

WHY LANGUAGE TEACHING NEEDS LINGUISTICS



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Based on joint work with **Alice Corr** (University of Birmingham),
Anna Havinga (University of Bristol), **Jonathan Kasstan** (University of Westminster),
Norma Schifano (University of Birmingham), **Sascha Stollhans** (University of Leeds)

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COLLABORATORS



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SOME PRELIMINARIES...



- What this talk is NOT about:
 - How to teach language skills
- What this talk IS about:
 - How linguistics is an important motivational tool for language teaching, because linguistics:
 - i. promotes **discussion** and **debate** in the languages classroom;
 - ii. encourages student to ask **questions about language**;
 - iii. provides **explanations about language** and so is perceived by teachers and pupils to be **useful** (whether or not it actually boosts language skills).
 - How to engage with schools as a theoretical linguist (a personal story)

BACKGROUND: LANGUAGE LEARNING IN ENGLAND



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LANGUAGE LEARNING IN ENGLAND



- UK: education is **devolved** to the four nations
- England: second language instruction **compulsory only from age 7-14**.
- “Modern Foreign Language” (MFL) study is in **decline** ([Bowler 2020](#), [2025](#))
- Comparing 2024 with 2019, A-level (age 18 exams) entries, French A-level entries are down by 9.7%, German by 19.8%, Spanish by 4.5% and other languages by 22.4% ([JCQ 2024](#) & [JCQ 2019](#))
- 20% reduction in **university enrolment in same time** (re-structuring, closures*, emergent "cold-spots" in the UK, shortage of MFL school teachers (43% of target)) ([Bowler 2025](#), [UCFL 2024](#)).

*Sign the petition against potential cuts in [Nottingham](#) and [Leicester](#).

UK A-LEVEL (AGE 18) ENTRIES IN LANGUAGES

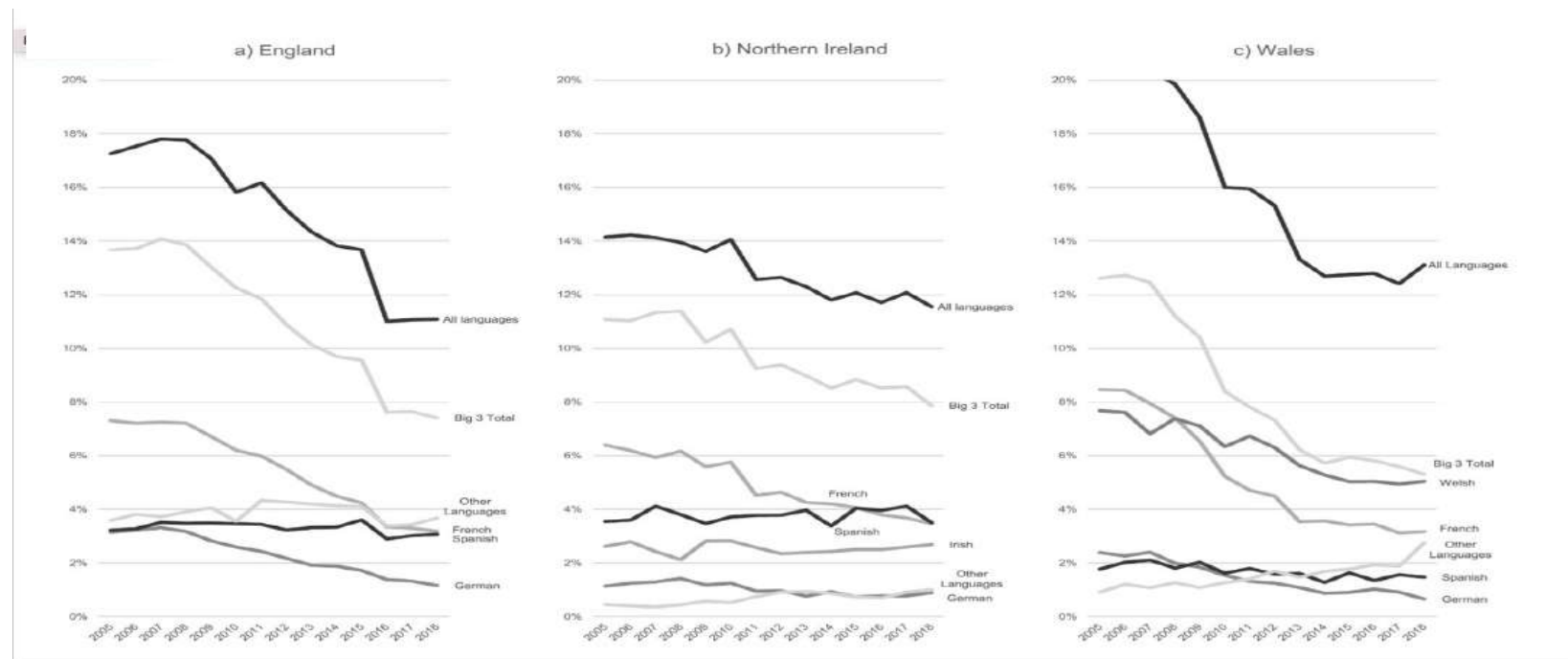


Figure 1. A-Level modern languages uptake (as a percentage of pupil population): England, Northern Ireland, and Wales (2005–2018) (taken from Henderson & Carruthers 2021)

