



Linguistics in language teaching and learning: towards a more **inclusive** and **motivating** approach

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<https://studybreaks.com/culture/perfecting-the-art-of-the-third-wheel/>



Outline

1. Linguistics in language teaching and learning
 - a. What do we mean by linguistics?
 - b. Linguistic variation and diversity
 - c. Opportunities and challenges for the classroom
2. The Linguistics in MFL Project
 - a. The backdrop
 - b. Co-creation of linguistics-informed materials
 - c. A manifesto



Outline

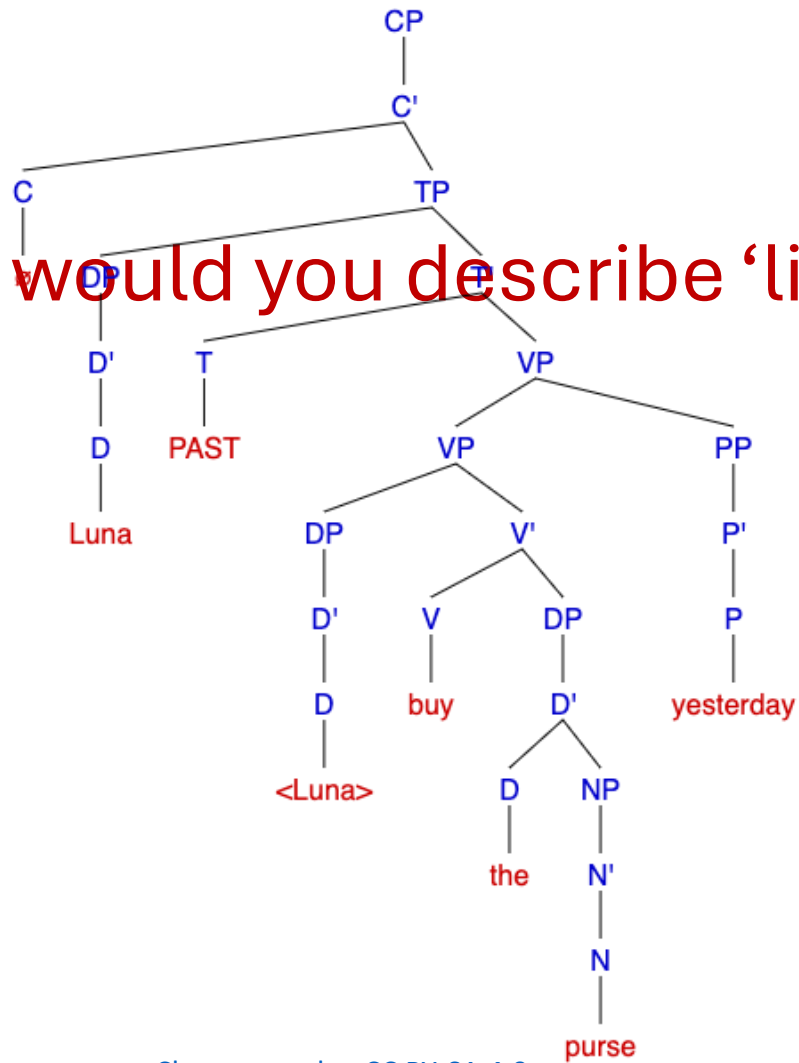
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How would you describe 'linguistics' to a friend?



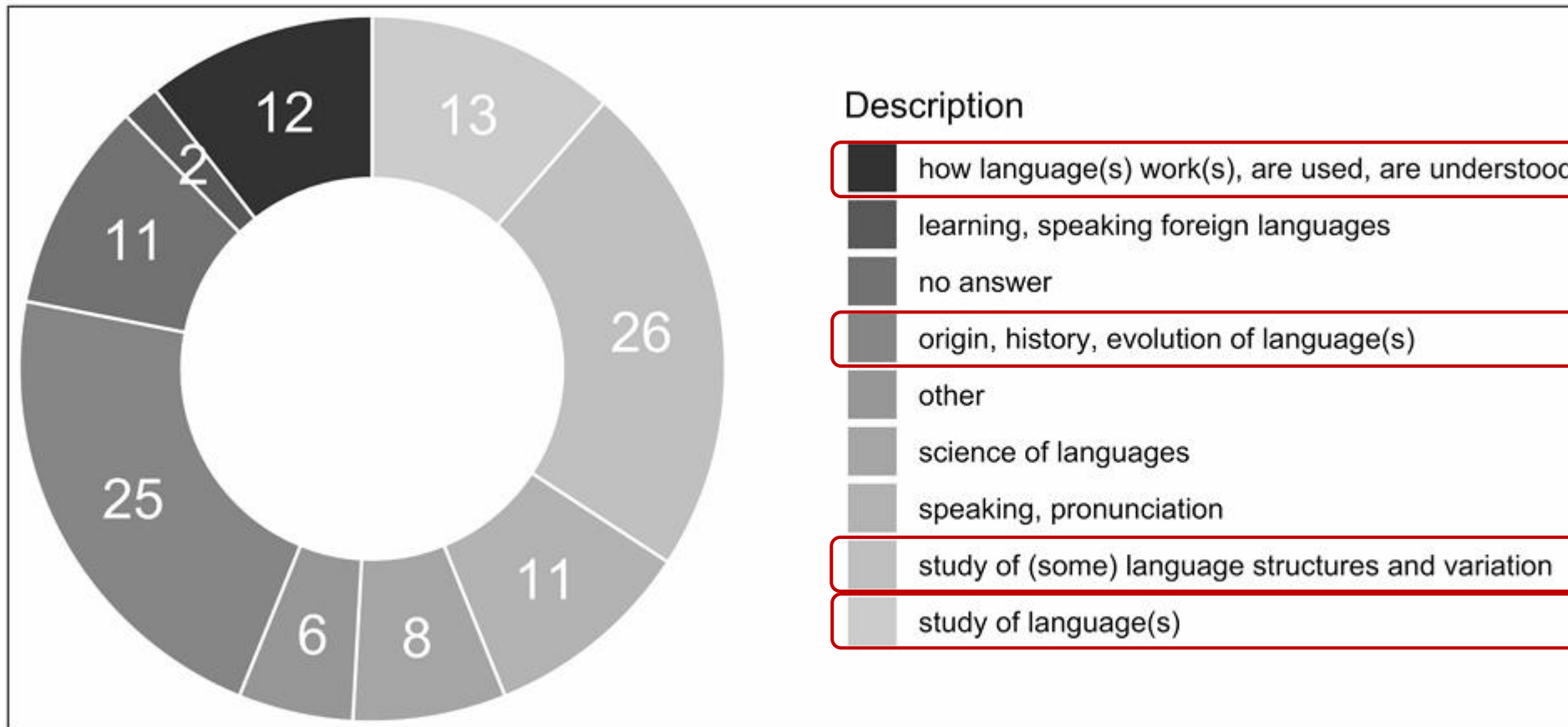


Figure 2 Raw count of students' answers to the question "How would you describe linguistics to a friend" in the post-stimuli questionnaire.



Linguistics defined by an A-level language student

“Linguistics allows you to **understand languages** better from how they were formed, how they changed through time due to specific history and also how they change from geographical areas. Linguistics include the study of syntax, semantics, phonetics and phonology and **makes you think more about your own language and the differences and similarities between other languages** (from both the same language tree or others).”

([Sheehan et al. 2021](#), p. 10; my **emphasis**)



Linguistics defined by an A-level language teacher

“Linguistics is learning **ABOUT language** rather than learning the language itself. It allows you to understand both the common and disparate elements of languages across the world and brings with it the options to appreciate the **scientific basis** of language as well as the huge **social, cultural, cognitive and environmental elements** of language. The opportunity to understand how and why we say the things we do – in any language – and how important it is to appreciate this to avoid misunderstandings and improve **cultural capital** – is something all language teachers should have.”

(unpublished quote, my **emphasis**; cf. [Sheehan et al. 2024](#))



Linguistics

- Linguistics is the objective, scientific, analytical and critical study of language(s)
- It is the study of how language(s) work(s)
- It looks at the sounds and structures of linguistic varieties as well as how and why they are used



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Language is as diverse as the people who speak it...

