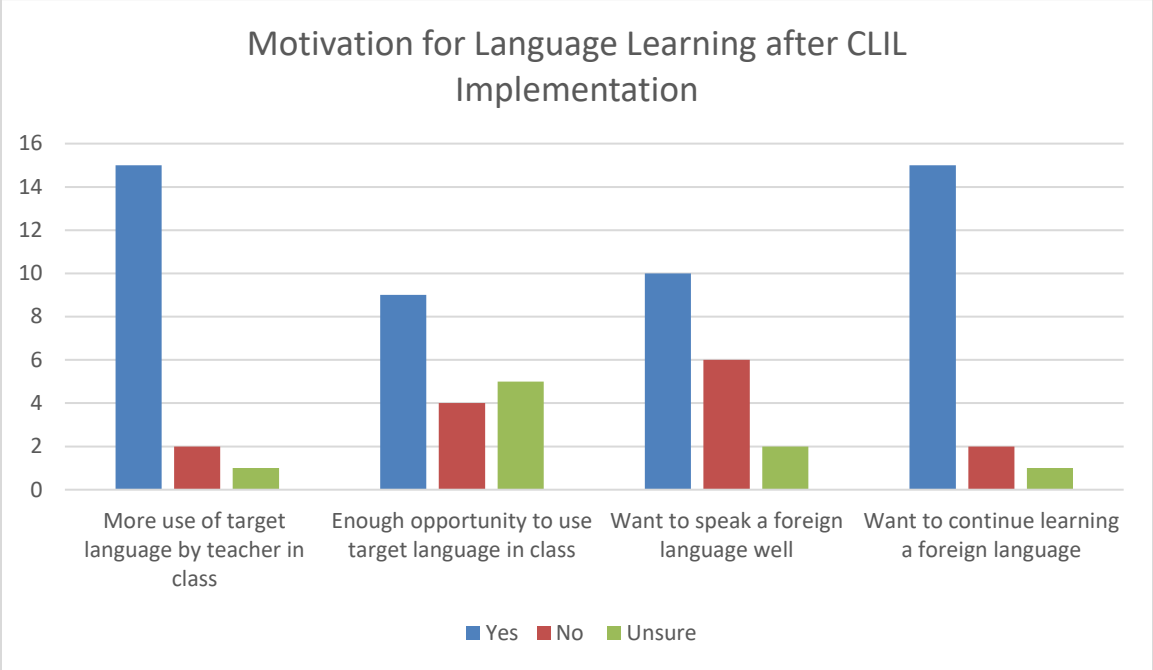

Figure 2: Pupil Responses on motivation for language learning after CLIL implementation

Table 1 shows some comments pupils gave when discussing language learning before and after the implementation of the CLIL methodology.

Table 3: Pupil comments before and after CLIL project

Pupil Comments before CLIL Implementation	Pupil Comments after CLIL Implementation
It is good to learn and learn different languages, but it wasn't enjoyable	*This is the best Italian lesson we have done*
Everyone speaks English anyway	*…changing the subject up a bit…*
	I enjoyed the lesson because it was something new and exciting
	*For me it's a wee bit harder because I am already learning two different languages. So, for me I don't like that**
	Yes, I enjoyed. You get to do fun art while doing it [learning Italian].

*This was a comment from a bilingual learner who felt she had enough to learn with her native language as well as learning English. A second bilingual learner agreed on this point.

From the pupil responses and comments it appears that there was an increase in motivation for almost all pupils after the implementation of CLIL. This method appeared to be particularly beneficial to the two participants who had previously been greatly disengaged and unmotivated to learn Italian. Specifically, the implementation of CLIL gave all pupils a focus and content for learning which allowed them to achieve a task whilst using various levels of vocabulary and sentence structures. Most pupils want to continue learning Italian because of CLIL giving the learning of the language a purpose through using a context to which pupils could and relate. This fully supports the research by Coyle (2006), Wolff (2012) and Marsh (2015) with respect to using a content to aid language learning.

I think the positive impact CLIL had on motivating my class, its effectiveness across Europe and the expectation of making learning more relevant to learners is vital knowledge for teachers and management teams. I believe it would be beneficial to mention this style of language teaching in some of the Scottish policy papers so that teachers and management teams can begin to implement it within their classroom and schools. Considering Scotland's educational policies are to include skills for life and work, whilst engaging learners in real-life contexts; and teachers complaining of an overcrowded curriculum, I think CLIL is a feasible and enjoyable way to achieve all these action points.

Limitations of Research

I believe the main limitation of this research project is the size due to time constraints. Furthermore, it was a small research project, carried out in only one area of Scotland with only one primary class. Thirdly, as the methodology of this research project took the form of a mixed-methods approach, but mainly qualitative in design (Johnson & Onwuegbuzie & Turner, 2007) this presented another limitation. This is due to a qualitative form of research depending highly on individual perception, opinion and experience, which will vary from participant to participant. Moreover, the subjectivity of myself in this form of data collection is possible. However, I tried to limit this through using quantitative methods to triangulate findings. I am hoping to implement this style of research again with various stages within primary schools. For future, I would create a clearer framework for implementing lessons and gathering data, although this would still be a challenging aspect of the research project due to the changeability of primary school days. In addition, I would have amended the questionnaire to focus more on motivation to learn a language thus eliminating the extra information that was not necessarily vital to my research. Lastly, I would have conducted more focus groups to gain a more informed understanding of pupil motivation to learn a language before, during, and after the implementation phase of the CLIL method within the classroom. A final limitation is that I have no CLIL training therefore the quality and structure of CLIL may not have been to its highest degree. However, I have presented my research to teachers in Scotland through the Scottish Association for Language Teachers (SALT) and hope I have motivated and encouraged them to try CLIL within their classroom.

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Recommendations

Despite limitations such as sample size, my subjectivity and my lack of training, this research would be significant to the wider community as it could provide opportunities for pupils to engage more willingly in foreign language learning. Due to the small scale of the enquiry, further research on CLIL could be carried out across school learning communities. This would provide opportunities for teachers to participate in professional dialogue as well as observe one another teach to increase and develop ideas. It would also be beneficial for CLIL teachers to create a bank of resources that could be shared among establishments to aid all, especially those who want to try CLIL for the first time. As the I had the opportunity to discuss the project with a leading researcher in CLIL, Do Coyle, it was commented on the need for languages to be integrated for the policy of the 1+2 Approach (Scottish Government, 2012) to be feasible and achievable. Therefore, another essential point that I recommend is for schools or local councils to integrate CLIL into their policy.

Conclusion

The aim of this research project was to identify the effect learning Italian through CLIL had on pupil motivation. The research project aimed to develop an understanding of how learning content can determine the language required to communicate and how this may affect motivation to learn a foreign language, in this case Italian. Moreover, the key aspect of this research project was to draw on the experiences and opinions of those who matter most in education, the pupils. The findings suggest that CLIL had a strong impact on motivation to learn a language at that moment in the classroom. Pupils found the lessons much more engaging and enjoyable thus were more likely to participate in learner activities. Furthermore, CLIL created more opportunities for pupils to talk in the target language, which is essential for progression. The use of CLIL appeared to have a positive effect on pupil motivation. Thus, it is essential in this ever-changing global world, that schools incorporate innovate teaching strategies, such as CLIL, to encourage language learning in their pupils. In doing so, educators are effectively equipping pupils for the globalised and multi-cultural world in which we live.

