

MULTICULTURAL LONDON ENGLISH / MULTICULTURAL PARIS FRENCH

Consultant's Report

Outline

- 1) The aims and strategy
 - 2) Working with schools in Paris and London
 - 3) Development of the resources
 - 4) The website
 - 5) The workshops and feedback
 - 6) Issues arising
 - 7) Appendices
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1) Dissemination and liaison with teachers

The consultant's role, as defined in the research application, involved working with teachers to explore the educational implications of the research, disseminate findings, design resources for use in classrooms and organise workshops.

In the first phase work was carried out with teachers of both English and French in London and with teachers of French in Paris, to explore approaches to the study of language variation and young people's vernacular in the classroom. The consultant held meetings with teachers, observed classroom practice and talked to pupils about their language use and the context in which they used different varieties.

The next phase was the development of resources based on audio files and transcripts from the MLE/MPF corpus. These were designed to involve pupils directly in research, discussion and exploration of contemporary informal French; to relate their explorations of informal French to their own use of informal English in a range of social contexts and to encourage collaborations and exchanges between French and English schools.

Two strategies were planned for the organisation of workshops: to use teacher, teacher education and academic networks to invite teachers and researchers to workshops at Birkbeck and to request invitations to run workshops at Modern Languages conferences, professional development seminars and the French Institute.

At the end of the process a paper will be written about the implications of the project for classroom practice for a teachers' professional journal.

2) Outreach activities in Paris and London

When the materials were developed from the MLE project, there was a great deal of interest from teachers of English Language courses at both GCSE and A Level. The curriculum in force for this subject at the time included modules on the development of spoken language and, as only a minority of teachers of English have a background in linguistics, the resources were particularly welcome and the Queen Mary website was heavily used.

There is, however, no equivalent focus on spoken language development in the Modern Foreign Languages (MFL) curriculum. As a result, when information was circulated through teachers' networks about the project to find teachers or schools interested in the findings of the MLE/MPF project and/or in participating in the development of resources based on the MPF data, there was a limited response.

Teachers in two schools in east London expressed an interest. School A was a high achieving girls' school in which 95 % of pupils had a minority ethnic background, many of them being bilingual in a wide range of languages, including French. Teachers in the English department had a great interest in sociolinguistics and research-based teaching and invited me to evaluate their scheme of work for English Language, observe lessons on the topic of language diversity and change and make suggestions. I observed a number of teaching sessions and had the opportunity to engage GCSE classes in discussion on the issue of teenage language. A key feature of the school's programme was its focus on personal research by pupils. Pupils recorded themselves and family and friends in a range of social situations, transcribed sections of the recordings, and were assessed on an essay based on an analysis of their language use in a range of formal and informal situations.

The majority of the students in the classes were also learning French and expressed a strong interest in learning more about how their peers in Paris speak. Comments included *"we don't want to sound stuck up when we speak"*, *"I need to understand how people really speak when they are not in school"*, *"I want to know if they are making fun of me"*.

The head of the French department was also interested in the MLE/MPF project. Her scheme of work already included work on vernacular speech using contemporary literature and rap music. She was particularly interested in the comparative aspect of the research and planned for a joint project with the English department. However she warned me that due to pressures on the timetable it was unlikely that the school would be able to find the time in the curriculum to collaborate on this topic with a school in France. I was offered the opportunity to do a presentation to the Modern Language staff and also to a network of teachers in the borough.

The head of Modern Languages in School B, a popular community school which also has a large proportion of bilingual pupils, has a background in Linguistics which he studied in France. He is interested in current research and encouraged his team to work with me to find ways in which young people's vernacular could be explored in the classroom. Two teachers, both French nationals, planned lessons for Year 9 classes which I was invited to observe and participate in. One ambitious lesson carried out over a double period worked from rap lyrics and encouraged a sophisticated exploration of informal French language, the context of its use and the complex issue of finding equivalent words and expressions used by teenagers in English. Another shorter lesson used drama to explore the context in which informal expressions can be used. In both lessons there was a very high level of motivation and engagement from pupils, who drew on personal experience, carried out internet research and debated with peers. Both teachers reported how much they had enjoyed working "outside the box" and creating new material.