- How dost thou, sweet lord?
- Hiyaaa!
- Ey up!
- Good evening, ladies and gentlemen!
- Alright mate?
- Hi, aunty Sarah!
- Aww hellooo there! Aren't you a cutie?
- 🙌



Asymmetric Pluricentricity of Standard German ([Ammon 1995](#))

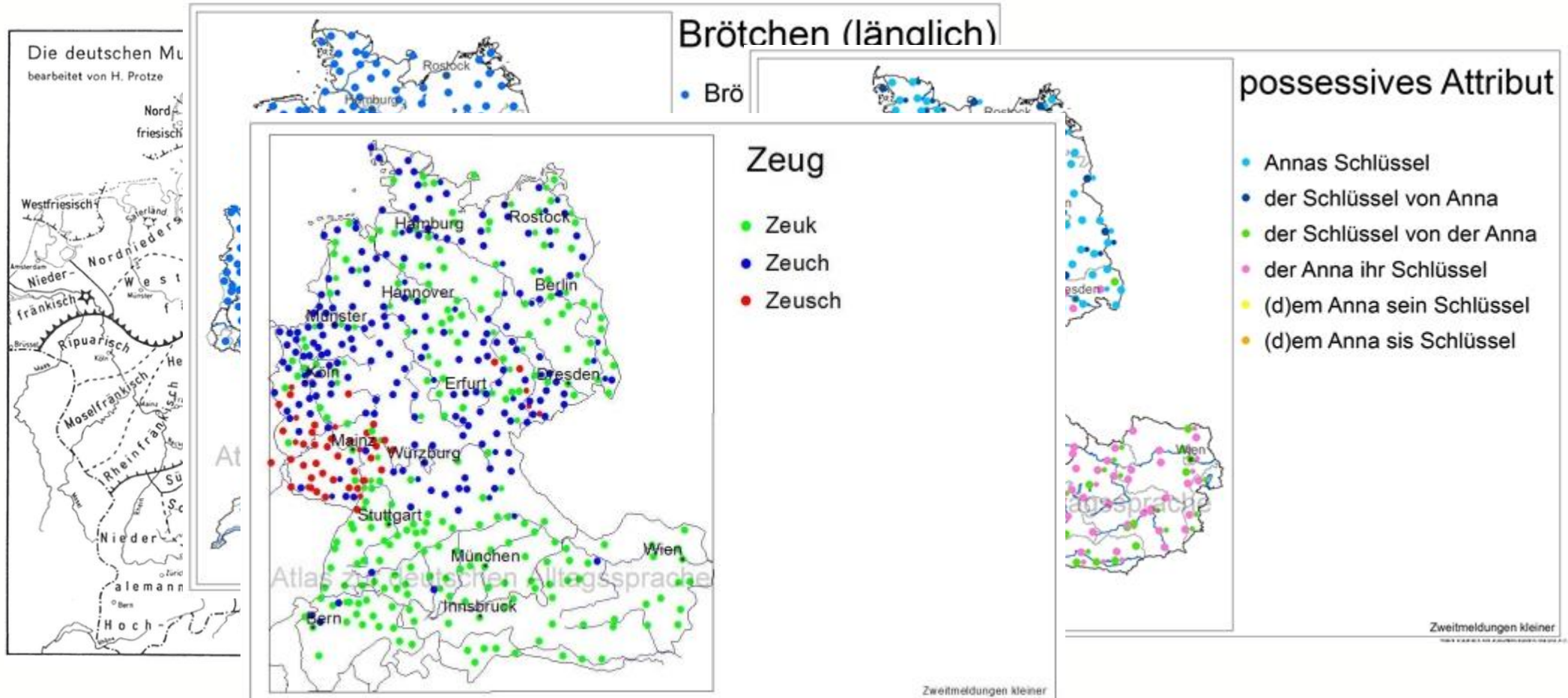
German vs. Austrian vs. Swiss **Standard**

Differences re:

- Pronunciation (NB. Swiss Standard mainly written)
- Grammar (ich habe gestanden vs. ich bin gestanden)
- Spelling (ß vs. ss)
- Vocabulary (Erdapfel, Paradeiser, Velo, Poulet, ...)



German dialects ([Bausinger 2015](#); [Atlas zur deutschen Alltagssprache](#))



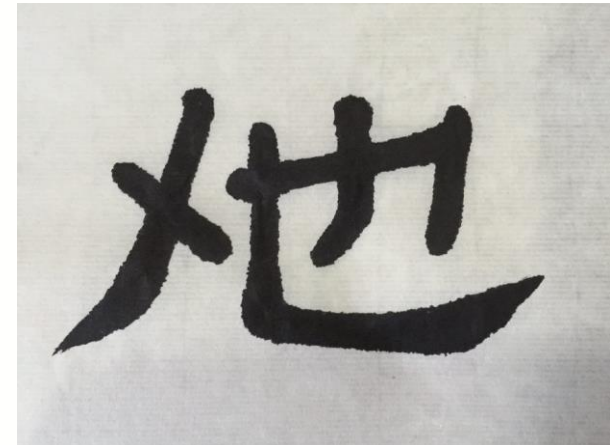
**‘You taught me language; and my profit on’t/Is, I know how to curse’:
cursing and swearing in foreign language learning**

Geraldine Horan*



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C’est ouf !



Mia san mia: © imago/photoarena/Eisenhuth, <https://www.bundesliga.com/en/bundesliga/news/mia-san-mia-what-does-bayern-munich-s-club-motto-mean-4947>

Oh là là: Madame a Paname, Youtube, <https://youtu.be/51peApWXqew>

Radfahrer*innen: Creative Commons; Foto (Ausschnitt): Coyote III; CC BY-SA 4.0, <https://www.goethe.de/ins/hu/de/kul/sup/klit/21458969.html>



Bernd Riexinger ✓

@b_riexinger

Follow



Der ehemalige [#VW](#)-Chef [#Winterkorn](#), der wegen dem [#Dieselskandal](#) angeklagt wird, bekommt für seine "Verdienste" 3100€ [#Rente](#) pro Tag. Andere schuften ihr Leben lang und fallen in [#Grundsicherung](#). Betrüger in Nadelstreifen dürfen nicht belohnt werden!

4:50 am - 15 Apr 2019

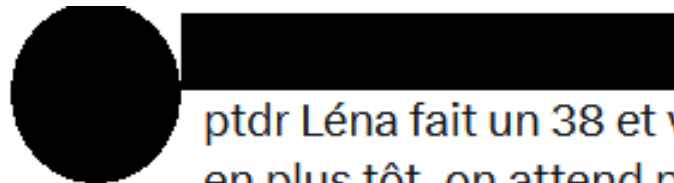


Follow



Orrr 🙄 1 Grad eh. Und morgen gehnwa Schlittenfahrn? Nervt! [#kaltland](#) [#Wetter](#)

10:39 pm - 11 Apr 2019



· 23h



ptdr Léna fait un 38 et vous la bodyshamez ? Donc vous le faites de plus en plus tôt, on attend plus le 42 maintenant c'est ça ? On est des ordures encore plus tôt ? Nouveaux défis ?



29



756



5,000



322.7K





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3. Outlook: might AI be able to help?



Language variation in language learning classrooms – some observations:

- One standard variety is usually dominant (asymmetry), but contemporary textbooks do tend to introduce some vocabulary from other standards/regions
 - Focus on regionally ‘neutral’ standard pronunciation
 - Focus on ‘conceptually written’ registers ([Durrell 2017](#), [Koch & Oesterreicher 2007](#))
 - Teacher and learner attitudes towards ‘non-standard’ forms vary widely (e. g. [Bohm, Scott & Stollhans 2014](#); [Scott 2015](#); [Stollhans 2015](#); [Durrell 2017](#)):
 - “authentic language”, “speak like a ‘native’ speaker”
- VS.
- “important to master ‘correct’ language first“, “shouldn’t be taught too early“



More on this:

Stollhans, S. (2020). Linguistic variation in language learning classrooms: considering the role of regional variation and 'non-standard' varieties. *Languages, Society and Policy*. DOI: 10.17863/CAM.62274.

<https://www.lspjournal.com/post/linguistic-variation-in-language-learning-classrooms>



Here linguistics can help!

- Linguistic diversity can be conveyed through the inclusion of different varieties (registers, youth language, dialects, etc.)
- Language is part of culture – through the focus on linguistic diversity, cultural diversity is conveyed at the same time
- Linguistics-informed content can thus contribute to an inclusive teaching environment



Gender diverse language and gender justice in the languages classroom

With heartfelt thanks to the international community of educators and activists whose work features here

Professional learning/Actions

Teacher Attitudes, Experiences and Strategies Towards Gender-Inclusive Language Across Languages webinar hosted by Avant MORE Learning & AATSP



"TEACHER ATTITUDES, EXPERIENCES, AND STRATEGIES TOWARDS GENDER-INCLUSIVE LANGUAGE ACROSS LANGUAGES"

Recording of webinar 06/04/22

Articles

Much Language Such Talk | Series 2, Episode 11 with Joe Pearce



#Didyouknow that language influences the way we think?

