



The New Normal for Languages at Home, School and in the Community

Programme

2pm	Opening Talk	
	The new normal for languages at home, school and in the community	Antonella Sorace
2.30pm	Parallel Sessions	
A	Principles of effective EAL teaching	Naomi Flynn & Yvonne Foley
B	Community language education before and after the COVID-19 pandemic: challenges and innovations	Petros Karatsareas, Andy Hancock & Vally Lytra
C	Building on lockdown experiences in primary language learning	Lynne Jones, Gillian Ali & Joseph Dunn
D	Building on lockdown experiences in secondary language learning	Lisa Hanna, Linda McLean & Chahrazed Ahriz
E	Foghlam tro Mheadhan na Gàidhlig ri linn Glasaidh-shluaigh – Dùbhlain agus Ùr-ghnàthachaidhean Gaelic Medium Education during Lockdown – Challenges and Innovations (In Gaelic)	John Joe MacNeil, Maeve MacKinnon, Angus MacIannan & Lena Walker
3.30pm – 4.30pm	Panel Discussion	
	Feedback and discussion from session leaders	Facilitated by Louise Glen

Session Details

Opening Talk **The new normal for languages at home, school and in the community**

2pm – 2.30pm *Antonella Sorace, University of Edinburgh / Bilingualism Matters Director*

The combination of the post-lockdown consequences and imminent Brexit poses significant new challenges for languages both in schools and families. It also opens new horizons for connecting language learning contexts, including foreign language learning, immersion schools, and home language maintenance. This unprecedented situation calls for renewed efforts to bring together research and communities.

Antonella Sorace is Professor of Developmental Linguistics at the University of Edinburgh. She is a world-leading authority and has published widely on bilingualism and language learning over the lifespan, bringing together methods from linguistics, experimental psychology and cognitive science.

She is also committed to disseminating the findings of research on bilingualism outside academia. She founded Bilingualism Matters in September 2008 as a local research-based information service for parents and teachers focusing on the facts, benefits and challenges of early bilingualism. Over the last 10 years, she has opened over 20 branches of Bilingualism Matters around the world.

Session A **Principles of effective EAL teaching**

2.30pm – 3.30pm *Naomi Flynn, University of Reading / BM Reading Director*
Yvonne Foley, University of Edinburgh

In this practice-oriented session Naomi Flynn and Yvonne Foley will present an overview of what makes great EAL teaching for children and adults across all phases of education. Drawing on examples from their work in schools, they will explain how teachers can modify their practice to be EAL-friendly while reaching the needs of all learners.

Dr Naomi Flynn is an Associate Professor of Primary English Education at The University of Reading, Institute of Education where she is a teacher educator for trainee and practising teachers. Her practice-related research is in the teaching of learners with English as an additional language (EAL). In particular she is interested in helping teachers develop a pedagogy for multilingual learners that works for all learners, and she is currently engaged in a collaboration with US researchers to this end. Naomi is a trustee and Events Chair for the National Association for Language Development in the Curriculum (NALDIC) and a Co-Director of Bilingualism Matters @ Reading.

Dr Yvonne Foley is Head of Institute for Education, Teaching and Leadership at Moray House School of Education and Sport, University of Edinburgh. She has worked as a teacher educator for many years in the field of English as a second/additional language in Taiwan and across the UK. She currently teaches on a range of programmes (PGDE Secondary, MSc Language Education, MA Primary Education with Gaelic and MSc TESOL) with a focus on social justice in language education.

Session B Community language education before and after the COVID-19 pandemic: challenges and innovations

2.30pm –

3.30pm

Dr Petros Karatsareas, University of Westminster/BM London Director

Dr Andy Hancock, University of Edinburgh

Dr Vally Lytra, Goldsmiths University of London

This session will introduce participants to the diverse landscape of community language schools, also known as Saturday or complementary schools in Scotland and the UK. It will also provide insight into ongoing research that documents the experiences of teachers and parents with online teaching and learning, the benefits and struggles, in Greek community schools in Switzerland as a result of the pandemic