Two teachers in a school in a north east suburb of Paris invited the research team to talk to their class about sociolinguistics and set their pupils a personal research task. Pupils were asked to record themselves in informal situations using their telephones and then analyse and discuss in class the language they used and the context in which they used it. They were also invited to complete a questionnaire in class time in which they were asked to report on their own usage of phrases derived from the MPF recorded data (see Raincy questionnaire on the website).

However, with respect to a regular engagement with the project, difficulties similar to those encountered by the London teachers were raised. The first class teacher observed that, because her curriculum was overloaded and heavily focused on French classical literature *, it was unlikely that such matters could be discussed in class on a regular basis. For the same reason it would be difficult to envisage an exchange with a London school. A second teacher attended one of the London workshops and, while enthusiastic about the MPF data, also had concerns about the possibilities of

including such work in the curriculum. Other teachers approached expressed initial enthusiasm but did not maintain contact with the research team.

A further outreach activity has resulted from the Project in a completely different context: one of only two museums of language in the world (the other one being in Washington DC), MUNDOLINGUA in Central Paris, offers visitors an introduction to the world of language and linguistics in an approachable and interactive format. The museum is mainly patronised by teachers and school groups throughout the year, but is also on the tourist map of Paris.

The museum director, Mark Oremland, was enthusiastic about the proposal that information about the project should form part of the exhibits. Interactive PowerPoints and attendant activities for young people based on the project have therefore been added to the Sociolinguistics section of the Museum, under the heading of language change. A link has been provided to the project website for those seeking further information.

3) Development of the resources

The resources developed by the Multicultural London English research project, available on the Queen Mary website, have proved very popular with teachers of English Language. The research team for MLE/MPF agreed that resources developed from the newly available data recorded in Paris suburbs should follow a similar format (examples, definitions, opportunities for personal research, links to further information). A meeting was held in January 2013 with Sue Fox, who developed the English materials, at which she explained the procedure followed and offered advice.

The materials are primarily designed for teachers of French in British schools who wish to introduce their pupils to authentic contemporary spoken French. The activity files offer opportunities for pupils to encounter unfamiliar accents and intonations and to become familiar with some of the discourse-pragmatic features that are common in informal speech and some of the vocabulary used by young people in the Paris area.

The activities are based on recorded material and transcripts. The texts offer a range of points for discussion: colloquial sentence structures, discourse markers, distinctive vocabulary and instances of slang and Verlan. They offer pupils the opportunity, through small group discussion, to explore the text and to carry out internet research, cross-linguistic comparisons and translations and to engage in drama and written work. Additionally, three of the activities enable a direct comparison of the use of discourse features (discourse markers, extenders and quotatives) in English (from MLE data) and French (from MPF data), using transcripts and recordings in English and French side-by-side.

The questionnaire used at the school in Le Raincy in Paris in 2013 was used as a starting point for an additional activity file for use in British schools. This activity introduces informal phrases identified in the Paris data as possibly indicating language change, and enables pupils to explore their meaning, their relationship to formal French, the social context of their use and possible English equivalents.

The two examples of lessons on the topic of informal language planned and taught by teachers in an East London School have also been included in the resource booklet.

The materials have been grouped into a Resource Booklet of 40 pages which includes an introduction about the research project and a summary of key findings from the MLE/MPF project related to the classroom activities.

4) The website

The resources are available on the website in three forms: teachers can download the full Resource Booklet or individual activity sheets. Most of the activity sheets have also been made available in Power Point format. The accompanying audio clips are available for download, either to use alongside the activity sheets in the classroom, or to insert into the Power Point presentations. Links to research, reading and related projects are recommended.

5) The workshops and feedback

Three workshops were organised for teachers and researchers. After consultation with teaching colleagues regarding the most appropriate time, those in London were held on Saturday 17th May and Thursday 5th June. The invitation (see English and French versions in the appendices) was widely circulated to teachers and researchers (via the Alliance for Language Learning and University French departments and Modern Languages PGCEs, The French Institute, the French Lycée, the Réseau Francophone de Sociolinguistique, etc.).

The workshop on 17th May was held in the Clore Management Centre during the daytime (10 am to 3 pm) to accommodate participants from outside London. Fifteen people registered for the event (of which 12 attended) and 3 apologies were received. Participants included 2 researchers from the University of Potsdam, 1 from the University of Franche-Comté, 1 from Cergy-Pontoise and a class teacher from Paris.