Learn more about #language and #gender in this week's episode! Available on all platforms now!

#mlstpodcast

Lesson ideas (all ages)

@MmeFarab

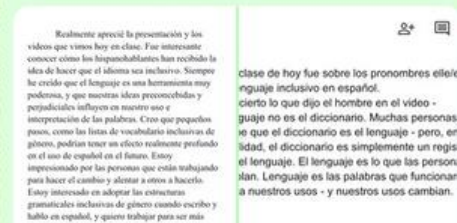


Thanks to all the suggestions I got about door decorations! It was a labor of love that took many days, but I'm so happy with the way it turned out.

Wendy Farabaugh
September 15, 2022

Social media

@AbelardoAlmazan 3



These days have been difficult, but there is joy when your Ss have these reflections, and remind you of the long journey towards creating safe and affirming spaces for all identities present in your classes.
#LangChat #mflichat
#mfltwitterati

Abelardo Almazán-Vázquez
January 13, 2022

1481739893214748673

Feedback from students

0

Articles & videos (Chinese)

The Search for Non-Binary Pronouns in Chinese

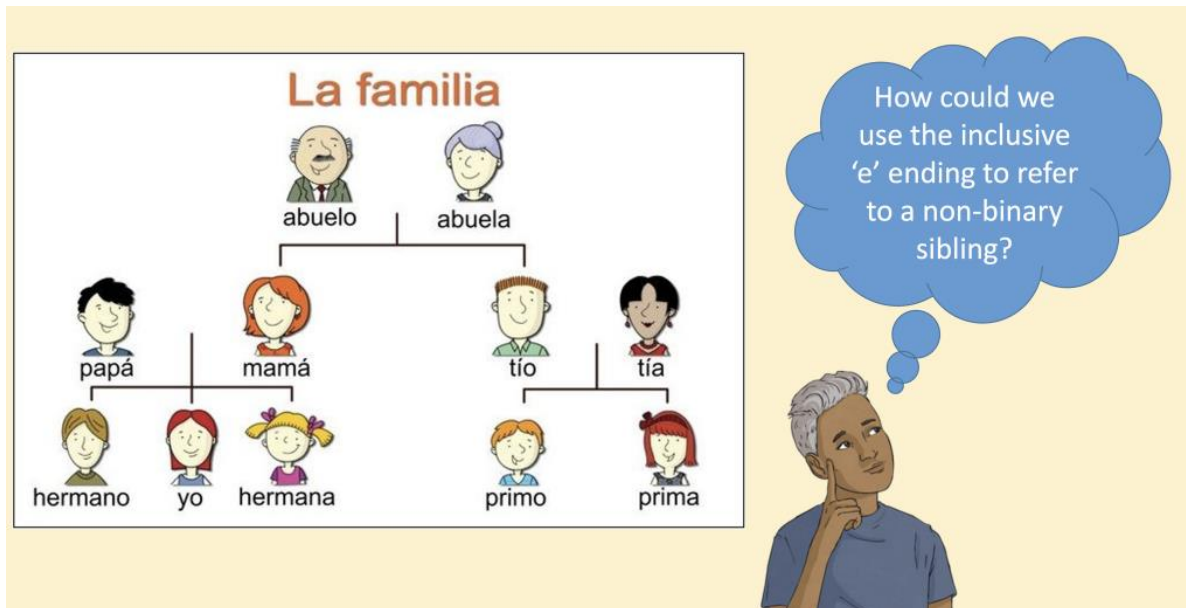


The Search for Non-Binary Pronouns in Chinese | MultiLingual

Article on the Multilingual blog, published 26/06/21

0

How non-binary Chinese people seeking a gender-neutral third-person pronoun for themselves are



¿cómo estás?

Estoy = I am

- muy (very)
- realmente (really)
- bastante (quite)
- un poco (a little)

¿y tú? = and you?

Gender neutral (endings don't change):

- feliz = happy bien = well

Add **O** (m), **A** (f) or **E** (nb)

- nervios_ = nervous
- cansad_ = tired
- estresad_ = stressed
- enferm_ = ill

James Sturt-Schmidt

<https://themillennial.home.blog/2021/02/04/making-the-curriculum-lgbt-inclusive-with-mfl-examples/>



DIE DREI GRUNDFORMEN UND IHRE AUSSPRACHE

1. **xier** – [ksi:ɐ̯] – ein Personalpronomen, anstelle **sie** und **er**
2. **xies** – [ksi:z] – ein Possessivpronomen, anstelle **ihr** und **sein**
3. **dier** – [di:ɐ̯] – ein Artikel und ein Relativpronomen, anstelle **die** und **der**



PERSONALPRONOMEN UND RELATIVPRONOMEN

Fälle:	1. Nom.	2. Gen.	3. Dat.	4. Akk.
Fragewörter:	Wer?	Wessen?	Wem?	Wen?
Personalpronomen	xier	xieser	xiem	xien
Relativpronomen	dier	dies	diem	dien

SEX EDUCATION

Untertitel einer Serie, übersetzt von Karoline Doil, Folge 4, Staffel 3, Netflix, veröffentlicht am 17.09.21 (abgerufen am 20.09.2021).



<https://www.annaheger.de>

<https://www.tiktok.com/@mitreden/video/6933192087701654789>



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Gender-inclusive language in language teaching: opportunities for the classroom

Sascha Stollhans (he/him) | S.Stollhans@leeds.ac.uk | @SaschaStollhans @LCSLeeds

50:33

[Workshop recording](#)



Photo by [mana5280](#) on Unsplash



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Gender-neutral language and inclusivity in the MFL classroom

9 June 2022

Words are powerful things. Pronouns, in particular, are such small words but pack a punch beyond their size. These little words are currently at the centre of controversy in many of the grammatically gendered modern foreign languages widely taught in the UK.



<https://qualifications.pearson.com/en/news-policy/subject-updates/languages/gender-neutral-language-and-inclusivity-in-the-MFL-classroom.html>



Improving equality, diversity and inclusion in our qualifications – an update

Published: Wednesday 27 Oct 2021

It's almost a year since we [published our commitment](#) to equality, diversity and inclusion in our qualifications, so we wanted to update you on our progress.

<https://www.aqa.org.uk/news/equality,-diversity-and-inclusion-in-our-qualifications-weve-listened-and-acted>



“Sociolinguistic appropriateness” in [the CEFR \(2020](#), p. 136-137)

C2	Can mediate effectively and naturally between users of the target language and members of their own community, taking account of sociocultural and sociolinguistic differences. Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient users of the target language and can react accordingly. Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.	B2	Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately. Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user. Can express themselves appropriately in situations and avoid crass errors of formulation.
C1	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register. Can frame critical remarks or express strong disagreement diplomatically.	B1	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of their own community.
B2	Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial. Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic form of expression in order to express themselves appropriately in the situation. Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	A2	Can perform and respond to basic language functions, e.g. information exchange and requests, and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.
B1		A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.



Linguistics: the potential benefits

1. New ways of thinking about language(s)

- Objective, (scientific) approach
- Descriptive rather than prescriptive
- Deeper understanding of what language is and how it works

2. Recruitment

- Different/new kinds of students attracted to languages
- Languages more accessible to less able/less confident students



Linguistics: the potential benefits

3. Empowering students

- Skills for autonomous language study
- Reduced linguistic misconceptions and prejudices
- Ownership of their unique way of speaking (“idiolect”), especially for community language/heritage speakers
- “appreciation of the universality of human cognition and also of human diversity” ([Tortora 2017](#), p. 4)



Linguistics: the potential benefits

4. Cross-curricular connections

- Empirical investigation and theory formation/testing ('STEM' skills)
- Intersection with English, sciences, maths, history, geography, ...
- (also within the field: bridges the "Language" (skills) vs. "culture" gap)

5. Language proficiency

- Increased metalinguistic and sociolinguistic awareness
- Better communicative competence (through understanding of how language use varies)



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<https://studybreaks.com/culture/perfecting-the-art-of-the-third-wheel/>



Proto-Celtic **dūnom* ('stronghold, rampart')

Proto-Germanic **tūna* ('fence, enclosure')

German: Zaun ('fence') Dutch: tuin ('garden') English: town

Irish: dún ('fortress') English: -ton



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LANGUAGE LEARNING IN ENGLISH SCHOOLS