UK GCSE (AGE 16) ENTRIES IN LANGUAGES

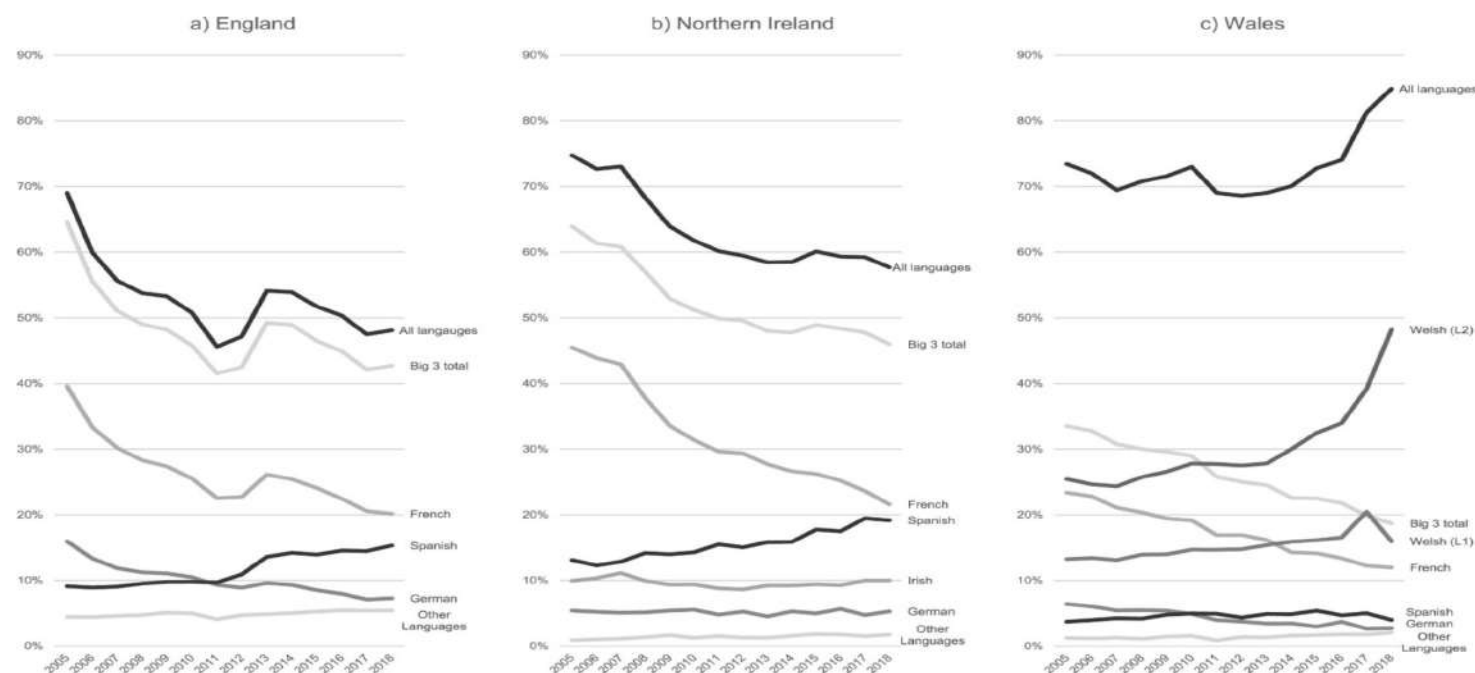


Figure 2. GCSE modern languages uptake (as a percentage of pupil population): England, Northern Ireland, and Wales (2005–2018) (taken from Henderson & Carruthers 2021)

POTENTIAL INFLUENCING FACTORS



- Issues include (see e.g. [Ayres-Bennett and Forsdick 2024](#)):
 1. Global English / English as lingua franca
 2. Brexit/politics
 3. Rise of AI (machine translation)
 4. Severe grading in national exams
 5. Perception of languages as an 'elite' subject
 6. Early specialisation in three subjects and promotion of STEM subjects in UK schools
 7. Languages as skills in schools (Lodge 2000)