The session included a presentation from Dr Maria Secova on the structure and main findings of the MLE/MPF project followed by a presentation on the teaching resources prepared and examples of work in east London classrooms by Dr Raymonde Sneddon (see appendices). Both presentations included audio material recorded with young people in Paris. A draft paper on the research findings by Dr Secova and a draft of the Teaching Resource Booklet were available as hand-outs for participants.

The small size of the workshop created an informal atmosphere and enabled a lively discussion to which all participants contributed. This was particularly appreciated by colleagues. There was ample time for discussion, during the session, over lunch and with colleagues who were able to stay behind after the session. All colleagues present agreed that they would like to keep in touch with each other through an informal network and email addresses were circulated to all.

The session on 5th June was held at the Birkbeck site in Malet Street from 6 to 8 pm. We were advised that this was the best day and time of the week for teachers to attend after school. Eleven people registered and 8 attended with 2 apologies received. The session followed a similar format, with shorter presentations to allow time for discussion. The session was interactive throughout and a number of colleagues stayed on to discuss issues and to network at the end. Participants in this session were also keen to join the network. It was particularly useful to make contact with colleagues carrying out related research at the University of Potsdam (see appendices).

The written feedback from both London sessions was very positive (see appendices) with colleagues particularly noting the quality of the research (*The scientific basis of your work is extremely impressive*) and of the presentations (*clear and brilliant session on the subject*), the value of having time to discuss, share information and network (*fantastic networking platform*). Several colleagues used the feedback form to pass on related information and links which were then distributed through the network and others later circulated information through the email network. While the organisers were disappointed that numbers were low, they were encouraged by the high quality of the discussion and participants' enthusiasm for keeping in touch.

A third workshop was organised in Paris at ULIP (the University of London Institute in Paris) in conjunction with the British Council on 15th November 2013, at the invitation of Dr Geoffrey Roger, in charge of French teaching at ULIP. Professor Penelope Gardner-Chloros and Dr Maria Secova presented the project to a group of French teachers and English teachers working for these two institutions. The presentation includes a summary of key findings with a focus on discourse-pragmatic change. In addition to the materials presented at the other workshops on Multicultural Paris French, a parallel set of examples from the London projects was discussed. The hand out for this session showing comparable examples from the French and English data can be found in the Resources section of the website.

6) Issues arising

Observations of classroom work and discussion with pupils on the topic of young people's informal speech demonstrated the pupils' very high level of motivation and engagement. As well as relating to youth culture, pupils' personal experience and making use of topics of interest, some of the tasks presented offered considerable cognitive challenge. Pupils engaged with concepts of personal and group identity and how they position themselves and each other with respect to multi-level dimensions of categorisation: gendered, ethnic/cultural, social/stylistic/ geographical attitudes and values. As professional translators working with young people know (Translation Nation, 2014), understanding and translating informal language and slang require substantial research and discussion around cultural differences and result in a deeper understanding of the social context of language use.

At the time when the MLE resources became available, the curriculum for English language included the study of aspects of language development and change. Programmes of study covered issues such as accent, dialect, slang and teenage language as well as the impact on language use of culture, society and technology (DfE, 2007). The fact that the majority of English teachers have been trained in literature rather than linguistics explains the popularity of the information and teaching materials developed from the MLE research project. This was the curriculum being taught when schools were first visited in east London in relation to the MLE/MPF project.

The last few years have been a time of major curriculum change: curricula and examination arrangements have been announced, withdrawn, changed. Time scales for curriculum development and teacher preparation are very short. A new curriculum for English has been developed and, while it still includes the study of spoken language, the focus is entirely on "ensuring pupils' confidence and competence" in Standard English (DfE, 2013a). Since 2013-2014, assessments of spoken language are no longer included in the final GCSE grade. While the new curriculum is far less prescriptive than its predecessor regarding content and pedagogy, it does not include any incentive to study vernacular speech.

While the French curriculum in England never included such proposals for study, the new curriculum also allows teachers considerable latitude in the classroom in their approach to teaching and recommends that pupils "understand and respond to spoken language and written language from a variety of authentic sources" (DfE, 2013b). This suggests a place could be made in the classroom for the exploration of contemporary vernaculars as exemplified in the materials derived from MPF data.