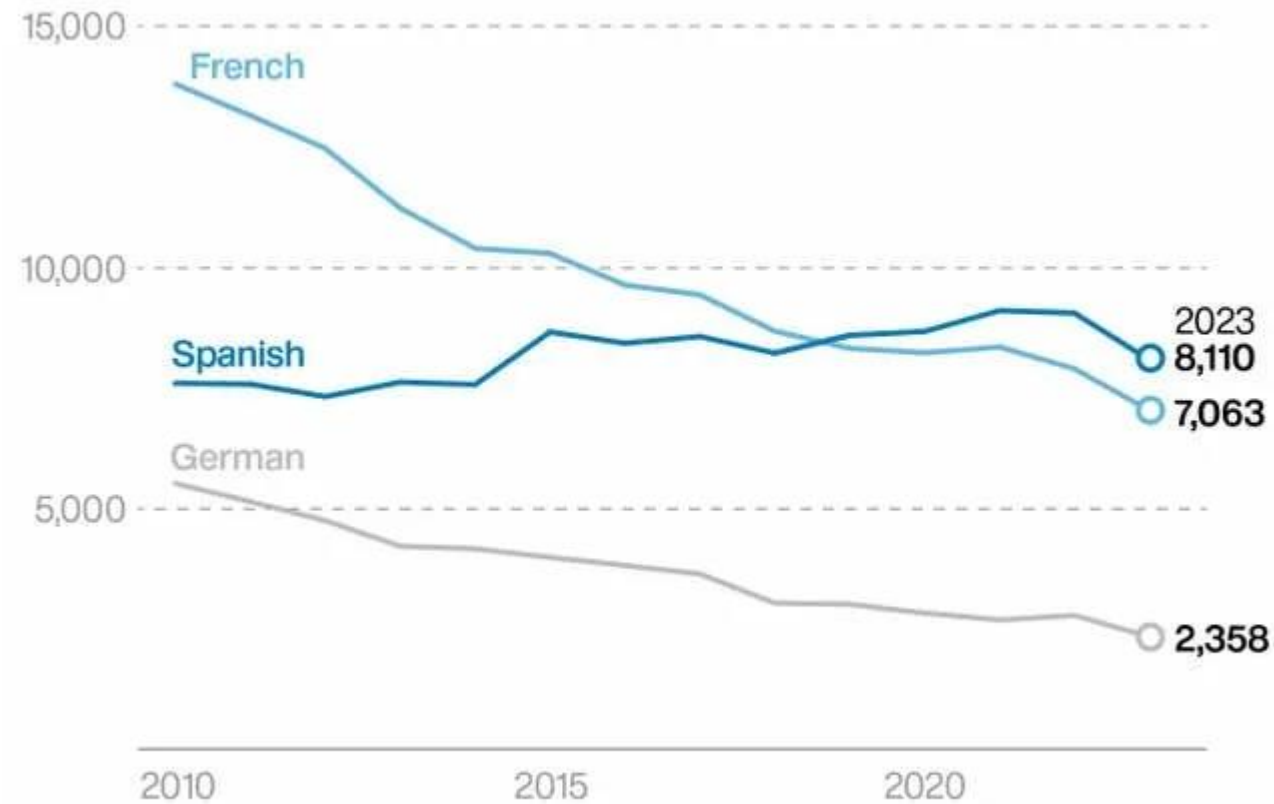


- UK: devolved education
- England: some form of language instruction compulsory at primary/elementary level – actual practice varies
- “Modern Foreign Languages” (MFL)
- In [2023](#), German had the largest decrease (-15.9%) of A-level (high school leaving certificate) entries compared to other subjects in England since 2022; French and Spanish saw the third and fourth largest decrease, at nearly 11%

LANGUAGE LEARNING IN ENGLISH SCHOOLS



A-level entries in French, Spanish & German



LANGUAGE LEARNING IN ENGLISH SCHOOLS



- Knock-on effect on university degrees (closures, re-structuring, introduction of ab initio programmes)
- Issues/criticisms include:
 - English as lingua franca
 - Brexit/politics
 - Harsh grading
 - Elite subject
 - “Language” (skills) vs. “culture” divide

LINGUISTICS IN LANGUAGE T&L



- Potential motivational effect ([Sheehan et al. 2021](#))
- Eases transitions
- Bridges language-culture gap
- May increase diversity and inclusivity

“A-level cultural topics cover a range of themes such as cyber-society, cultural heritage and multiculturalism, but the approach taken to these topics is not informed by linguistics. (...) [T]his is an unfortunate omission not only because linguistics is appealing to many language students and perceived by them to be useful, but also because the existing cultural topics could be significantly enriched by the inclusion of the critical/analytical study of language itself” ([Sheehan et al. 2024](#))

THE LINGUISTICS IN MFL PROJECT



- Aim: enhance **uptake** and **results** in languages by incorporating some **linguistics** into language teaching

WHO ARE WE?



Michelle Sheehan,
Newcastle (PI,
Portuguese, French,
Spanish)



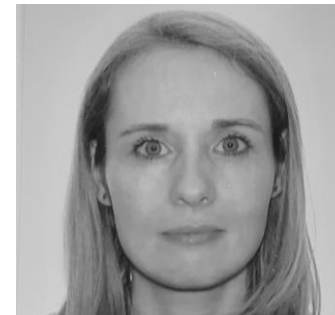
Alice Corr,
Birmingham (Spanish,
Portuguese)



Anna Havinga, Bristol
(German)



Susana Lopes
(Spanish teacher)



Débora Minguito
(Spanish teacher)



Laura Probodziak
(German teacher)



Jonathan Kasstan,
Westminster (French)



Norma Schifano,
Birmingham (Italian,
Spanish)



Sascha Stollhans,
Leeds (German)



Claire Robinson
(French teacher)

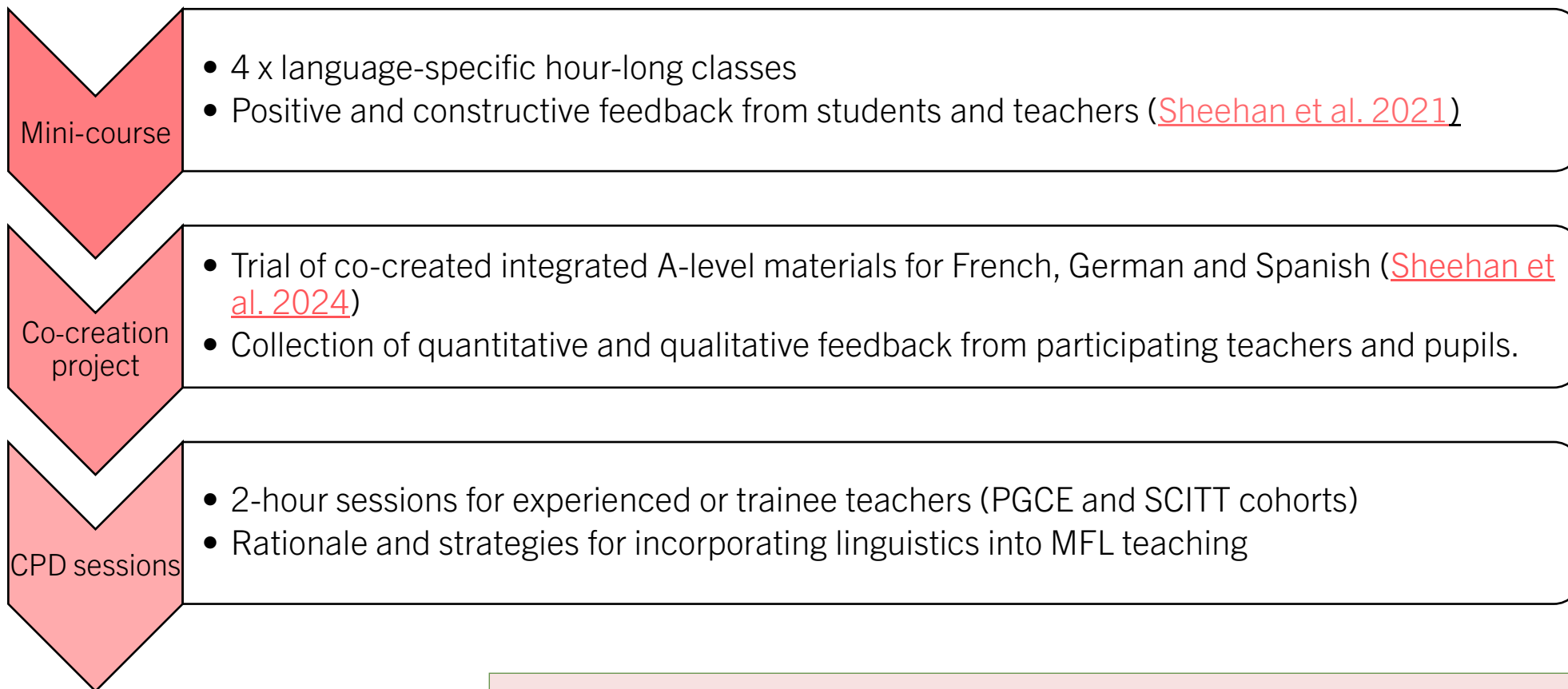


Janette Swainston
(French teacher)

Christina Westwood
(German teacher)



WHAT WE HAVE DONE (SO FAR)



Also: policy engagement, e.g. Sheehan et al. 2021. [The DfE/Ofqual consultation on revised GCSE qualifications in Modern Foreign Languages – a view from linguistics](#). *Languages, Society and Policy*.