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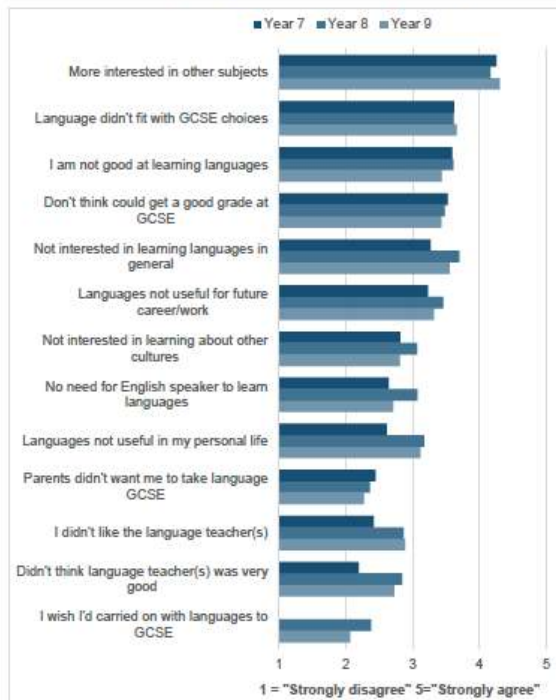


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REASONS FOR NOT SELECTING A LANGUAGE



Figure 6: Reasons why pupils have decided not to study a language at GCSE



Note: the item 'I wish I'd carried on with languages to GCSE' was not asked of year 7 pupils

Source: Pupils survey

- The main reason pupils do not choose languages after age 14 in England is that **they find other subjects more interesting**.¹
- Henderson (2020) in NI and found that two main factors influence the decision to continue with languages (or not):
 - Success in the subject
 - Enjoyment of the subject

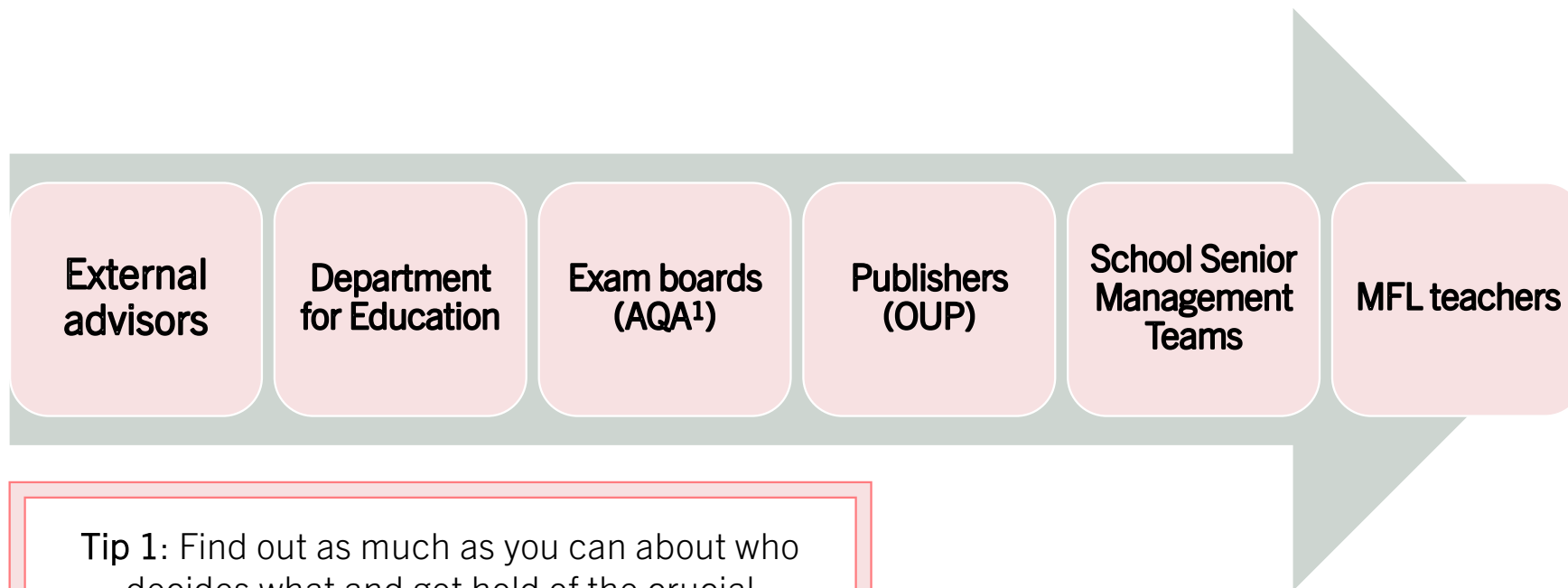
[1. Institute for Employment Studies and National Institute for Economic and Social Research \(2025\) Language programmes evaluation Interim report \(DfE\)](#)

LANGUAGES AS SKILLS



- Why are other subjects more interesting?
- Maybe because languages in UK schools are taught almost purely as practical **skills**.
- At A-level, in languages, only 20% of marks are awarded for **critical examination of culture** (including literature and film).
- 0% of marks are awarded for **critical/analytical discussion of language** (i.e. linguistics).
- This is not the case for any other subject, even 'practical' subjects like Physical Education and Music.

WHO DECIDES THIS?



Tip 1: Find out as much as you can about who decides what and get hold of the crucial documentation.