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What happens when students do activities in modern-language classrooms in higher education? A comparative, reflective study

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Abstract: This article reports on a small-scale action-research project carried out across two higher education contexts, in Finland and in France, with learners of German (as L3) and English (as L2) respectively. The aim of the project was to explore how students get into and stay in student-centred activities and the use of target language throughout these. Through this small-scale action research project we sought to explore the match or mismatch between expectations of what language learning activity types bring learners and the various language mediations we observed in our FL/ESP classrooms.

Keywords: German as a foreign language learning; English for Specific Purposes; language learning in higher education; action research; student-centred activities.

Background

When designing learner-centred activities teachers should take into account the characteristics of the learner group, such as, age, learning style, motivation, and prior knowledge (cf. Sercu 2013). The level of activities should be located within the learner's zone of proximal development, which means that the exercises should not underestimate or overestimate what the learner can do. In addition, they should be based on content that the learner perceives as relevant. Based on our experiences, we can say that real-life tasks or simulations are purposeful when preparing students to real-life situations (see e.g. Council of Europe 2001, 9). Furthermore, task-based learning (TBL) is considered particularly appropriate for Language for Specific Purposes (LSP) contexts because it brings real-life relevance to language learning, drawing on learner discourse domains and thus promotes active student-centred learning (Ellis 2005; Whyte 2013). In TBL, tasks form "the basis for an entire language curriculum" (Ellis, 2003, p. 30). According to TBL, tasks are often defined as activities in which learners use the target language in real-life situations. Activities should be holistic, functional, and communicative; they should also focus on more than one single linguistic feature. Hence, TBL implies meaning-focused work in the classroom, that is, projects and simulations in the context of real language use outside the classroom. (Bygate, Skehan & Swain 2001; Van den Branden 2006). According to Ellis (2005), a task-based teaching process involves three phases: pre-tasks, during task and post-task. The 'pre-task phase'

concerns activities that students undertake before they start the actual task. The 'during task' phase includes the performance of the task itself. The final 'post task' phase covers reflection on the task performance. According to Ellis, only the 'during task' phase is required in task-based teaching. In this study, we explore activities for potential task-based learning in higher education. However, as our lessons are built on small-scale activities rather than on large-scale tasks as suggested by Ellis (2003, Ch. 10; 2005), our examination of the use of different activity types could more likely be classified as 'task-supported language learning' (TSLL). In TSLL, the syllabus is supplemented with tasks so that activities and tasks are integrated into other activities in the classroom (Müller-Hartmann & Schocker-v. Ditfurth, 2011).

In the field of modern foreign language (MFL) education, there seems to be a consensus that we need empirical classroom research. For example, Nunan (1991, cited in 2005, 226), reviewed 50 studies and found that only 15 of them were classroom based. These classroom based studies revealed, for instance, that on average teachers tend to talk twice as much as students, in some studies even more than 80% of time (Nunan 2005, 227). This is a problematic but even more so in the context of teaching languages other than English in higher education where student proficiency is rather low. For instance, the role of German as a scientific language has diminished in Finland, and it is no longer as widely taught in Finnish schools as it used to be (see e.g., Kangasvieri 2017). Accordingly, teaching German as a foreign language (henceforth GFL) in higher education (HE) has to be less academic and more general in nature. Students expect, above all, that language courses should have a real-life relevance to them (see e.g., Lehto & Maijala 2013).

In the field of LSP, research has, for various reasons, tended to focus on text and discourse analysis and the use of specialised language rather than on what happens in LSP classrooms (Belcher 2013). Sarré & Whyté (2016) discussed these issues recently in the contexts of French HE in particular. As mentioned above, LSP teaching is highly dependent upon needs analysis to develop appropriate student-centred tasks and activities. This has led to LSP being described as "research-based language education" (Hyland 2013) with LSP teachers delving into disciplinary discourses and contexts to develop tasks for their learners. However, while this real-life consideration is certainly important in LSP there may be a considerable gap between designed tasks and activities and how they actually run in real classroom settings. Indeed as Van Den Branden notes, there is a need for classroom-based research that explores how both learners and teachers "perceive and reconstruct the classroom tasks they are confronted with", (2006, p. 2) taking into consideration how learners make meaningful use of language to attain an objective.

This small-scale study aims thus to address some of the above issues from an action-research perspective. Although teachers, textbooks and teaching materials have a "crucial mediating function" in language teaching practice, learning depends more on the activities, the tasks and the initiative of the learner (van Lier 2008, p. 163). Action research is not only important for creating learner-centred activities, but also for

language teachers' professional growth, although "managing classrooms is normally something we do rather than analyse" (Wright 2005, p. 8).

> *It can be useful in providing a sound source for pedagogical planning and action and enabling (them) to frame the local decisions of the classroom within broader educational, institutional and theoretical consideration (Burns 1999: 16).*

One important factor for the development of teachers' personal development is self-reflection. Tsui (2003: 13) states that

> *Experience will only contribute to expertise if practitioners are capable of learning from it. To learn from experience requires that practitioners constantly reflect on their practices.*

Action research can be regarded as a tool for reflective practice (Wallace 1991; Burton 2009) that helps language teachers to develop an awareness of how teacher, task, learning situation, interlanguage competence (Selinker 1972) interact in second language learning. The study by Banegas et al. (2013) showed how a collaborative action research project improved teaching practices of Argentinian English teachers, and influenced students' motivation and language development. Our aim is to describe the context of our current teaching practices and to reflect on them. In this way, we want to "recount" our "past, present, and future" as language teachers in HE (Golombek 1998, 462).

Research project

Research questions

In this small-scale action research project, our overall aim was to reflect on how different activity types enhance learner-centredness in the MFL/LSP classroom. The functioning of different types of student-centred activities in teaching practice was analysed. Our study addressed the following research questions:

- Do the activities promote the use of target language?

- How do students stay on different type of activities?

- How do they use the target language (German; English)?

Participants and data

Finland: German (L3) classroom in higher education

Altogether 24 Finnish students learning German as an additional third or fourth foreign language (henceforth abbreviated as L3) for general academic purposes at the A2-level at a Finnish University participated in the study. In addition, two German-speaking tutors and the teacher-researcher were present in this German lesson in question. We collected video sequences during one lesson in October 2016 at the Continuation Course (in German Fortsetzungskurs I, CEFR level A2, and worth four ECTS[i]) at a Finnish

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university. The optional course lasted from the end of August 2016 to the end of November 2016. We collected video sequences during one lesson (90 minutes), which all contained different activity types. The classroom were organised in learning stations, in which students worked independently in small groups (3–4 students per group) and concentrated on one task 15–20 minutes. Activity types used at stations included work with the textbook, oral discussion, and finding information on Internet. The lesson was video-recorded, for which a written permission was obtained from the students and the two German-speaking tutors. The students were also informed that they were taking part in research (cf. Burns 1999, 70–71). Approximately thirty-five minutes of video recordings were transcribed. Background noise in the classroom disturbed the encoding of students' performance to some extent. In addition, Finnish students do not generally speak loudly in the classroom, which occasionally made the encoding very difficult. Video recordings were used, because they can reveal both verbal and non-verbal behaviour (Burns 1999, 94–95). In Section 3, the activity types used at learning stations in the Finnish context are briefly described and reflected on from examples of the student conversations.