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CO-CREATION PROJECT: CLASSES

- Regional languages of France
- Case studies: Breton and Francoprovençal
- Linguistic discrimination
- French outside France

- Attitudes to linguistic diversity in Spain
- Attitudes to language change
- Online communication
- Language and gender

- Deutsch in den digitalen Medien
- Kiezdeutsch
- Regionale Variation im deutschsprachigen Raum
- Deutsche Sprache außerhalb Deutschlands

Der ehemalige #VW-Chef #Winterkorn, der wegen dem #Dieselskandal angeklagt wird, bekommt für seine "Verdienste" 3100€ #Rente pro Tag. Andere schufteten ihr Leben lang und fallen in #Grundsicherung. Betrüger in Nadelstreifen dürfen nicht belohnt werden!

4:00 am · 15 Apr 2019



Online-Kommunikation

Sehen Sie sich die beiden Bilder an. Das erste ist ein Tweet des deutschen Politikers Bernd Riexinger. Das zweite ist eine Unterhaltung zwischen zwei Freunden auf WhatsApp.

- Wo weichen diese Beispiele von den Regeln der Standardsprache ab?
- Welche typischen Merkmale der Online-Kommunikation können Sie finden? Erstellen Sie eine Liste.

8

Étude de cas : Breton (profil sociolinguistique)



Manifestation 30 novembre 2019 pour la défense des langues régionales (France 3 Bretagne)²⁵

¿Hoy cómo se dice?

1. SOCRUS NON SOCRA → *suegra*
2. MENSA NON MESA →
3. VIRIDIS NON VIRDIS →
4. RIVUS NON RIUS →
5. AUCTOR NON AUTOR →
6. SPECULUM NON SPECLUM →



Bernd Riexinger
@b_riexinger

Follow

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Die Kiezdeutsch-Version

Welche Kiezdeutsch-Merkmale entdecken Sie in dem folgendem Augenzeugenbericht? Erstellen Sie eine Liste und tauschen Sie sich dann mit einem Mitschüler/einer Mitschülerin aus.

Ja Dicker. Ich war heut Hermannplatz so, so einfach ein Auto kommt ja, jalla, ein schwarzer Auto, und einfach so ein Frau, sie telefoniert, sie fährt noch Fahrrad, diese Behinderte, sie fährt einfach so vor diese Auto, ich guck einfach, diese Auto macht bum, kommt von Seite, diese Frau fliegt runter, dann warn aber zwei Frauen, ja tamam, dann diese Frau geht raus von Auto und guckt ob diese Frau tot oder keine Ahnung irgendwie so.

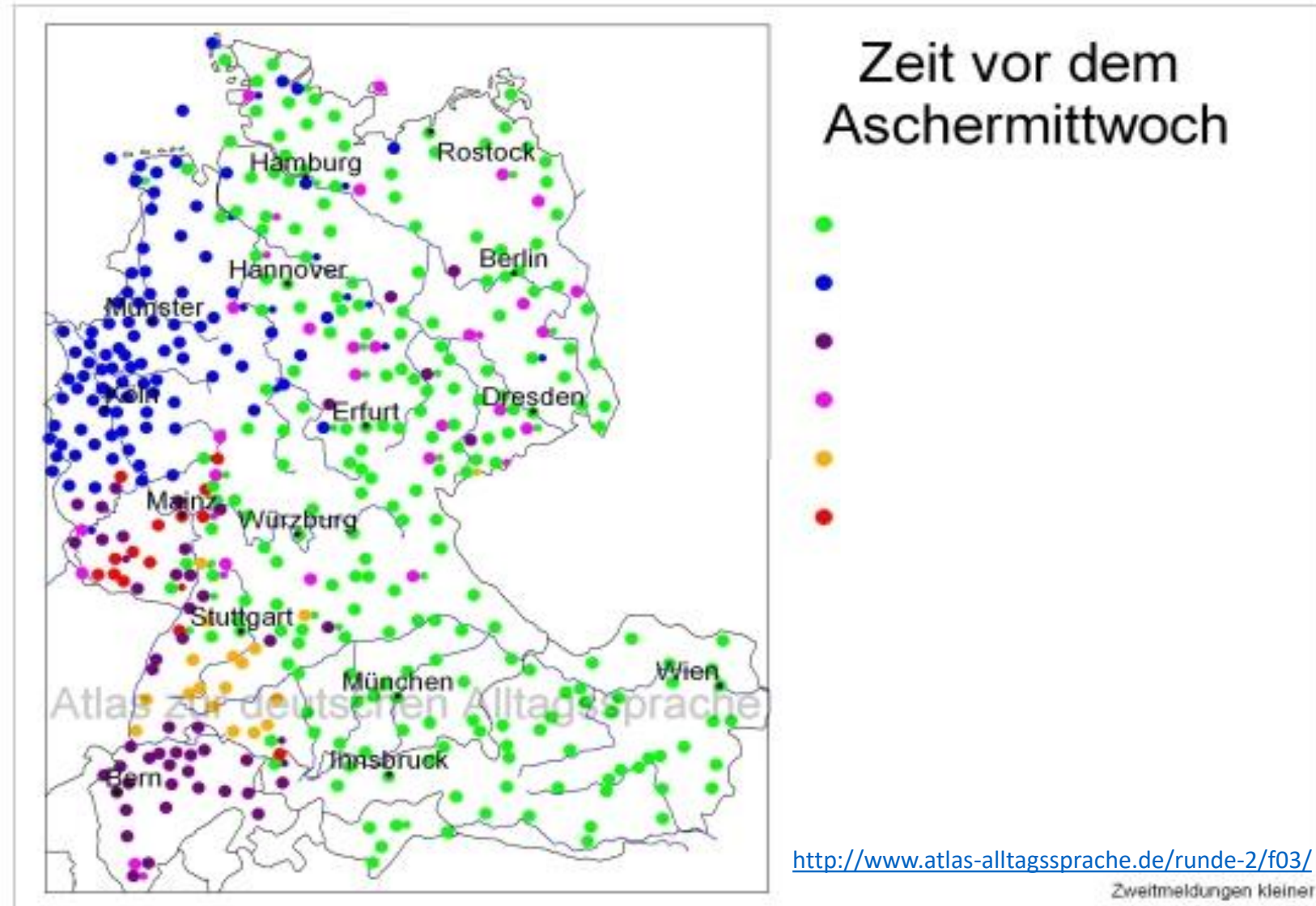
Die hochdeutsche Version

Formulieren Sie nun diesen Text auf Hochdeutsch.

Im Anschluss daran können Sie [hier](#) (ab Minute 8.16) die ursprüngliche Version hören.