1. Assessment and Qualifications Alliance

ASSESSMENT OBJECTIVES FOR FRENCH A LEVEL (AGE 18) (AQA EXAM BOARD)



AO1: **Understand** and **respond**: (20%) (speaking/listening)
in speech to spoken language including face-to-face interaction
in writing to spoken language drawn from a variety of sources.

AO2: **Understand** and **respond**: (30%) (reading/writing)/speaking)
in speech to written language drawn from a variety of sources
in writing to written language drawn from a variety of sources.

AO3: **Manipulate the language accurately**, in spoken and written forms,
using a range of lexis and structure. (30%) (speaking/writing)

AO4: Show **knowledge** and **understanding** of, and **respond critically** and
analytically to, different aspects of the culture and society of
countries/communities where the language is spoken. (20%)

} 20% knowledge,
understanding
and analysis

ASSESSMENT OBJECTIVES FOR PHYSICAL EDUCATION A LEVEL (AQA EXAM BOARD)



AO1: Demonstrate **knowledge** and **understanding** of the factors that underpin performance and involvement in physical activity and sport (22-25%)

AO2: Apply **knowledge** and **understanding** of the factors that underpin performance and involvement in physical activity and sport. (22-25%)

AO3: **Analyse** and **evaluate** the factors that underpin performance and involvement in physical activity and sport. (22-25%)

AO4: Demonstrate and apply **relevant skills** and **techniques** in physical activity and sport. Analyse and evaluate performance. (30%)

70% knowledge,
understanding
and analysis

DFE'S SUBJECT CONTENT SPECIFICATIONS



- Core aim of English **GCSE MFL** (age 14–16) subject content:
"[D]evelop **language learning skills** both for immediate use and to **prepare them for further language study** and use in school, higher education or in employment."
([DfE GCSE MFL subject content specifications, 2022](#))
- Core aims of the **A/AS** (age 16–18) subject content:
"[E]nhance their **linguistic skills** and promote and develop their **capacity for critical thinking** on the basis of their knowledge and understanding of the **language, culture and society** of the country or countries where the language is spoken."
"foster their **ability to learn other languages**"
([DfE A/AS MFL subject content specifications, 2023](#))

HOW CAN LINGUISTICS HELP?



- Language teaching in UK schools:
 - is focused on the four **skills** (reading, writing, listening and speaking);
 - takes a **prescriptive** and **uncritical** approach to language.
- Linguistics:
 - is focused on the **critical/analytical** study of language(s);
 - takes a **descriptive** and **critical/analytical** approach to language.
- Growing transnational studies proving the appeal of linguistics to high school pupils (Loosen 2014; Larson et al. 2019; Corr & Pineda 2023; Mantenuto 2023; Segura-Llopes et al. 2023; Van Rijt 2024).

SUMMING UP



- Languages **stop being compulsory** at age 14 in England.
- The future of languages in English (and UK) universities depends partly on **pupil choice at age 14**.
- Many **external factors** are pushing against languages: from global English to AI.
- But one factor we can seek to influence is **how interesting pupils find language learning**.
- **Challenging the skills-based view** of languages and **incorporating linguistics** might affect this.

OUR PROJECT



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COLLABORATORS

Tip 2: Seek out collaborators with complementary skills/specialisms



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



Alice Corr,
Birmingham (Spanish,
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Anna Havinga, Bristol
(German)



Susana Lopes
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Débora Minguito
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Laura Proboziak
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Sebastian Blummers
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Leeds (German)



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THE *LINGUISTICS* IN MFL PROJECT