France: ESP (L2) classroom in higher education

University undergraduates in France typically have around three ECTS of English courses each semester, usually based on some form of English for Academic Purposes (EAP) or English for Specific Purposes (ESP) relevant to the discipline they are studying. University students, particularly in the sciences, are aware that developing their English skills is important but even if they are motivated, they may not be able to devote much time and energy to English. Their focus is, understandably, on their university discipline. This may be even truer for students of medicine who alternate hospital placements with extremely dense course content.

In this context, language teaching needs to give students the opportunity to be as active in the language as possible. Blended learning formats allow teachers to maximize limited classroom time for speaking tasks. The widespread use of smartphones and tablets in daily life opens up many opportunities for oral production tasks in classroom teaching.

The French students with English as their second language (L2) in the study were second-year medical students following an optional course in medical English. This consisted of one 3-hour class per week for eight weeks. The average level of the student ranged from B1 to C1 with most at the B2 level. The course materials were organised thematically and included video/listening and reading comprehension activities, extended speaking activities with relevant language and vocabulary for medicine targeted in each class. Each teacher taught the same class, over a 3-hour timeslot, using the same materials. The second part of the class consisted of an extended oral production with variations in structure and set up. Each teacher took extensive notes, reflected on the way the tasks had run, and then compared their notes.

Data analysis

Our aim was to investigate our own teaching practice using the methodology of action research and to integrate data collection into the regular activity of the lessons (Burns 2011). Our reflections on tasks are based on the COLT (communication orientation of language teaching) or MOLT (motivation orientation of language teaching) framework that was firstly introduced by Spada and Fröhlich (1995), and later modified by Guilloteaux and Dörnyei (2008). We focused especially on the activity type (drill, role-play etc.), participant organization (group works/work in pairs) and student modality (Are students involved in listening, speaking, reading, writing or combination of these?). We also paid attention to the use of mother tongue, target language, and other languages by students. In this context, we observe use of multilingual language resources of students, that is, translanguaging. Translanguaging is a term that is used to describe multilingual language learners' ability to use different languages simultaneously and flexibly for communicative purposes (see e.g., Creese & Blackledge 2010; Canagarajah 2011).

Our aim is, above all, to reflect on the use of different types of activities, and to provide information on classroom practice that could be beneficial for language teachers in similar settings. In this way, we try to make tacit knowledge explicit. First, we present our results separately. Then, we reflect on the differences and similarities between Finnish and French classrooms.

Reflections on tasks

In the Finnish L3 classroom

In the Finnish context, the following activity types were analysed: oral activity with a German tutor (A), working with the textbook (B), and searching information in the internet (C). The teacher selected the activities.

Table 4: Overview of Activities in the Finnish L3 classroom

	A	B	C
Activity type	Conversation with the German tutor (to talk about dreams and future plans by using the conditional (in German *Konjunktiv II*)	The text and the exercise were given to students on the previous lesson. They should now check it in their group. The answers are available at the learning station.	Searching flat announcements in the internet and then save them on the Padlet[ii] wall.
Participant organisation	In groups (3–5 students)		
Student modality	Students were involved in listening and speaking.	Students were involved in reading and writing.	Students were involved in reading and searching information.
Timing	15 minutes/group		

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Materials during the task	PowerPoint slides (by the teacher), which include the grammar structure and examples. Available in the Moodle platform of the course.	The text "UNO-City" in the textbook *Passwort Deutsch 3* (Albrecht et al. 2008).	The internet address and the Padlet wall were available in the Moodle platform.

In oral activity A, students spoke following a model about their dreams and plans for the future by using the conditional (in German Konjunktiv II). They should speak after the model: Was sind Ihre Träume und Wünsche? Wenn ich im Lotto gewinnen würde… Ich hätte gern eine Sachertorte. They had practised the grammar in previous lessons. When discussing with a German tutor, students (S1 etc.) were mainly involved in listening. They seemed to understand everything the German tutor (T) was saying. They showed their comprehension by using compensation strategies (see e.g. Oxford 1990), namely nodding, speaking with their hands or other nonverbal activity, as the following excerpt shows:

[---] F: Und würde, I would like to do something. [S2 nods, the others stay still] Verben, also Dinge die du tun kannst. Fangen wir an mit wäre. Was wärest du gerne?

S2: Ich wäre hmmm eine Lehrerin.

T: Eine Lehrerin. Was für eine Lehrerin?

S2: Geographie.

T: Mit einem ganzen Satz?

S2: Ich wäre gern eine Lehrerin hmmm

T: ...für Geographie oder eine Geographielehrerin. Beides ist richtig.

S2: [nods]

T: Was wärest du gerne [turns to S3]?

S3: hmm, I don't know what it is in German? [laughs] [---]

[The metalanguage of the group was English, the italicized passages = original in the Finnish language]

As the example shows, the use of the target language was not controlled. This resulted in the students using only single words rather than complete sentences in German. They also used their "better" languages (Finnish and English). Although there was often silence in the group, students seem to attend by not using any languages but nodding or showing gestures (raising shoulders or 'speaking with their hands'). When the proficiency level in the target language is this low, there has to be, for instance, a model dialogue available and more linguistic help (see e.g., Boers et al. 2016).

In activity B, students worked independently with the textbook. They had to find the respective grammar rule in the text "UNO-City" and then practice it. The correct

answers were available at the learning station. The following excerpt reveals that the students have difficulties in using the textbook and that the global textbook does not provide any help:

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[---]

S5: Does this mean that this Kristina [a person in the textbook] ()

S2: But if she

S3: But if this Kristina, so it perhaps is this () I don't know.

S2: But if we, but if it after all is so that in the subordinate clause () or? Why I do not find it? That part.

[S1 takes out his smartphone and types something.]

S2: Here it is.

[S4 writes down something in her book and then rubbers it out.]

S1: Did someone notice ()?

S3: [writes down something in her book.] Yes, isn't it the just ()

S1: I think it makes sense somehow

S2: ()

S4: Yes [The group work ends.]

[The metalanguages of the group were Finnish, the italicized passages = original in the Finnish language, () = segment of words that could not be transcribed]

Nevertheless, the students stayed on activity all the time. As the example shows, they were discussing nothing but the textbook exercise. Finally, they actually seemed to have found the grammar rule in question.