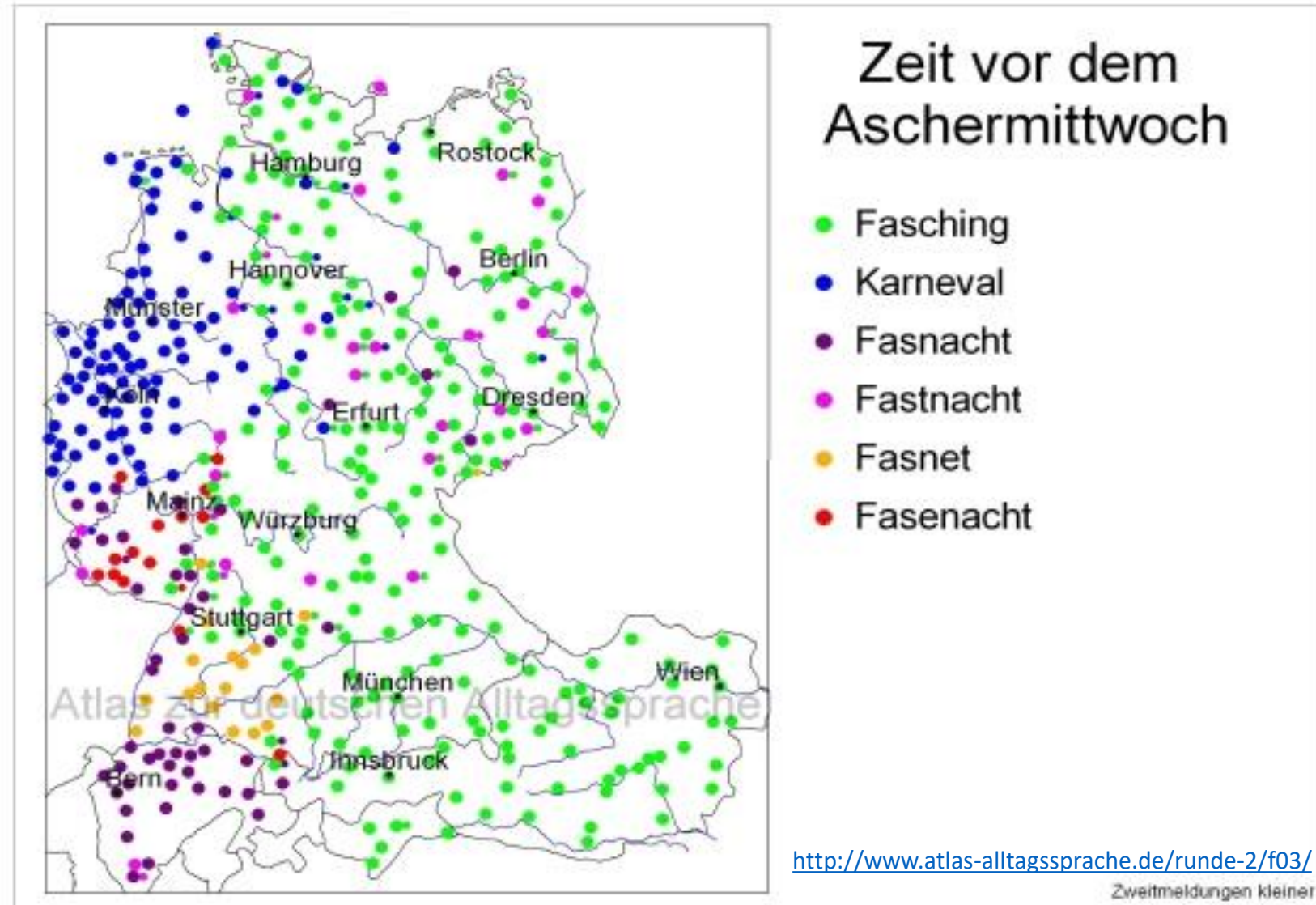
Hier spricht der gleiche Jugendliche, der diese Situation einem Freund auf Kiezdeutsch geschildert hat (siehe Transkription auf voriger Folie). Wir sehen also, dass Kiezdeutsch eine Varietät im Sprachrepertoire des Jugendlichen ist. Er kann auch problemlos Standarddeutsch sprechen.

Ordnen Sie die Namen des Festes den passenden Gebieten auf der Karte des deutschsprachigen Raumes zu.



- Karneval
- Fasching
- Fastnacht
- Fasnacht
- Fasnet

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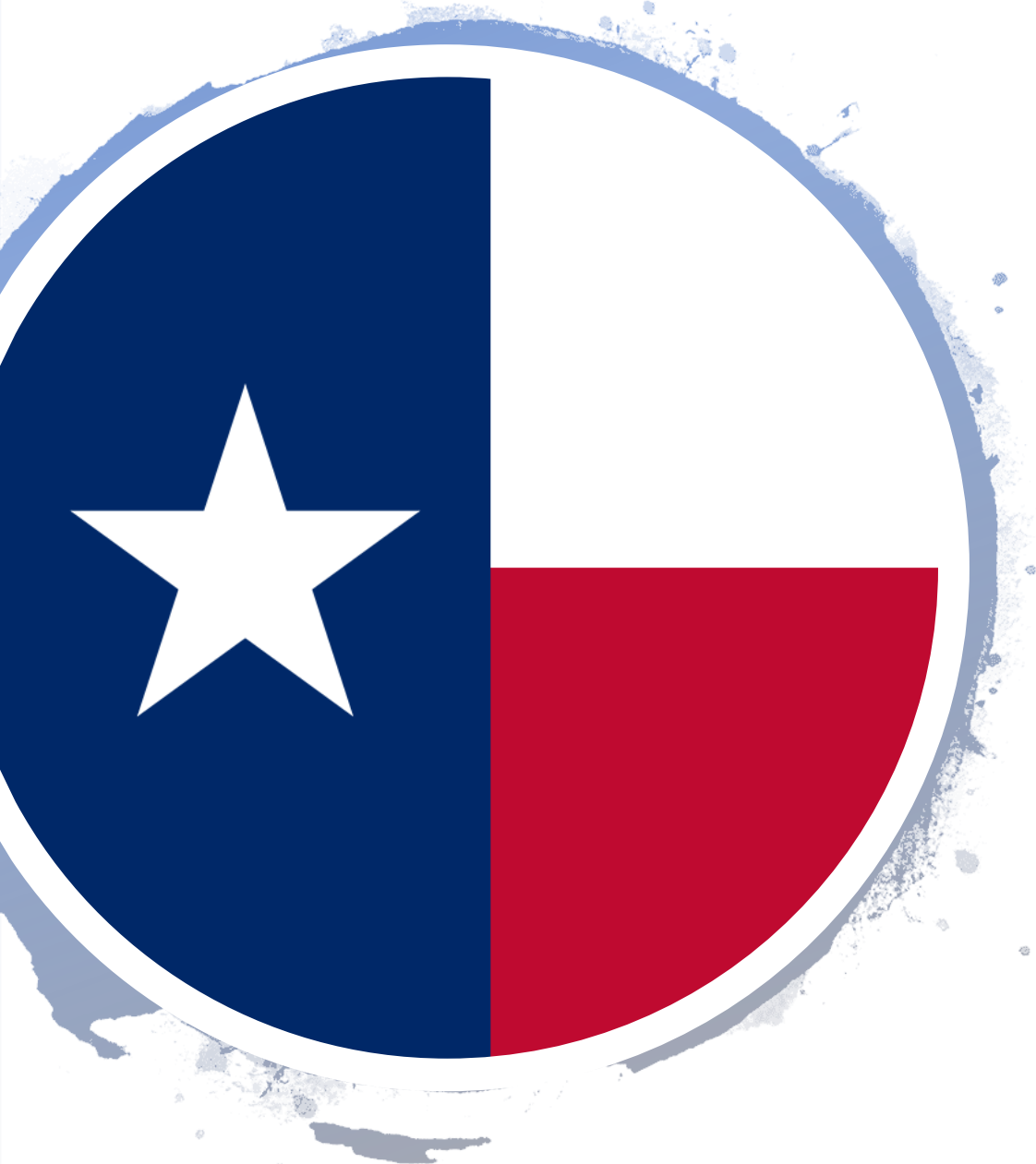


- Karneval
- Fasching
- Fastnacht
- Fasnacht
- Fasnacht
- Fasnet

Was fällt Ihnen hier an der Karte auf? Gibt es grobe Grenzen für die verschiedenen Begriffe?

‘Vastenavond’ ist der Name des Festes in den Niederlanden, und ‘Fastelavn’ der dänische Name.

Regionale Variation im deutschsprachigen Raum



Texas German

Hören Sie eine Minute lang [Vernell](#) zu, die auf Texas German über ihr Leben berichtet.