However discussion with teachers in schools visited and in the workshops indicated several reasons for the very low level of response the consultant received. These include the very great pressure on teachers' preparation time from constant curriculum change, making it difficult for them to find time

to attend workshops, meet with colleagues and plan new initiatives. Another constraint is the perception that language A-Levels are more difficult (All Parliamentary Committee, 2014; Morrison, 2014) and that classroom time allocated to teaching is insufficient to enable most pupils to reach a good level of performance. Given the pressure on Modern Language teachers to reverse the considerable recent decline in language learning **, colleagues explained that, much as they relish the idea of exploring new approaches to curriculum content that motivates pupils, there are strong incentives not to teach material that is neither statutory nor examined. As a result of such pressures, some teachers who originally expressed an interest in the project withdrew from any active participation and some of the activities suggested by teachers in school A failed to materialise.

The research team (as indeed most teachers) would particularly welcome a moratorium on frequent curriculum change that would enable schools, as new curricula become embedded, to find time for innovative and challenging language explorations and stimulating teaching techniques.

They would also recommend including research into spoken language in the syllabuses for Modern Languages as well as English A-levels. They would particularly welcome such an innovation in the French syllabus. This could be part of the exploration of a *dimension pragmatique* or the *évolution de la signification des mots* in the *étude de la langue* section of the programme of study for Seconde and Première *** and/or in Terminale to enable students to discuss the spoken forms of the language, especially of the vernacular usage of young people, and of factors that affect language change.

The materials derived from the MLE/MPF project (both those on the Queen Mary site and the new ones at Birkbeck) can be used to initiate motivating and creative cross linguistic investigations of language development in a social context. They offer an opportunity to develop joint projects between English and French departments (as school A had originally planned) and between schools in France and Britain.

Raymonde Sneddon

* Le bac de français 2015 <http://www.etudes-litteraires.com/bac-francais/index.php>

***There has been a serious decline in the learning of French and German at A level - 43% since 2000 – (DfE, 2013). Although the learning of the main Foreign Languages, German and French has recovered by 19% since the introduction of the English Baccalaureate, there is still grave concern at the lack of linguistic skills overall in the UK population (Tinsley, 2013), with only 9% of pupils aged 14/15 able to use their first foreign language to the level of an independent user (Holmes, 2013; ESLC, 2012).*

<http://www.independent.co.uk/student/news/alevels-probe-into-languages-teaching-as-pupil-numbers-continue-to-fall-8763805.html>

*** Programme de l'enseignement commun de français en classe de seconde générale et technologique et en classe de première des séries générales et programme de l'enseignement de littérature en classe de première littéraire

<http://www.education.gouv.fr/cid53318/mene1019760a.html>

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APPENDICES

A. Invitation to workshops

What sort of French do you teach?

Multicultural London English / Multicultural Paris French (MLE - MPF)

AN INVITATION

You are invited to attend a workshop at Birkbeck, University of London
26 Russell Square, WC1B 5DQ on

Saturday 17th May from 10 am to 2 pm (with lunch) **or**

Thursday 5th June from 6 pm to 8 pm (with refreshments) – for RSVP see below

MLE-MPF is a sociolinguistic project based in the Department of Applied Linguistics and Communication at Birkbeck and at Queen Mary, University of London (2010-2014). It compares the effect of language contact on contemporary London English and Contemporary Paris French. By comparing language variation and change in the two locations it identifies general processes of language contact and language variation and change in large multicultural metropolises. The project has focused particular attention on patterns of variation that are influenced by varieties spoken by minority ethnic groups, including Afro-Caribbean in the UK and French Caribbeans and Maghrebis in France.

As the first systematic comparison of two large Western metropolitan areas from a sociolinguistic perspective, the project seeks a better understanding not only of sociolinguistic aspects of language contact and language change but also of social questions connected with migration and the consequences for education.

Workshops for teachers of French – portfolio of activities

Based on the insights gained from the research in Paris, the project team are offering workshops for teachers of French. These aim to provide teachers with an overview of data and resources available for the teaching of linguistic variation and change in contemporary spoken French. It will address the different levels of language variation (grammatical, phonological, lexical and discourse-pragmatic), focusing on innovative features introduced by young people of (often) multicultural origin. The features discussed will be illustrated by audio clips from the corpus collected in Paris. In particular, the workshop is aimed at sparking discussion on topics of standard language, and of teaching practices and attitudes towards informal spoken French.

The workshop will also present a portfolio of classroom activities based on audio files and transcripts from the MLE/MPF corpus designed to:

- involve pupils directly in research, discussion and exploration of contemporary informal French
- relate their explorations of informal French to their own use of informal English in a range of social contexts
- encourage collaborations and exchanges between French and English schools focused on pupils' own research into the informal language of their peers.