In activity C, students stayed focused during the entire recorded period. They even stayed on the given internet address. Students seemed to enjoy the activity although they mostly stayed silent. The search for a flat in the Internet had real life relevance for students, because many of them were planning to travel or study in German-speaking countries. Mainly the L1 was used in this task. The target language was only used when the German-speaking tutor or teacher visited the group and asked questions. The use of target language German seemed to cause frustration. This might be because Finnish university students are used to being able to express themselves very well in English (cf. McKay & Tom 1999, 16).

In the French L2 classroom

In the French context, we analysed extended activity types (A-C), as shown in Table 2. For each activity type the students used either their own smartphones or recorded their mp4 using an iPad. Students were instructed and encouraged to complete the task in the target language. During the task teachers interacted in English with the students. They responded to questions, and requested for help but, overall, teacher intervention was minimal. In general, the students were left to complete their production on their own terms. Students made the recordings themselves with their own devices. Only in

rare cases, for technical reasons, did the teacher made the final recording. The student productions were uploaded to the class Moodle page and made available to all the class.

Table 5: Summary of Activities in the French L2 Classroom

	A	B	C
Activity type	Make a short instructional podcast mp3 for a medical procedure : lumbar puncture	Video role-play: pre-surgery consultation with the cardiologist (mp4)	Make a short paper slide video animation :The science of pain (mp4)
Participant organisation	Pairs	Fours for preparation then pairs for recording	Groups of 3/4
Student modality	Students used class materials as a language resource. Key language elicited/practiced and a focus on intonation and pronunciation issues in first half of session.		
Timing	20m to prepare 20m to rehearse 20m to record		20m to write the script 20m to rehearse 20m to record
Materials during the task	-	-	Pictograms and drawings to cut up as/if needed.

The focus of these activities was to provide an opportunity for extended interaction in the collaboration/creation preparation stage, moving to more controlled production in the actual recording stage. Students found each of these tasks highly motivating and their end productions showed a good range of appropriate language with redeployment of the target language. However, it is important to note that initial enthusiasm led to loss of target language use in the first preparation phase with a lot of translanguaging (Creese & Blackledge 2010) between English and French and at times a complete loss of all interaction in the target language. The translanguaging also ensured the flow of interaction during the work of the students (cf. Nikula & Moore 2016).

Different groups had different strategies:

- Those that took many notes and wrote a script were quiet during the preparation phase and had a rather “wooden” intonation. Their production was very controlled.
- Those that had more spoken negotiation, with a lot of translanguaging during the preparation phase and a slightly freer plan produced more natural-sounding recordings.
- In some groups, there was disagreement on the appropriate strategy with weaker students wanting to script their production and stronger students keen to skip this step and to attempt a more spontaneous production.

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- For task B, students enjoyed the creative "play" aspect of the imagined doctor/patient interaction with some students focussed on reproducing all the essential information, others were more on developing the imaginary situation (tension, confusion etc.).

These negotiations around the task raised issues for students, whatever their chosen method of preparation the students were testing the limits of what they could do spontaneously or not in their target language repertoire.

There was a marked contrast between activity types A, B and the animation activity C. For activity type C, the teacher gave more controlled instructions to the students. The pictograms provided a tighter framework and explicit instructions were given that the students should write a script. This animation task involves synchronizing voice and gesture and has a more closed range of language possibilities. Students remained in the target language more consistently throughout, moving pictograms to illustrate their speech raised awareness of intonation and chunking. They had to make several takes to complete the task. Overall, this was a more controlled task. In comparison to the others, it did not allow for simulation of a "real" context.

After the class, the students were able to watch and reflect on their and other students' productions (cf. 'post-task phase' by Ellis 2005). This allowed them to reflect on the strategies they had put in place for each specific task as well as on the longer-term strategies they can implement to improve orally beyond the EFL classroom (e.g. shadowing). They were also encouraged to think about the language resources that were useful for the task and common mistakes they produced. This reinforces the student-centred approach in the classroom – they are able to reflect on their own language productions post task. The model here can navigate between the effective EFL medical student and an idealised native speaker/ medical professional and this is in keeping with the construction of language and professional identity in this student group.

Differences and similarities

It was surprising to notice how many similarities there were between German (MFL, L3) classroom in Finland and English (LSP, L2) classroom in France. One striking similarity was that the interaction between students was limited. When trying to use the target language, there was a lot of translanguaging. In the Finnish L3 context, students felt often frustrated in using the target language. They switched easily to their own mother tongue. The video recordings revealed that non-verbal strategies helped, when students were trying to find the words in the target language German. More linguistic scaffolding in the target language was necessary (cf. Boers et al. 2016). In the French L2 context, student competence in the target language was higher. Here, enthusiasm and engagement in developing the imagined situation led to a loss of language focus. In the heat of the moment translanguaging helped and there was considerable mediation between French and English with a progressive return to the target language to complete the task.

In both classrooms, we observed that the balance was managed by carefully scaffolding and planning the sequence of activities, materials and instruction. We noticed that the timing and progression through the activities was key. In both countries, the mother tongue and previously acquired languages helped in the classroom work. In the French context, mother tongue French was used besides the target language. In the Finnish context, when students worked on their own without the teacher and/or German-speaking tutor, they mostly used Finnish and not the target language German. When they discussed with the German tutor, the L2 English took the stronger role. Mostly there were three languages involved in the Finnish classroom (cf. Hammarberg 2010). In general, the spontaneous production in the target language was very limited.

With regard to the technology used in these tasks, we observed that it is motivating for the students to be able to control production and to produce something. The production can be real-life and authentic or simply an appeal to creativity and role-play. However, once again scaffolding was very important, not just for language use but also for the classroom organization and interaction with technology. For instance, when internet is used, it was important that links are available in the learning platform and that students know where they should search for information. In both contexts, the use of technology allowed for reflection on the task, and teachers could build upon this for future sessions.

Discussion

In each of our very different contexts, we note a trade-off between investment in the activity and using the target language. In general, both L2 and L3 students were highly motivated and engaged by the activity types proposed. Language teachers tend to be very much focussed on target language use -particularly if their practice is built on communicative approaches to language teaching and TBL. Here we saw interactions between languages around the language task that, in the French L3 classroom, were partly resolved as they moved through the activities because of their higher language competence.

Students seemed to mobilize all their available language resources to complete the task in both L2 and L3 contexts. This raises questions about authentic language use. The translanguaging here was authentic to the task but might not be considered “authentic” in terms of target language practice. Recent research in applied linguistics indicates that language learning is most effective when it draws upon the entire linguistic repertoire of an individual (Bruen & Kelly 2016). For language teachers such mediation between languages may be challenging because it takes us away from the target language practice that we are so keen to engineer for our students.

As teachers, we may be ill at ease with language switching, loss of target language; however, for us, in this observation of our classrooms, the determining factor would seem to be the scaffolding and planning of the sequence. Put simply, there are different learning gains at each stage of the scaffolded sequence. Teachers have been aware for

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some time that students need careful scaffolding to stay in the target language and that this will vary according to language competence. However, we should also be more attentive to the way in which this scaffolding and sequencing allows for different mediation, at different steps of the task, between learner languages – home, target, L2, L3. We need to consider this to be of value for the global objective of developing language competence in our students.