Petros Karatsareas is Senior Lecturer in English Language and Linguistics at the University of Westminster, Co-Convenor of the Special Interest Group on Multilingualism within the British Association for Applied Linguistics, Co-Director of the London branch of the Bilingualism Matters network, and Co-Director of the Cyprus Centre at Westminster. He specialises in multilingualism focusing on the languages of the UK's minority ethnic communities. He explores the factors that play a role in intergenerational transmission and maintenance, looking specifically at ideologies of monolingualism, attitudes towards multilingualism, and attitudes towards non-prestigious linguistic varieties. He is also interested in community language teaching and learning looking at how community languages are taught in complementary schools and the role these schools play in language maintenance and ideology. He is currently addressing these issues based on his research on London's Greek Cypriot diaspora. He is also actively involved in a range of public engagement activities raising awareness about the value of non-standard linguistic varieties and about the contribution of the Greek Cypriot community to London's multicultural and multilingual character, including as part of the Being Human Festival for the Humanities. His research has received the financial support of the British Academy (Postdoctoral Fellowship, Rising Star Engagement Award), the Leverhulme Trust (Small Research Grant, joint funding with the British Academy) and the Cross-Language Dynamics: Reshaping Community AHRC-funded Open World Research Initiative programme.

Vally Lytra is Reader in Languages in Education at the Department of Educational Studies, Goldsmiths, University of London. Her research interests include bilingual community education, family language policy, faith literacies and teacher preparation for linguistically/culturally diverse teaching contexts. Vally will talk about her on-going research project that documents the experiences of teachers and parents with online teaching and learning in Greek community/complementary schools in Switzerland. Initial findings from the project can inform to what extent and in what ways the increased use of digital technologies as a result of evolving social distancing measures is shaping the teaching and learning of bilingual community education, what new pedagogic practices might be emerging and how they might be supporting bilingual teacher agency and leadership.

Andy Hancock is a Senior Lecturer at University of Edinburgh. He started teaching in multilingual primary schools in London before working for two years in a State Secondary school in Zimbabwe. In 1990 he moved to Scotland to become a peripatetic support teacher to bilingual and traveller pupils in Central Region. Prior to coming to the University of Edinburgh Andy was Manager of the Bilingual Support Service in North Lanarkshire. Andy has researched and published extensively on a range of issues including complementary schools and language policy in Scotland. In 2014 he co-edited a volume with Xiao Lan Curdt-Christiansen, *Learning Chinese in Diasporic Communities* (John Benjamins). This book stems from an interest that relates to his PhD study exploring children's biliteracy practices in multilingual settings in Scotland.

Session C Building on lockdown experiences in primary language learning

2.30pm – *Lynne Jones, SCILT*
3.30pm *Gillian Ali, Cathedral Primary School, Motherwell*
Joseph Dunn, St Francis Primary and Nursery Class, Glasgow

In this session, we will discuss some of the challenges, successes, and lessons learned by primary teachers trying to maintain language learning during lockdown. Join us to share your experiences and to consider what it means to teach languages in Scottish primary schools during a global pandemic.

Lynne Jones is one of the Professional Development Officers at SCILT, Scotland’s National Centre for Languages. Before joining SCILT in 2012, she worked in primary schools in Dundee and West Lothian for over a decade, with whole school and cluster remits for modern languages. In her current role, Lynne collaboratively designs and facilitates a range of professional learning opportunities for pre- and in-service teachers including SCILT/Education Scotland’s Languages Leadership Programme and SCILT/Open University’s Teachers Learning to Teach Languages (TELT) programme. Lynne is a doctoral student at the University of Strathclyde, specialising in supporting teacher learning.

Gillian Ali works as a languages specialist at Cathedral Primary School in Motherwell, North Lanarkshire. Gillian taught live French lessons to a class of primary aged beginners from across the country, as part of the SCILT/ eSgoil national school during lockdown.

Joseph Dunn is a teacher at St Francis Primary and Nursery Class in the Gorbals, Glasgow. Armed with his guitar and his colourful sidekick Paloma, he posted regular Spanish challenges on his Glow blog and on Twitter for pupils and their families to try during lockdown.