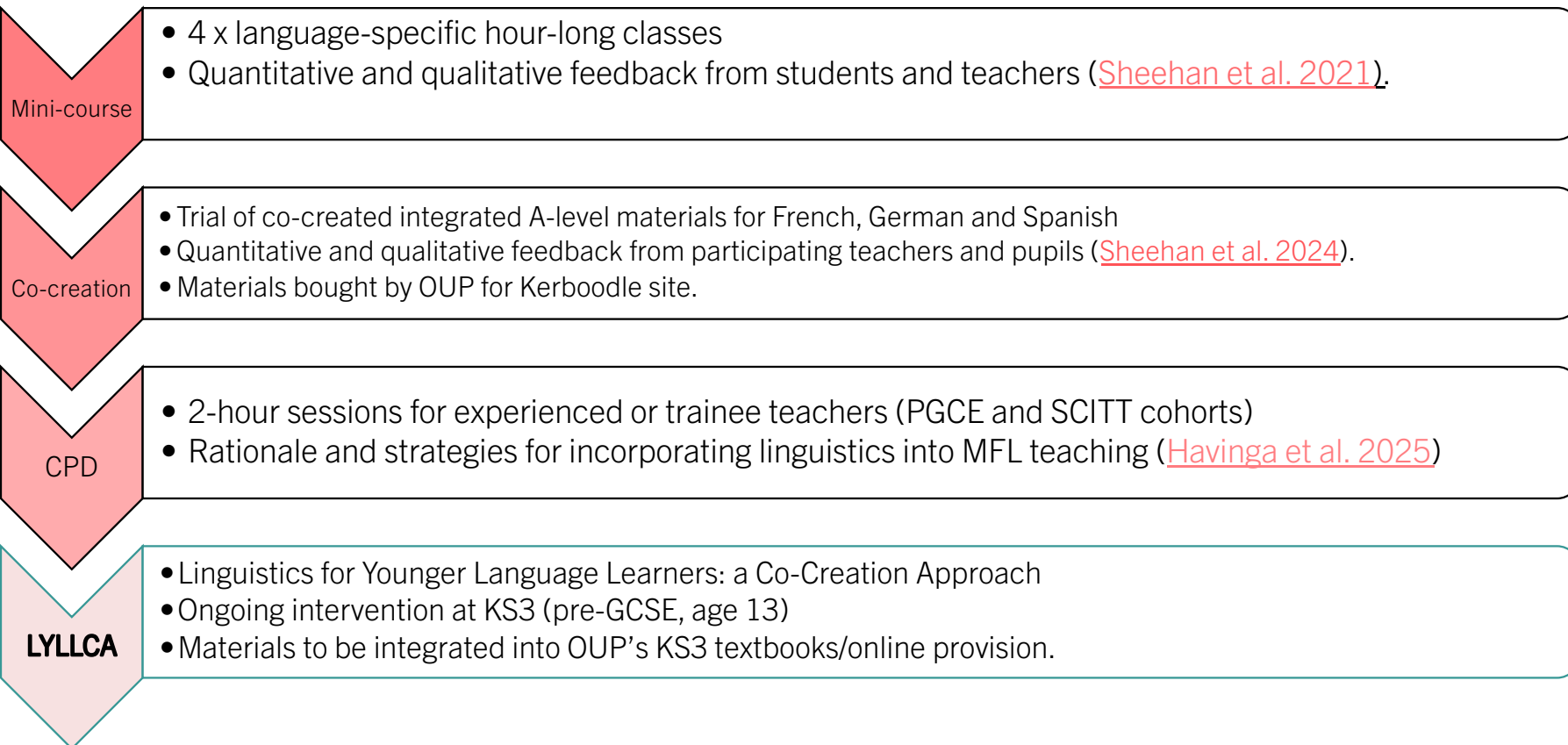
Aim: enhance **uptake** and **interest** in languages by incorporating **linguistics** into school-based language teaching in England (and the UK).

Our guiding hypotheses were that including linguistics in language teaching could:

- i. foster **intrinsic motivation** for language learning, thereby potentially increasing language **uptake** in schools and university;
- ii. enhance metalinguistic awareness, contributing to the development of wider **language (learning) skills** and increasing **learner independence**;
- iii. develop broader **transferable critical/analytical skills/awareness** and intellectual **curiosity**.



WHAT WE HAVE DONE (SO FAR)



MINI-COURSES (2017-2019)



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MINI-COURSES



- Three standalone mini-courses created for A-level (age 17) pupils in a mixture of English and target languages:
 - i. **Sounds** of French/German/Spanish
 - ii. **Structures** of French/German/Spanish
 - iii. **History** of French/German/Spanish
 - iv. **Variation** in French/German/Spanish
- Created by a subset of us with help from academic collaborators (Martin Schäfer and Nicholas Catasso).
- Not integrated into existing A-level syllabus.
- **29** schools
- **302** A-level (16-18) students pre-participation feedback
- **97** A-level (16-18) students post-participation feedback

Tip 3: Check what teachers want/need and find a hook for materials within the existing curriculum.



Reading: Rethinking the UK Languages Curriculum: Arguments for the Inclusion of Linguistics

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Articles - Linguistics

Rethinking the UK Languages Curriculum: Arguments for the Inclusion of Linguistics

Authors: Michelle Sheehan, Alice Corr, Anna Havinga, Jonathan Kasstan, Norma Schifano 

PhilSoc
The Philological Society





INTENTIONS AFTER THE MINI-COURSE

#	FORCED-CHOICE QUESTIONS	YES	MAYBE	NO
Q5a	"I have read something about linguistics before"	24%	0%	76%
Q5b	→ "Having taken the course, I intend to read some more about linguistics"	45%	15%	40%
Q7a	Are you thinking of taking a language and/or linguistics at university?	23%	37%	40%
Q7b	→ Are you thinking of taking a language and/or linguistics at university?	32%	29%	39%

STUDENT ATTITUDES TO LINGUISTICS



#	LIKERT ITEMS	MED	μ	σ
Q10	"Linguistics should be taught as part of MFL at school"	3	3.35	1.08
Q11	→ "Linguistics should be taught as part of MFL at school"	4	3.57	1.02
Q12	→ "I am now more interested in studying some linguistics at university"	3	2.69	1.10
Q13	→ "I would be interested in attending more lessons like these"	3	3.43	1.05
Q14	→ "I would recommend this course to a friend"	4	3.57	0.96