In the Finnish L3 context, it was also obvious that reading and listening skills in German had developed very fast but speaking skills very slowly. Previously learned languages, especially English, had an influence on the use of the target language. This is in line with the studies that have revealed increased influence of background languages in order to solve communication problems, when the proficiency level is low in the target language (here German) (for an overview see e.g., Falk & Bardel 2010). The slow development of speaking skills can cause frustration when adult students learn other languages than English, because they are used to being able to express themselves very well in English. Students found themselves in a new and unfamiliar situation, which can be especially frustrating for adult learners in university contexts (see e.g., McKay & Tom 1999, 16)

Conclusion

This was a small-scale study comparing very different university student groups in Finland and in France, with learners of German (L3/L4) and English (L2) respectively. In general, we could observe that linguistic scaffolding was necessary when students were working on their tasks. We realised how strongly the teacher has to support the student-centredness in both L2 and L3 classrooms, as a facilitator and organiser of classroom talk. In the Finnish L3 classroom, linguistic scaffolding was necessary to bring the students to the target language. In the French L2 classroom, students had to be guided in order to bring them back to the target language. Without teacher-led scaffolding, the use of the target language remained limited. In both classrooms, we could observe use of multilingual language resources of students, that is, translanguaging. Learners used different languages simultaneously. In the Finnish L3 context, students used mostly one-word utterances in the target language. The video recording revealed that they utilised compensation strategies by showing their attention and comprehension not only in words but also with their body language, for instance, by nodding, by laughing, by pointing out etc. It was clear that the students understood what was happening in the target language but they could not yet express it with words. In the French L2 context, we noticed that initial enthusiasm often led to loss of target language use, even to a complete loss of all interaction in the target language. However, the translanguaging ensured the flow of interaction in this context. It is important that we as language teachers are able to observe these interactions, analyse them and reflect on how each step of the process contributes to language learning.

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Pedagogy and Curriculum for Excellence: Finding the Opportunities

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Abstract:

This article is a personal reflection of how the languages department in an inner-city school addressed the impact of changes brought about by Scotland's new education policy, Curriculum for Excellence. It outlines the opportunities that the department seized to promote languages within the new arrangements whilst addressing a range of challenges including learner engagement, language diversification, and structural changes in the curriculum.

Keywords: pedagogy, curriculum, experiences, building, team

Context

In January 2012, I joined the languages department in St. Thomas Aquinas Secondary in Glasgow, as Principal Teacher, where the core language taught was Spanish. The department had moved to delivering Spanish in S1-S4 (ages 11-14) in lieu of French a few years before my appointment and whilst they embedded Spanish into the curriculum as the new core language, French gradually began to disappear. In the context of the Scottish Government's educational policy, Curriculum for Excellence (Scottish Government, 2004, henceforth CfE), learners were able to opt out of languages at an earlier stage. With no set initiatives in place to maintain or increase uptake of French as the additional language and no overall focus on language experience to ensure a healthy throughput in both languages from Standard Grade to Higher, the department decreased in size. However, both the introduction of the Scottish Government's 1+2 language policy in 2011 (Scottish Government, 2011) and a new leadership appointment to the department provided the school with an opportunity to reinvigorate the delivery of languages and thereby motivate and inspire learners to continue with their language study into the senior phase.

To the department in St. Thomas Aquinas I brought with me a natural enthusiasm for learning and teaching and most importantly positivity towards building the new curriculum. I always regarded CfE as an opportunity, one that signalled an exciting time of change in education. Having joined the profession in 2004, when the so-called curriculum policy was still in place nationally, I embraced the principles of CfE on their arrival as they articulated more closely with the pedagogy of my classroom. In other words, the aims of the policy, namely to create "Successful learners, confident

individuals, responsible citizens and effective contributors." (Scottish Government, 2004) perfectly encapsulated the goals I strived for in my language teaching. From the start of my career, I put learners' experiences at the heart of my learning and teaching, I wanted to create a classroom climate where language learning is enjoyable and valued by all. Thus Dylan Wiliam's assertion that 'pedagogy is curriculum' would reverberate in my mind as I took on the new role of principal teacher at St. Thomas Aquinas,

> *A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: pedagogy trumps curriculum. Or more precisely, pedagogy is curriculum, because what matters is how things are taught, rather than what is taught. (Wiliam, 2011: 14)*
>
> *In the middle of every difficulty lies opportunity. – Albert Einstein*

With a national decline of nearly a quarter of Higher entries in a 20 year period up to 2011 (Reynolds and Kemp, 2013) uptake had long been a challenge for modern language teachers to motivate learners to continue with their language to higher or advanced higher level. Whilst being in the core ensured that most learners received certification for their language, to keep attainment high, modern language teachers still had to convince young people all the benefits learning a language would bring, which in an English speaking culture is no easy feat. When changes to the curriculum structure arrived because of CfE, the guidance on when young people could abandon their language study became nebulous with some schools allowing for an exit point as early as S2 for their learners. This created an additional challenge for language departments across Scotland where languages in most schools had continued to be in the core until the end of S4 despite the notion of language as an entitlement being introduced in 2001 (Scottish Executive, 2001). According to the newspaper *The Scotsman*, schools were experiencing a decline in the number of children continuing with languages into S5 with only 1 in 10 S5 pupils taking foreign language courses (Reynolds and Kemp, 2013). With a school roll of approximately 900, this was evident in my own setting where there were only six pupils in the Higher Spanish class and ten in the Higher French. As we embarked on a journey of self-evaluation, we would discover that the key to our success in meeting with the challenge of uptake would be in finding the opportunities to promote languages within the context of the new curriculum.

Finding the opportunities: Engaging learners

> *"I think mini-whiteboards are the greatest development in education since the slate," (Gilbert, 2010 quoting Dylan Wiliam)*

This is certainly a favourite quote for me and one that colleagues in my department would agree is extremely apt as mini whiteboards were the first resource I purchased for every classroom! Early experience in the profession taught me the value of continually looking for opportunities and gathering information in partnership with colleagues to observe, evaluate and discuss what great classroom practice looked like across the curriculum so that I would continue to learn and enhance my pedagogy. My involvement in a Dylan Wiliam's Teacher Learner Community, in particular, had

significantly shaped my teaching and learning practice and I brought this experience to my new role as a principal teacher in St. Thomas Aquinas Secondary. With CfE, a framework for assessment was produced in 'Building the curriculum 5', which promoted the principles of 'Assessment is for learning',

> *Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential. (Scottish Government, 2011: 18)*