- **Gruppe A: Machen Sie so viele Notizen über ihr Leben wie möglich.** Erzählen Sie dann einem Mitschüler / einer Mitschülerin aus Gruppe B in der 3. Person über Vernells Leben, z.B. *Sie heißt Vernell.*
- **Gruppe B: Notieren Sie alle englischen Wörter, Ausdrücke und Aussprachen, die Vernell verwendet.** Erklären Sie dann Ihre Notizen einem Mitschüler / einer Mitschülerin aus Gruppe A, z.B. *Vernell verwendet das Wort ... statt ...*

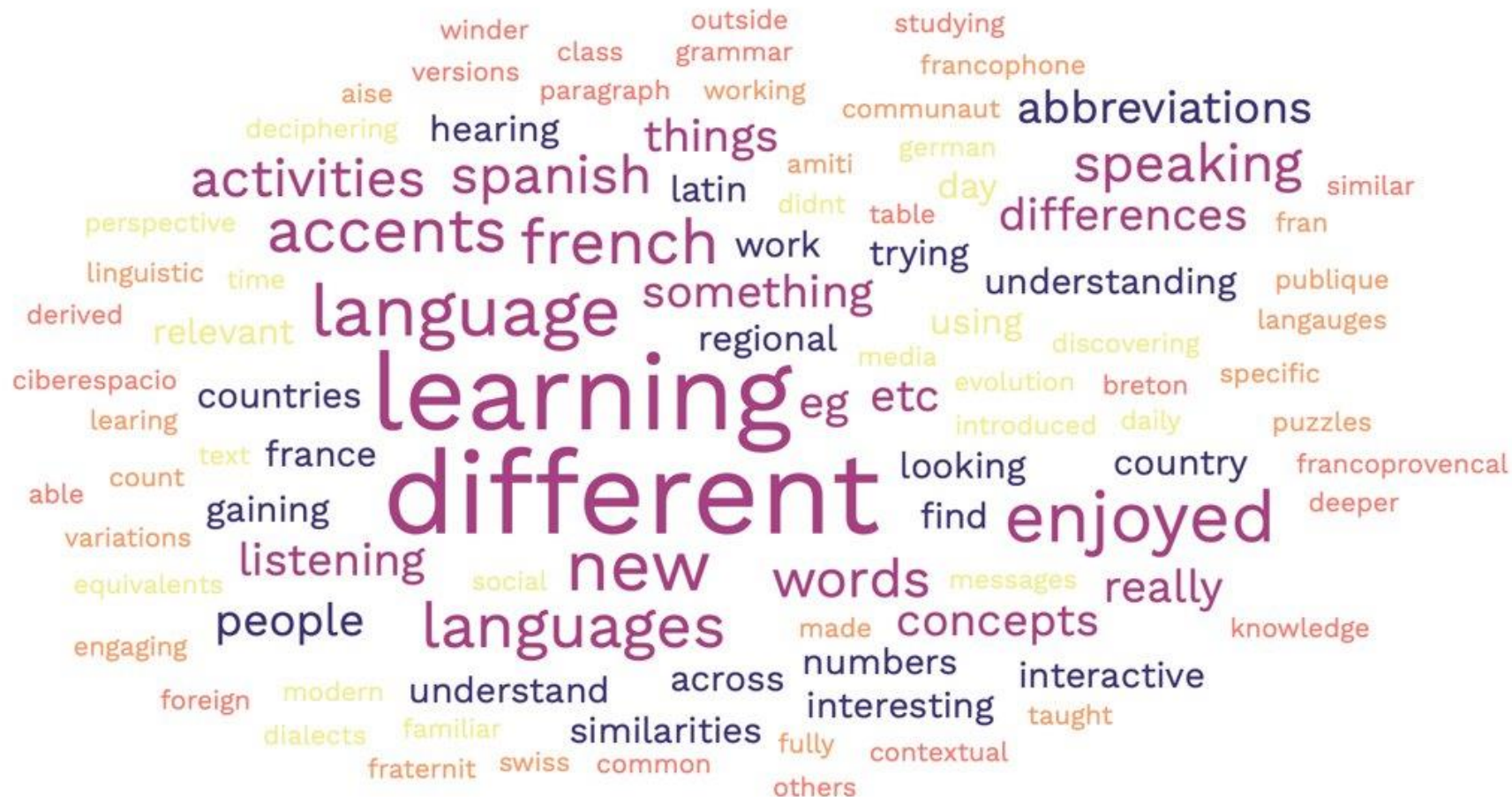


Eine sprachwissenschaftliche Sichtweise

„Die“ deutsche Sprache gibt es nicht.

Stattdessen gibt es viele verschiedene Varietäten des Deutschen – regionale Dialekte, deutsche Standardsprachen, Jugendsprache und auch Kreolsprachen und die Sprachen von Auswanderern gehören dazu.

Man könnte sich also „das Deutsche“ als einen großen Sack vorstellen, in dem alle diese Varietäten Platz finden und nebeneinander existieren.



FEEDBACK FROM STUDENTS



Studying **different versions of French** instead of the one 'accepted' exam-ready version.

Normally we focus on grammar, vocab and exam-based skills, not **wider language learning**.

Enabled a **wider variety of opinion** and means for **debate**.

The class I took **changed my perspective of languages as a whole**.

Actually **useful for genuine use** in speaking Spanish.

It made me realise that the French I study is just a small part of the **linguistic heritage** which makes up France and other francophone countries.

It gives me a **more humanistic perspective** as opposed to just learning vocabulary.

FEEDBACK FROM TEACHERS (SHEEHAN ET AL. 2024)



[L]inguistics **reduces the gulf between the knower and the 'non-knower'** and therefore increases the wish to learn.

Linguistics is a leveller, and a formidable skill to learn.

They enjoyed the pursuit of the **intellectual challenge**. And that applies I guess to **students from all across the board**.

Mathematicians and scientists as well are looking for formulae.

It was very **inclusive**.

They were interested and they understood, and I think what they really got is the **no judgement**.



STUDENT (N=65) AND TEACHER (N=17) FEEDBACK

- 100% of teachers felt **confident** teaching the classes.
- 88% of teachers agreed / strongly agreed that the lessons were **helpful** to their students.
- 85% of students agreed / strongly agreed that the content was **interesting**.
- 72% of students agreed / strongly agreed that it is **useful** to study linguistics when learning a language.
- **Nearly all** participating students and teachers agreed / strongly agreed that **linguistics should be taught as part of MFLs** in schools.
- **Potential barriers** to the inclusion of linguistics as a component of MFL A-level: mainly time (N=12) and lack of presence of linguistics in teacher training courses (N=6).

FULL RESULTS AND DISCUSSION



BERJ | British Educational
Research Journal



ORIGINAL ARTICLE |  Open Access |  

Teacher perspectives on the introduction of linguistics in the languages classroom: Evidence from a co-creation project on French, German and Spanish

Michelle Sheehan , Anna D. Havinga, Jonathan R. Kasstan, Sascha Stollhans, Alice Corr, Peter Gillman

First published: 25 March 2024 | <https://doi.org/10.1002/berj.4009>





Outline

1. Linguistics in language teaching and learning
 - a. What do we mean by linguistics?
 - b. Linguistic variation and diversity
 - c. Opportunities and challenges for the classroom
2. The Linguistics in MFL Project
 - a. The backdrop
 - b. Co-creation of linguistics-informed materials
 - c. A manifesto

A MANIFESTO FOR LINGUISTICS IN LANGUAGE TEACHING IN THE UK CONTEXT



- Employability and skills development
- Social inclusion
- Multilingualism
- Motivation
- Transitions
- Curriculum and assessment design



Sheehan, M., Corr, A., Having, A., Kasstan, J., Schifano, N. & Stollhans, S. 2023. A manifesto for linguistics in language teaching in the UK context.

<https://linguisticsinmfl.co.uk/a-manifesto-for-linguistics-in-language-teaching-in-the-uk-context>

POLICY RECOMMENDATIONS



- Increase and diversify **dissemination** of findings in linguistics and **work collectively to promote** use of linguistics-based materials (DfE, APPG, NCLE, universities, subject associations)
- Make the case to publishers, exam boards, school/department leaders and teachers that **linguistics topics** fit well within existing specifications and encourage introduction of linguistics components (DfE, APPG, NCLE, subject associations, universities, teachers)
- Consider linguistics and linguistics-informed approaches in **curriculum and assessment design** (DfE, NCLE, exam boards, publishers)
- Embed linguistics in **ITT and CPD** (teacher training providers, DfE, NCLE, schools)
- Encourage **collaboration** and **co-creation** projects between academics and teachers as well as MFL and English teachers (universities, schools, subject associations)