The research project is jointly supported by the Economic and Social Research Council (ESRC) and the Agence Nationale de la Recherche (ANR).

Website: www.mle-mpf.bbk.ac.uk - Project Director: Professor Penelope Gardner-Chloros p.gardner-chloros@bbk.ac.uk ; co-investigator: Professor Jenny Cheshire. Research assistant: Dr Maria Secova.

Attendance is free, but please RSVP to Dr Raymonde Sneddon as places are limited: r.m.sneddon@uel.ac.uk - 07867 808 789

Quel français enseignez-vous ?

Multicultural London English / Multicultural Paris French (MLE - MPF)

INVITATION

**Vous êtes invité(e)s à participer à un atelier à Birkbeck, Université de Londres
26 Russell Square, WC1B 5DQ**

Samedi 17 mai 10h -14h (avec déjeuner) ou le

Jedi 5 Juin 18h – 20h (avec des rafraîchissements) - pour RSVP voir ci-dessous

MLE- MPF est un projet sociolinguistique du Department of Applied Linguistics and Communication à Birkbeck et à Queen Mary, Université de Londres (2010-2014). Il compare l'effet du contact des langues sur l'anglais contemporain londonien et sur le français contemporain parisien. En comparant la variation linguistique et le changement dans les deux localités, il identifie les processus de contact entre les langues et examine la variation et le changement dans les grandes métropoles multiculturelles. Le projet se penche en particulier sur l'influence des variétés linguistiques parlées par les minorités ethniques, y compris les antillais au Royaume-Uni et les antillais et maghrébins en France.

Le projet représente la première comparaison systématique de deux grandes métropoles d'Europe du point de vue sociolinguistique et vise une meilleure compréhension non seulement des aspects sociolinguistiques de contact des langues et du changement dans les langues, mais aussi des questions sociales liées à la migration et ses conséquences pour l'éducation.

Ateliers pour les professeurs de français - portefeuille d'activités

A partir des notions provenant de la recherche à Paris, l'équipe de chercheurs offrent des ateliers pour les professeurs de français. Ceux-ci visent à fournir aux enseignants un aperçu des données et des ressources disponibles pour l'enseignement de la variation linguistique et du changement dans le français parlé contemporain. Ils se pencheront sur les différents niveaux de la variation linguistique (grammaticale, phonologique, lexicale et pragmatique), en mettant l'accent sur les caractéristiques innovantes introduites par les jeunes, souvent d'origine multiculturelle. Les traits discutés seront illustrés par des clips audio issus du corpus recueilli à Paris. En particulier, l'atelier vise à stimuler la discussion sur la langue normée, sur les pratiques d'enseignement et sur les attitudes à l'égard du français parlé informel.

L'atelier présentera également un portefeuille d'activités pour la classe à partir de fichiers audio et de transcriptions du corpus MLE / MPF pour :

- impliquer les élèves directement dans la recherche, la discussion et l'exploration du français parlé contemporain

- faire le rapport entre leurs explorations du français parlé et leur propre usage de l'anglais parlé dans divers contextes sociaux
- encourager la collaboration et les échanges entre les écoles françaises et anglaises portant sur les recherches des élèves sur la langue parlée par leurs contemporains.

Le projet de recherche est financé conjointement par le Economic and Social Research Council (ESRC) et l'Agence Nationale de la Recherche (ANR) .

Site Web: www.mle-mpf.bbk.ac.uk - Directeur de recherche : Professeur Penelope Gardner - Chloros p.gardner-chloros@bbk.ac.uk ; co-chercheur : Professeur Jenny Cheshire . Assistante de recherche : Dr Maria Secova .

La participation est gratuite, mais vous êtes prié(e)s de bien vouloir confirmer votre présence au Dr Raymonde Sneddon car le nombre de places est limité : r.m.sneddon@uel.ac.uk - 07867 808 789

B. Workshop feedback analysis

MULTICULTURAL LONDON ENGLISH /MULTICULTURAL PARIS FRENCH

What sort of French do you teach?

Workshops 17th May 2014 - responses

The MLE/MPF project is still ongoing and we would very much welcome your advice and suggestions as well as an evaluation of the format of the workshop to-day.