When considering the challenge of uptake we agreed that as a department we needed to focus on 'learner engagement'. If we wanted our young people to continue with their language study beyond the broad general education, we had to review our current classroom practices to ensure all learners would experience success in their language and a success upon which they could build. Curriculum for Excellence delivered the perfect vehicle for this change through its framework for assessment, BTC 5. We began a process of self-evaluation by measuring our current performance against the indicators in '*How good is our school' (3rd edition)* and using the reflective questions in BTC 5. Regular discussions about learning and teaching as well as peer observations facilitated the process of change as we worked together as a team to achieve our goal. We wanted all learners to have positive language learning experiences and we believed that the embedded practice of formative assessment would enhance our pedagogy and give our pupils greater ownership of their learning; thereby increasing motivation to continue with their language beyond the broad general education. Formative assessment became firmly rooted in our daily classroom practice and many of the assessment techniques developed informed the learning and teaching in real time and reflected our flexibility of approach to the delivery of languages as we used instant feedback from pupils to lead the learning. All staff were invested in the practice of formative assessment; success criteria, thinking time, self and peer assessment tasks, show-me board activities, no hands up, questioning techniques, exit passes, problem solving activities, amongst many others which have since become regular features of our classroom practice. We also built regular learning checkpoints into our courses to

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encourage learners to identify what they could do and guide them in developing next steps to support their progression. We knew our approach to encouraging learners to take ownership of their learning was effective when our pupils started to assume leadership roles in the classroom, began asking to correct activities, looking for opportunities to explain their learning to other pupils, setting their own homework tasks and asking relevant questions. Benjamin Franklin describes it best: *'Tell me and I forget, teach me and I might remember, involve me and I learn.'*

Finding the opportunities: *Vive le français!*

As previously intimated, as a consequence arising from the introduction of Curriculum for Excellence secondary schools began changing their curricular models to ensure that learners would experience a broad general education in their first few years at secondary. This change was significant in the context of modern languages, as learners would no longer have to continue their language study beyond the BGE phase to certificate level. Additionally, during this period of adjustment, a number of modern language departments saw their period allocation for languages in S1-S3 reduced as well. In St. Thomas Aquinas, we had the full support of the senior leadership team and were fortunate to retain our 3-period allocation in S1-S3 for Spanish with an exit point at the end of S3. We were delighted! However the challenge of reintroducing French into the curriculum remained. With personalisation and choice as one of the seven principles of curriculum design, we believed that it was essential that young people in our school had a choice of languages which would create a learning pathway towards language study in the senior phase, if they so desired. With all staff being dual-language qualified, the skills were there to place French firmly back into the curriculum. Following a formal discussion with the head teacher in the January of my appointment, and through school evaluation procedures, it was clear that everyone would welcome any initiative that would allow our learners the opportunity to experience French as part of their broad general education. Thus, our journey began – Vive le français!

Discussions in the department led us to the decision that the best plan of action would be to create a taster course for our S2 learners. We then gave them the option of studying French in S3 in addition to their study of Spanish. To ensure this was a successful project we had to consider carefully how we would deliver this course and its content. With the statements below taken from How Good is Our School 3,

- 'Our learners are motivated and eager participants in their learning.' (HM Inspectorate of Scotland, 2007: 22)
- 'Our programmes and courses are stimulating, challenging, relevant and enjoyable' (ibid: 27)

at the forefront of our thinking, we began to plan a three-week programme for all learners in S2.

Our vision, from the outset, was to provide an experience of the language that would meet the needs of our learners as well as be enjoyable and engaging and consequently one would which would motivate learners to choose French as a subject moving into S3. We therefore decided to design a programme of work that would reflect a balance of language and culture, culminating in a final whole-year activity. This would allow our learners to celebrate with the school community their learning and la culture française! We were extremely pleased with the results of our project. Following evaluations, it was clear that our taster course had achieved our aims, with many of the pupils commenting positively on the cultural aspects of the course. The event at the end of the taster helped to promote French amongst pupils further and promoted our status as a Modern Languages department. Interestingly, French became the 'novelty' language; some of the learners involved had only ever experienced Spanish and therefore enjoyed the exposure to a nouvelle matière. The positive experience also resulted in over twenty pupils opting to study French in addition to their study of Spanish in S3. The range of learners in the class showed that we had captured the imagination of many through our taster programme. Most pleasingly of all, the young people in that particular year group would drive us towards delivering for the first time the Scottish Baccalaureate in Languages four years later.

We successfully used the model pilot to promote French as the second language for another two years, until the opportunity arose within the S2 elective cycle to give our learners their full entitlement to L3 in the BGE. From session 2015/16, all learners have received an additional 20 hours of language in S2 as outlined in 1+2 language policy.

Finding the opportunities: Making the curriculum structure work for us

Curriculum for Excellence gave schools greater autonomy in deciding curriculum structures. Senior leadership teams made decisions on the number of columns and in which one(s) languages would feature for learners moving into the senior phase. When Standard Grade examinations were in place learners would study eight subjects however with CfE, many schools changed the number of certificate classes to seven and in some cases six, and of course, languages were no longer compulsory. In St. Thomas Aquinas, learners were in a structure of seven and the place of languages within these columns would be critical to our uptake. The senior leadership team in the school gave us the opportunity to explore through the learner voice where best to place languages; consequently, Spanish appeared in two columns and French in one. The placement of the second language was extremely important as often we would lose dual linguists to science and therefore the option for learners to study both sciences and languages was made available. Discussions with senior leadership teams on the place of languages in the curriculum are thus clearly essential to positive uptake into the senior phase.

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Finding the opportunities: Learning beyond the classroom

Our courses provided our learners with a wide variety of opportunities to explore Spanish and French culture through music, film, literature, food, and festivals. However to really exploit the cultural references we had to look beyond the classroom. We therefore organised regular trips for our pupils to local Tapas and French restaurants. These were and continue to be popular nights where pupils have the chance to socialise outside school with their classmates and teachers in settings where they are immersed in the language; restaurant staff communicate in the language the pupils are learning and encourage them to respond in the appropriate language. When opportunities arose for learners to visit the Alliance Française or participate in the Multilingual Debate at Heriot-Watt University we signed up. Again, these were enjoyable experiences where learners were able to see the importance of languages and in the particular case of the debate, how they link in with the world of work. Our French breakfast takes place annually and has been an additional opportunity for our learners to take their learning out of the classroom to enjoy a croissant, *pain au chocolat* and a *jus d'orange*.

We also wanted learners to experience the culture by visiting the country and consequently introduced a Barcelona trip. This was a chance for our learners to take the language they had been learning in the classroom and use it in a real life context therefore the first trip was launched in 2012. This has been a highly successful venture and S6 pupils often cite this in their yearbooks as the most memorable experience of their time as a pupil at St. Thomas Aquinas. Both pupils and staff enjoy the Barcelona trip, and it has become a feature of the life of the school.

Effective marketing meant that languages became a popular choice as an area of study in the school. Pupils who had participated in the school trip we led every year to Barcelona were keen to explore other Spanish speaking cultures. In response to their interest, we investigated possibilities. The most suitable destination for a range of reasons was Nicaragua. Pupil involvement in the expedition required them to engage with their local communities to help raise funds to participate in this great opportunity. These events were attended by parents, staff within the STA learning community, and local councillors. The expedition itself was a life changing experience. As part of our itinerary, we spent 5 days in one of the poorest communities in León in Nicaragua. We gave pupils the task of building a stage for the first high school graduation, and they spent their afternoons leading activities for the children in the primary school. This was an invaluable experience for our pupils as they were able to contribute and actively engage with another community using the language skills they had been learning and have a greater understanding of their role as global citizens. This expedition also further raised the profile of languages in the school and local community.