Session D Building on lockdown experiences in secondary language learning

2.30pm – *Lisa Hanna, SCILT*
3.30pm *Linda McLean, West Calder High School, West Lothian*
Chahrazed Ahriz, Cults Academy in Aberdeen.

In this session, we will discuss some of the issues emerging from the move to online language teaching: challenges, successes, and how we move forward to embrace “the new normal” as language teachers.

Lisa Hanna is a Professional Development Officer with the SCILT team. She is an experienced Principal Teacher of Spanish and French, and has worked in international education, citizenship and enterprise and as a 1+2 Development Officer for Inverclyde Council. In her role at SCILT, Lisa has been supporting professional learning throughout the educational community, and is an enthusiastic advocate for language learning in all contexts.

Linda McLean is a teacher of Modern Languages at West Calder High School, West Lothian. Throughout lockdown, she was the online teacher for German in the SCILT/ eSgoil national online school, as well as managing her own classes at West Calder High School.

Chahrazed Ahriz is a teacher in pupil support at Cults Academy in Aberdeen. She is also a teacher of mathematics. For the past year, Chahrazed has worked with SCILT to produce courses in Arabic for both primary and secondary learners: these will be delivered in 2020-21 to a number of schools in Scotland using online platforms. During lockdown, Chahrazed taught a series of live lessons for beginners in Arabic online, as part of the SCILT/ eSgoil national school.

Session E **Gaelic Medium Education during Lockdown – Challenges and Innovations**
(In Gaelic)
2.30pm –
3.30pm *John Joe MacNeil, University of Edinburgh*
Maeve MacKinnon, Senior Education Officer – Gaelic, Education Scotland
Angus MacLennan, Head Teacher e-Sgoil, Stornoway
Lena Walker, Education Improvement Team, The Highland Council

This session will explore challenges of GME teaching in primary and secondary contexts during and beyond lockdown, as well selected best practices in supporting language learning at school and home by working in partnerships and using digital platforms.

Foghlam tro Mheadhan na Gàidhlig ri linn Glasaidh-shluaigh – Dùbhlain agus Ùr-ghnàthachaidhean

Anns an t-seisean seo, thèid sgrùdadh a dhèanamh air na dùbhlain mu choinneamh teagaisg ann am FTG aig ìre na bunsgoile agus na h-àrdsgoile ri linn agus as dèidh glasaidh-shluaigh, cho math ri taghadh dhe na cleachdaidhean as fheàrr ann a bhith a’ cumail taic ri ionnsachadh cànan aig an sgoil agus aig an dachaigh, le bhith ag obair ann an co-bhonn agus a’ cleachdadh làraich dhidseatach.

John Joe MacNeil is a Senior Teaching Fellow in Gaelic Education at Moray House School of Education and Sport at the University of Edinburgh. He is also the Programme Director for the MA Primary Education with Gaelic (Fluent and Learner Pathways) Programme. Before taking up his role in Moray House, John Joe was the Head Teacher of Bun-Sgoil Ghàidhlig Loch Abar (Lochaber Gaelic Primary School).

Maeve MacKinnon is a Senior Education Officer – Gaelic at Education Scotland. Her role includes providing advice and support for Gaelic education, incorporating Gaelic Medium Education, Gaelic Learner Education and Learning about Gaelic language and culture, both regionally and nationally. Before taking up post at Education Scotland, Maeve worked as a primary teacher and a Depute Head Teacher in Gaelic Medium Education for over 25 years.

Panel **Feedback from sessions and panel discussion**
Discussion *Facilitated by Louise Glen, Senior Education Officer for Languages, Education Scotland*
3.30pm –
4.30pm

In this closing session, brief feedback from the parallel session leaders will be followed by a discussion on the emerging themes.

Louise Glen is a Senior Education Officer with Education Scotland, the national body responsible for teaching and learning in Scotland. Her work includes providing national curricular support, advice and guidance on the 1+2 languages policy. Before joining Education Scotland, Louise worked for Fife Council for over 20 years as a teacher of German and French, as a Principal Teacher of modern languages and as a Depute Head Teacher.