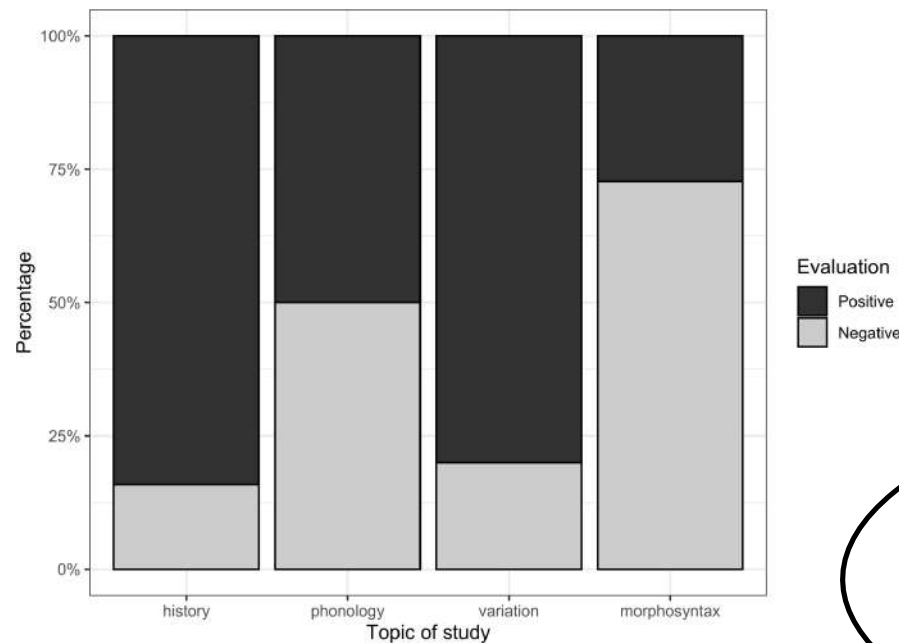


PERCEIVED BENEFITS (STUDENTS)

#	LIKERT ITEMS	MED	μ	σ
Q15	"Learning a bit about linguistics has helped me with my language skills"	4	3.52	1.04
Q16	"I now understand better how the sounds of [language] differ from the sounds of English"	4	3.95	0.93
Q17	"I feel more confident about my pronunciation in [language]"	3	3.30	0.97
Q18	"I feel more confident about putting words together into a sentence in [language]"	3	3.24	0.98

OPEN TEXT: FAVOURITE/LEAST FAVOURITE CONTENT

I found all the parts to be useful in understanding what linguistics is. No part was less interesting to me personally.



1/3 of students enjoyed everything (32/97).

Only 2 students stated that they didn't enjoy anything,

Others gave more nuanced responses:

“The opportunity to discuss the socio-political implications of prescriptive and descriptive approaches to linguistics, e.g. does it alienate individuals and communities when one version of grammar is deemed ‘correct’ and superior to other forms?”

SOUNDS AND STRUCTURES

Tip 4: Some students are put off by my novel terminology/notations



- All of the classes were listed as favourite and least favourite for some pupils.
- More students found the more technical classes least appealing: sounds (22/97); structures (16/97).
- From student comments, this seems to be because either:
(a) students did not see the point in learning abstract representations, notations (IPA) or terminology and/or (b) found it difficult.

Some of the complicated grammatical explanations of why certain words are said certain ways (easier to learn them off by heart for my exam rather than think of the grammatical reasons and work it out).

Least favourite: learning the grammar [sic.] and having to memorise but it is helpful

Least favourite: Learning about the pronunciation symbols used to help pronunciation.

TEACHER FEEDBACK

Tip 5: Don't create more work for teachers, try to make their lives easier!



- ✓ 100% felt the course was **helpful** for their students and would **recommend** it to other teachers.
- ✓ 73% felt **confident** teaching the course (the only issue being use of the international phonetic alphabet).
- ✓ Teachers' **subject knowledge** and **teaching practice** benefitted.
- ✓ Lessons triggered **discussion** of further topics and **independent research projects**.
- ❑ But given time pressures, teachers ran the courses at lunch or after school. What they wanted was **materials that would fit into the existing curriculum**.

CO-CREATION PROJECT (2020-2023)



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CO-CREATION

Tip 6: You need to pay teachers to give them time to meet and focus on collaboration.



- **Six** teachers who had taught the mini-courses bought out of teaching for four days each (at a cost of £6000)
- **Four** planned in-person half-day co-creation sessions in London, Birmingham, Bristol in language-specific groups of academics and teachers (some moved online because of Covid 19)
- **Four** standalone classes created to fit into the existing curriculum.
- Materials **tested** by other teachers in range of UK schools.