More recently we invited the Scottish European Educational Trust into the school to promote the 'Our Europe' competition (now rebranded as 'Our World)'. All our S3 learners were encouraged to submit a storyboard around the themes provided by SEET to enter the competition. Many of our teams organised time to meet outside class to create their storyboard and 12 entries were submitted. While only one of the entries was successful in making it to the next part of the competition, our learners were motivated to work together outside the classroom to complete storyboards which supported the message that languages are important. Of course, we were delighted when our young people received the 'Peer Choice' award at the Scottish Parliament for their final video entry 'La gente hace Glasgow'.

We have also been in an extremely fortunate position where we have been allocated language assistants on an annual basis. Whilst only having a few hours of their time, the experience of communicating with a native speaker has been invaluable to our learners as they learn to engage and communicate in the language they are learning outside the class.

To improve uptake learners need as many opportunities to use their language in contexts outside the classroom therefore as we move forward as a team we will continue to provide our learners with as many as these opportunities as possible.

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Finding the opportunities: Change of culture

La diligencia es madre de la buenaventura. – Miguel de Cervantes

Recently, while out at a careers' fair in my seconded role as a Professional Development Officer with SCILT, an S2 pupil asked me, "What is the point in learning a language?" In his mind, he had the figure of approximately 1,000 hours of his time to learn a language and wondered whether it would really be time well spent.

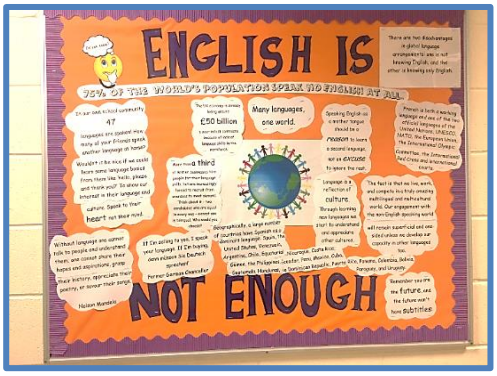
His question highlighted the fact that languages DO take time to learn and naturally, he sought reassurance that his effort and hard work would be worth it. Changing attitudes towards language learning and convincing learners of the many benefits they will bring is a challenge with which many language teachers may identify. How do you market the place of languages in a curriculum for the 21st century to pupils, parents and staff? In St. Thomas Aquinas, we had successfully done this through our learning and teaching as well as through experiences that took learning beyond the classroom. However we had an additional strategy to promote languages to all and change the culture,

> *'Registered teachers ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated.' (GTC Scotland, 2012: 16)*

A prime location on the first floor of the school building, through which many pupils, staff and visitors, pass regularly, provided us with the perfect opportunity to promote our department through our wall displays. In his book 'Strategies for Closing the Learning Gap' Hughes talks about the importance of the physical learning environment in classrooms and highlights its significance with this quote from a Modern Languages Teacher:

> *'When they walk into my room, they'll walk into France. They'll see, hear, smell and 'feel' France. They'll speak French, they'll feel French – they'll almost be French.' (Hughes & Vass, 2001: 89)*

For me this quote captures the critical importance of creating an environment that motivates and inspires young people to learn languages; the environment has to be immersive and this includes the physical environment. As a team, we want to ensure that our corridor displays celebrated language learning through displays of pupil work, photographs of events and information that promote the benefits of learning a language. These displays provide a window to the department, they reflect the learning and teaching, support the ethos of the classroom and celebrate pupil achievement. Moreover, in the department at St. Thomas Aquinas they are a fundamental part of our advertising campaign – Vive les langues! We update the displays regularly and there is a folder in the department where we store photos of our wall displays.



A further strand to our advertising campaign has been to promote languages to our parents. As language teachers, how often do we hear parents say the words 'I couldn't do languages at school'? We recognised as a team that we needed to identify opportunities to change some misconceptions held by parents around language learning. There were a range of events organised by the senior leadership team where parents could visit the school and individual departments. These events allowed us to speak to parents directly and highlight the learning and teaching of the department. We created departmental brochures, which parents could take away and gave out copies of pupil course plans so they could track their own children's language progress.

'As a result of our family learning classes, families have increased aspirations as individuals and as a family.' (Education Scotland, 2015: 40)

More recently, we organised an event that brought parents into the classroom with their children so they could experience a typical language lesson. Studies show that parental engagement has a large and positive effect on children's learning. We therefore knew it was essential that we engaged and promoted language learning to parents. Parents involved received this event positively received so this is something upon which we will build in the next school session:

"Thank you for such a lovely experience, wish I could go back to school now!" (Parent)

A change in culture and attitudes towards language learning is essential to ensuring high uptake in the senior phase so we do need to 'sell' languages to all.

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Finding the opportunities: Together Everyone Achieves More

I remember the words of the headteacher in my previous school, *'There is nothing more important than the way we treat each other.*' While there were many jokes, even by him, about how often he repeated this phrase, there is much truth in that philosophy and this phrase was always in my mind. When I was appointed to the post of Principal Teacher, I wanted to ensure that I would be the type of leader who would inspire not just through my enthusiasm and commitment to language learning but in the way I treated those around me. I held the belief that the success of the department would rely on my ability to build positive working relationships with both staff and pupils. I always considered myself very fortunate to be a member of the team at St. Thomas Aquinas Secondary and perhaps from the outset this was evident to both pupils and staff and therefore a positive starting point. There was a wealth of experience in the department and it was in my recognition of this experience that I began to build a rapport with the members of my team. At this time of educational reform, it was important that I led an inclusive approach to change in the department, which had to include a clear rationale for any actions to be taken forward. As already cited, I used key national documentation, *Building the curriculum'* and '*How good is our school' (third edition),* to support change AND improve uptake. With national changes to curriculum, we had to review all our courses from broad general education through to senior phase but we had a shared vision. Through the departmental improvement plan, we shared the workload, discussed and monitored our progress and using a visual display we ticked off each task as it was completed; we were a team. This spirit of collegiality fostered a strong teaching and learning environment in the department for all learners, where they felt respected and well supported in achieving their language goals and therefore motivated to continue with their studies into the senior phase.

Concluding Thoughts

Uptake of languages in the senior phase of St Thomas Aquinas is testament to the positive learning experiences and language opportunities received by pupils and the success of courses we developed. For session 2017/18, we successfully secured eight senior classes: two Higher Spanish classes, four National 4/5 Spanish classes, one Higher French and one National 5 French class. Nevertheless, uptake remains a challenge. Education is never stagnant. Every year the young people who come through our department are different and we have to sell the benefits of languages through our pedagogy, experiences and environment that must continue to evolve and change with our learners.