A MANIFESTO FOR LINGUISTICS IN LANGUAGE TEACHING IN THE UK CONTEXT



Languages uptake in education: Obstacles and interventions

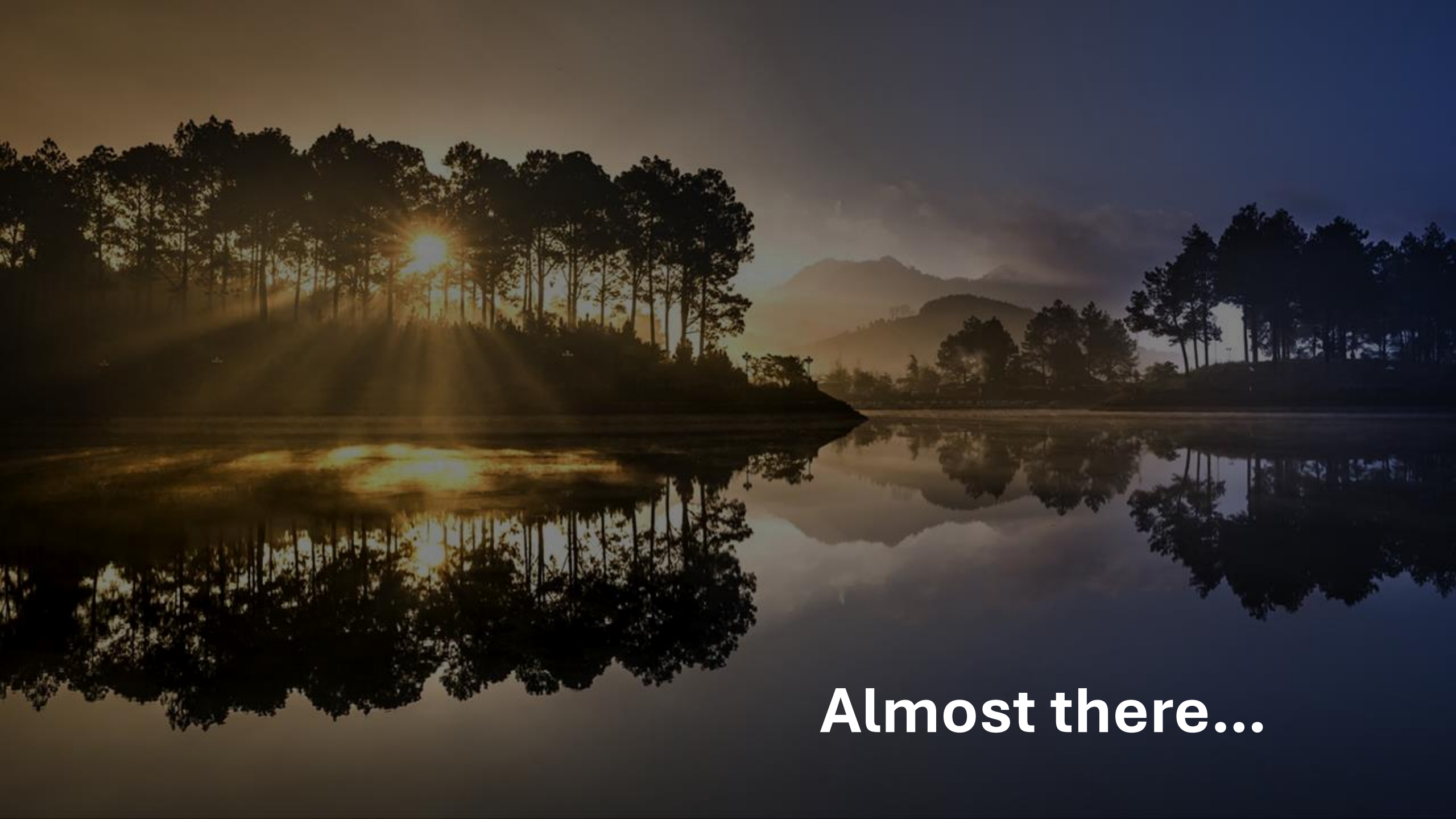
Association for Linguistics in Great Britain and Northern Ireland (LAGB)
Education Committee

29 August 2024, 2-4pm, Newcastle University (hybrid event)

MORE INFO



<https://linguisticsinmfl.co.uk/resources-events/>

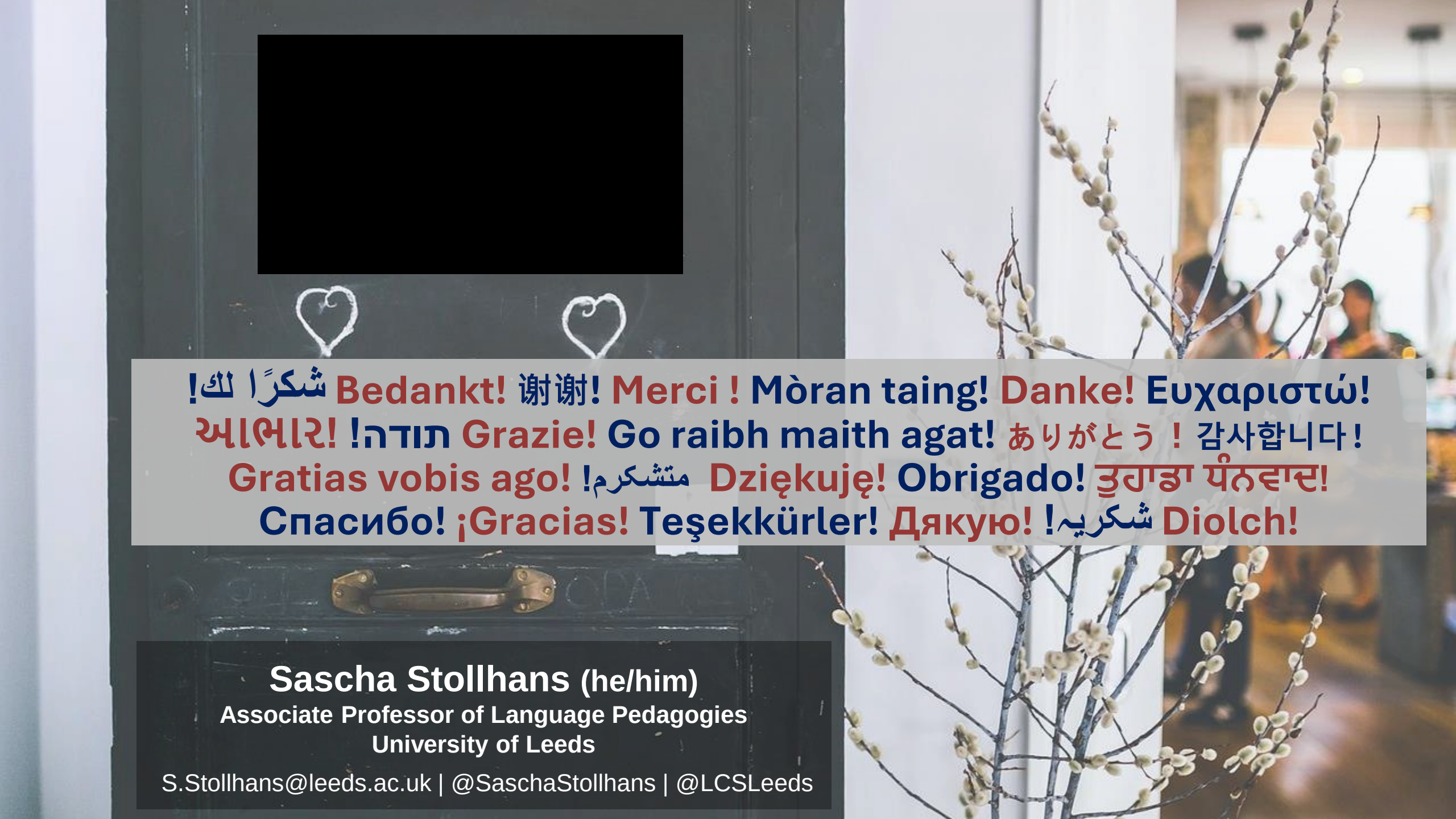


Almost there...



Conclusions

- Curriculum could be significantly enriched by inclusion of linguistics
- Critical/analytical study of language itself can be appealing to students and support inclusive approaches
- New linguistics-informed materials can be integrated into existing curriculum and offer new/complementary angles
- Materials can be taught by teachers with limited prior knowledge of linguistics if presented appropriately
- Co-creation between academics and teachers can be an effective and meaningful form of collaboration



شكرًا لك! Bedankt! 谢谢! Merci ! Mòran taing! Danke! Ευχαριστώ!
ਅਮਰਿ! תודה! Grazie! Go raibh maith agat! ありがとう! 감사합니다!
Gratias vobis ago! متشكرم! Dziękuję! Obrigado! ਤੁਹਾਡਾ ਧੰਨਵਾਦ!
Спасибо! ¡Gracias! Teşekkürler! Дякую! شكریه! Diolch!

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