CORE A-LEVEL MFL TOPICS

Tip 7: Look at textbooks and other teaching materials. OUP gave us free online access!



TABLE 1 Themes of A-level topics (T) and units (U) in AQA-approved A-level textbooks.

Topic	French (d'Angelo et al., 2016)	German (Bates et al., 2016)	Spanish (García Sánchez et al., 2016)
(i) The family	T1: U1	T1: U1	T1: U1
(ii) Regional identity and heritage	T2: U4	T2: U4	T2: U5, 6
(iii) Cyberspace	T1: U2	T1: U2	T1: U2
(iv) Artistic outputs	T2: U5, 6	T2: U5, 6	T2: U4–6
(v) Politics (and young people)	T4: U10, 11	T4: U10–12	T4: U10–12
(vi) Immigration	T4: U12	T3: U7, 8	T3: U7
(vii) Multiculturalism	T3: U7	T1: U3 T3: U7–9	T3: U8, 9
(viii) Discrimination	T3: U8	T3: U9	T3: U8, 9

Sheehan et al. (2024: 6)



CORE A-LEVEL (16-18) MFL TOPICS

- | | |
|------------------------------------|---|
| i. The family | - Regional languages of France (ii) |
| ii. Regional identity and heritage | - Case studies: Breton and Francoprovençal (ii) |
| iii. Cyberspace | - Linguistic discrimination (v, viii) |
| | - French outside France (ii, v, vi) |
| iv. Artistic outputs | - Regional variation in German (ii) |
| v. Politics (and young people) | - German in digital media (iii) |
| | - Kiezdeutsch (an urban multiethnolect) (vii) |
| | - German outside Germany (ii, v, vi) |
| vi. Immigration | - Attitudes to linguistic diversity in Spain (ii) |
| vii. Multiculturalism | - Attitudes to language change (ii) |
| | - Online communication (iii) |
| viii. Discrimination | - Language and gender (v) |

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

Les accents de France

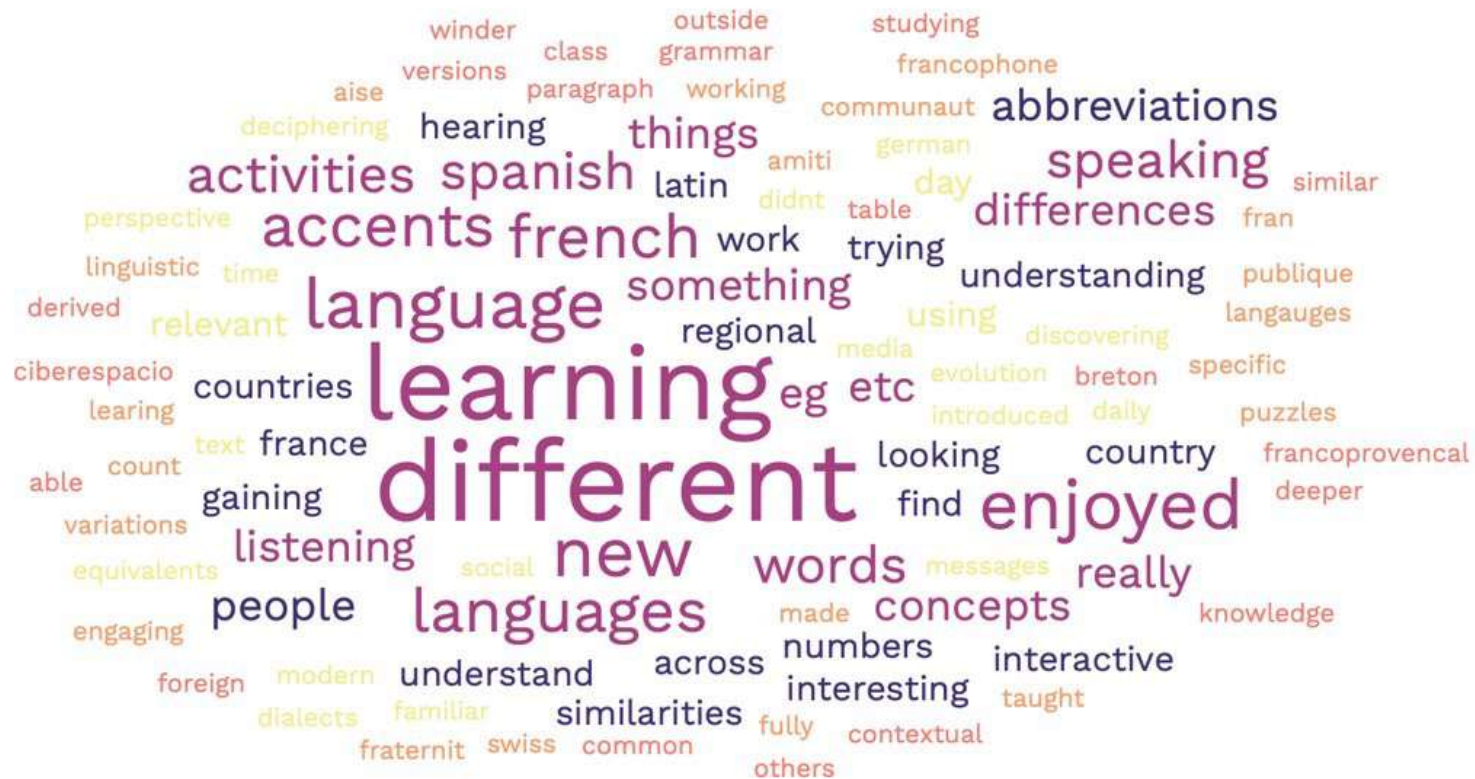
- L'accent français le plus connu est celui du sud de la France. Il est omniprésent dans les médias : au cinéma, dans la publicité, dans la chanson, les caricatures etc.