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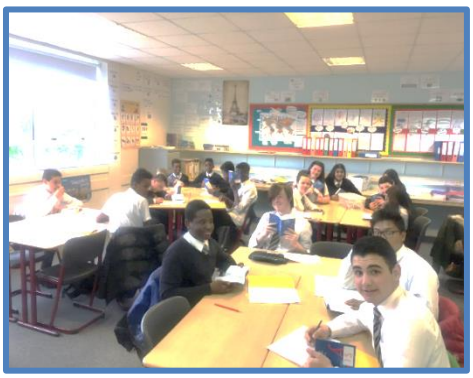
Appendix: Former Pupil Testimonials

The gratitude I would like to express to the Modern Languages Department at STA is nothing shy of overwhelming. The study of modern languages at school is itself embedded in communication and all of the staff there truly epitomise the importance of communicating with their pupils. They consistently went above and beyond with talks, presentations, games, outings, trips and language related activities to really show us young learners where languages could take us. Now years on I know none of it was bravado – I'm on an exciting and diverse career path which I would never change. I put it down in part to years of never-failing support and encouragement from an outstanding group of teachers at STA. Even now as an undergraduate student I know I can always rely on them. **Marc Fingland studying for an M.A in Spanish and French Hons at University of Glasgow**

I studied both French and Spanish in St Thomas Aquinas, continuing Spanish to Advanced Higher level, whilst simultaneously undertaking the Scottish Baccalaureate for Languages during my final year in the school. This was an invaluable chance to combine the academic curriculum with personal research, allowing me to explore questions about language learning and equipping me with critical skills in preparation for university where I now study Spanish and Linguistics. The department as a whole was an incredibly supportive environment, not just in terms of SQA qualifications, but also in all aspects of school life and beyond, particularly in their continuous encouragement of my university application. I feel incredibly lucky to say I am a current undergraduate at the University of Oxford, and am hugely grateful to all of the STA language department for the part they played in granting me this opportunity. **Catherine Smith studying for a B.A. in Spanish and Linguistics at the University of Oxford**



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Recent Publications – Abstracts and Weblinks

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'.

Beinhoff, B., Rasinger, S. and Sheehan, M. (Eds.) 2017. Taking Stock of Applied Linguistics.

This link takes you to the proceedings of the 49th Annual Meeting of the British Association for Applied Linguistics, Anglia Ruskin University, September 2016.

British Council (2018) Language Trends 2018

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) 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/Pearson (2017) Helping the UK thrive: Education and Skills survey 2017

The report finds that 47% of employers were dissatisfied with graduates' foreign language skills, a decrease on 2016 (48%), and 2015 (54%). In the same time, their dissatisfaction with the foreign language skills of school and college leavers has risen (in 2017 66% of employers were dissatisfied with these skills). As in 2014, 2015 and 2016, French, German and Spanish continue to be the European languages most in demand - rated as useful to their business by 51%, 47% and 45% of employers.

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.

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', and is available in a wide range of languages.

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Downloadable Articles from Other Academic Journals

Last updated: 30 July 2018

1. 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).

- 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.

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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.

2. IRIS (Repository of) Instruments for Research Into Second Languages

3. 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

4. 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.

5. List.ly of online journals for language learning

Compiled by Teresa Mackinnon (University of Warwick) – some journals are available without subscription.

6. 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 recently launched their own open-access, online journal, which 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."*

Have a look at the policy papers section.

7. 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.

8. Language Texts and Society

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

ISSN 1756-039X (Online)
CC BY-NC-ND 4.0

9. 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

10. Other

Dina Mehmedbegovic and Thomas Bak (2017) Towards an interdisciplinary lifetime approach to multilingualism: From implicit assumptions to current evidence in European Journal of Language Policy

Abstract: Many types of human behaviour, from scientific research to political decision-making, are based on implicit assumptions, considered to be so self-evident that they do not need any further justification. Such assumptions are particularly powerful in topics related to language: one of the most universal and fundamental human abilities and a prerequisite for social life, civilisation and culture. They become a driving force in the current debates about multilingualism.

We identify three central assumptions underlying key controversies related to language: (a) the “limited resources model” assuming that learning languages has a detrimental effect on learning other subjects, (b) the notion that the “normal” state of human brain, mind and society is either monolingualism, or a strong dominance of a “mother tongue”, accompanied by less relevant “additional” languages, (c) the belief that the aim of language learning is a “native-like” proficiency and anything that fails to reach it has only limited value.

Combining radically different academic backgrounds (education and cognitive neuroscience) and methodologies (qualitative and quantitative) we examine how these assumptions influence attitudes towards multilingualism. We evaluate the available empirical evidence and explore conceptual common ground, from the design of school curricula to the promotion of healthy ageing. We conclude that our perspectives complement each other, providing a valuable tool to inform language policy.

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Issue 34, Summer 2018, 73-74

Selected Events from August 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
23-25 August	**Multidisciplinary Approaches in Language Policy and Planning Conference.** OISE/University of Toronto, Canada
5-8 September	**EuroSLA 2018.** University of Münster, Germany
6-8 September	**BAAL Annual Conference 2018: Taking Risks in Applied Linguistics,** York St John University, York.
10-11 September	**10th AILA-Europe Junior Researcher Meeting in Applied Linguistics: "Research(ing) Cultures in Applied Linguistics"** University of Duisburg-Essen, Campus Essen, Germany.
15 September	**Looking Inward and Outward: 25th Anniversary Conference UCML Scotland.** Tower Building, University of Dundee, Dundee.
17-19 September	**8th International Conference on Applied Linguistics and Professional Practice.** University of Cardiff
22 September	**IN THE SHADOW OF THE STANDARD: A workshop and networking event for Early Career Researchers on the influence of standard language ideology on non-standard language(s).** School of Cultures, Languages and Area Studies, University of Nottingham
2 October	**Erasmus+ UK Annual Conference.** Central Hall, Westminster, London.
16 November	**Language Linking Business Thinking.** Edinburgh College, Sighthill Campus. Edinburgh. This event is for Developing the Young Workforce representatives and Careers Advisers in schools, colleges, or universities.
22-24 November	**Multilingual Awareness and Multilingual Practices.** Tallinn, Estonia.
29-30 November	**Bilingualism and Interculturality: Challenges, Limits and Solutions.** Universidad Nacional de Educación a Distancia, Madrid (Spain)
10 December	**Classroom interaction at the international university,** Guildford, University of Surrey. Contact Marion Heron (m.heron@surrey.ac.uk) for further details.
	2019
14-16 February	**Specialised discourse and multimedia: Linguistic features and translation issues.** Università del Salento, Lecce, Italy
11-12 April	**Translanguaging in the Individual, at School and in Society.** Linnæus University, Växjö, Sweden

Date	Details
16-17 May	**The Direct Method in language teaching.** University of Granada, Granada (Spain) Contact Javier Suso Lopez (jsuso@ugr.es) for details.
21-22 June	**2019 International Conference: Cross-curricular Language Learning: Putting CLIL into Practice.** Sheffield Hallam University, Sheffield.