Please comment on the overall format of the session

very good presentation, introduction and welcoming

Clear and brilliant session on the subject

Expecting a little more involvement from the audience (too shy?)

Everything was great. The discussion was interactive. The topic was really interesting and the atmosphere was also great.

Very informal and appropriate

Very interesting and helpful

Presentation of data and information taken from the MLE-MPF research project – bridging between research and teachers – pedagogical resources online – time to discuss, share and network

Interesting comparison MLE-MPF. Parallels to German youth Language (Kierzdeutsch)

Fantastic networking platform

Very productive and informative (+ informal and nice atmosphere)

The scientific basis of your work is extremely impressive!

What aspects of the session have you found most informative/useful?

More examples and references on the subject.

The investigation itself

The sources to keep (unclear) research

First part of the day

All

Parallels between French and English youth language; grammatical/research background.

Please suggest ways in which we could improve the session?

More variety in the audience, maybe different backgrounds.

Suggesting more resources regarding French teaching

N/A

By asking participants to identify to know better who is taking part in the workshop

The resource pack and the resources on the website are a work in progress. We would welcome advice on what you think would be most helpful to teachers / presentation, etc. Would you be willing to contribute or recommend material?

Recommend: Henrietta Walter: Honni soit qui mal y pense

Marina Yaguello: J'ai ta gueule a la récré.

Website : Lexilogics.fr

Yes, but I cannot remember just now.

About variation in French: project-pfc.net (Jacques Durand)

About English loan words in French (Walter)

About English/French intercomprehension: Horst Klein & Eric Castagne

www.deutsch-ist-vielseitig.de

Very gladly: Our project website will be available shortly: www.deutsch-ist-vielseitig.de

Many activities/materials can probably be adapted for English/French. Development at Free University Berlin programme: "Deutsch ++"

Would you be willing to keep in touch with colleagues as part of an informal network of teachers interested in the work of MLE/MPF?

Yes please!

Yes, I am. Good idea would be to send an e-mail to all participants in the workshop and we can share information.

Yes, absolutely.

Yes

Thank you very much to you!

Yes, of course!

definitely

MULTICULTURAL LONDON ENGLISH /MULTICULTURAL PARIS FRENCH

What sort of French do you teach?

Workshop 5th June 2014 - responses

The MLE/MPF project is still ongoing and we would very much welcome your advice and suggestions as well an evaluation of the format of the workshop to-day.

Please comment on the overall format of the session

Excellent

Very useful with more Intro and more Application (unclear)

Very adequate format: informative and welcoming

Very informative

Lots of background work done and resources put together to make the project exciting
It was good to have a mix of slides/clips of different voice from the front and lots of informal discussion. I liked the interactive style of the session.
I am not a teacher. I came because I'm interested in French language. It was interesting but I won't be able to use the information.
I'm studying linguistics and found this session very interesting. I'm French and discovered a new side of my language.
Very interesting to hear about the research and then have the related teaching materials presented.

What aspects of the session have you found most informative/useful?
Outline of the findings of the project
Reference to practical uses of ideas in the classroom
Categorisation, specific language to describe "non-standard" occurrences – precise information
Real examples of speech – sociolinguistic aspect
Audio-clips, transcripts – discussing social implications of language use.
Discussions based on the input
Thank you very much
Everything was interesting and useful
Exchange of ideas

Please suggest ways in which we could improve the session?

Maybe a few more examples of materials used in the lessons
It was fast paced at times, but I will have the opportunity to review it all on the PP
Warmer room!
I would have ideally liked more mental processing time after listening to each clip (sorry, my French is a bit rusty in places...)
Maybe email materials to read up in advance to enrich the quality of discussion
I don't know
A bit longer
I liked it

The resource pack and the resources on the website are a work in progress. We would welcome advice on what you think would be most helpful to teachers / presentation, etc. Would you be willing to contribute or recommend material?

Yes – Yes
Yes, I'd like to be involved in contributing materials, eg corpus or whatever
Yes, in so far as I am able
Suggestion: my daughter (UK secondary) investigates her language and language of others more in the drama classes than in English (school only does Eng. Lit. because teachers don't know grammar!). Could this be utilised for MLE/MPF drama classes?
Sure

Would you be willing to keep in touch with colleagues as part of an informal network of teachers interested in the work of MLE/MPF?

Yes – yes –yes – yes – yes -yes
Definitely yes
Yes please. Could you please include both my email addresses.