¿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 →

WHAT DID STUDENTS LIKE?



WHAT DID STUDENTS LIKE?

All of it (x2)



The **linguistic puzzles** (e.g. working out how to count to 10 in different languages)

"Feels **much more relevant** learning how people talk in reality. It made the lessons **much more interesting than the usual spec.**"

Learning **new** and **interesting** things.

Educational but **relevant and interesting to a teenage audience**

"We looked more deeply into **how German is formed**, rather than just blindly following rules."

"It is interesting to see **how languages can naturally change over time** and people's attitudes to those changes."

HOW WERE THE CLASSES DIFFERENT?

They were
much more
interesting

It was more theoretical and
historical/geographical, in
terms of **understanding the**
origins and foundations of the
languages we use..

Actually useful for
genuine use in
speaking Spanish.

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

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.

We also **studied the**
actual spanish
language, rather
than the people
who speak it

WHAT DIDN'T STUDENTS LIKE?

I enjoyed **all of it** (67%)



the content was **not interesting** and **i didn't see what it had to do with a modern foreign language** at all

I didn't want to learn the evolution of the language, **i want to learn it as it is.**

I found it interesting but sometimes **the difficulty was making me understand what was happening less.**"

It was interesting to see the fact the Spanish has evolved and changed, however **it doesn't necessarily impact the course.**

Perhaps could have gone into **more depth on each subject** rather than covering more subjects.

HAS THE COURSE CHANGED HOW YOU THINK ABOUT LANGUAGE X?



French seems **more complex/varied** now instead of being just one fixed/static language

It has become **more interesting.**

I had never considered linguistics and **how languages change** over time

I feel much **more involved in the culture.**

I'd like to learn about **who uses language differently and why.**

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

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>



- Feasibility and compatibility:
 - How well do the linguistics materials **integrate** into the existing A-level curriculum?
 - How **feasible** is it for teachers to deliver this content?
- Perception and impact:
 - How did teachers **perceive** the materials?
 - What did teachers say about their **pupils' engagement**?
 - What was the perceived **impact** on pupils and teachers?

MAIN FINDINGS



- **Feasibility and compatibility:**
 - The existing curriculum could be significantly **enriched** by inclusion of linguistics.
 - Linguistics-informed materials can be **easily integrated** into existing curriculum but offer **new/complementary angles** on key cultural topics.
 - Materials can be taught by teachers with **limited prior knowledge** of linguistics if presented appropriately.
- **Perception and impact:**
 - Critical/analytical study of language is **appealing** to students and supports **inclusive classrooms**.
 - Teachers felt **confident** teaching the materials and pupils found them **accessible**.
 - Co-creation between academics and teachers can be an **effective and meaningful** form of collaboration.



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.
- **Most** 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: time (N=12) and lack of presence of linguistics in teacher training courses (N=6).

FEEDBACK FROM TEACHERS



[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 judgment**.

OUR CURRENT PROJECT: LINGUISTICS FOR YOUNGER LANGUAGE LEARNERS



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LINGUISTICS FOR YOUNGER LEARNERS: A CO-CREATION APPROACH (LYLLCA)



- Aimed at Key Stage 3 (year 8, age 12-13) before GCSE selection at age 14
- Buyout and travel costs for teachers to co-create materials (from Newcastle, Westminster, Bristol and Birmingham)
- Working with OUP, contributing to their French, German and Spanish KS3 (pre-GCSE) textbooks as they are revised
- Introducing basic topics like: borrowing, language change, sociolinguistic variation, politeness, language change, stress, phonology, morphosyntax – within existing specification.
- Plan to trial materials across different kinds of schools and track the effect on attitude, motivation and GCSE choice.
- Funding bid in prep!



LINGUISTICS FOR YOUNGER LANGUAGE LEARNERS: A CO-CREATION APPROACH (LYLLCA)



- Each class teaches one or more **key linguistic concepts** and shows (a) why they are **interesting** and (b) how they are **useful** for language learning (connected to the overarching KS3 aims).
- For example: a lesson on **cognates** in French introduces (i) language contact and borrowing as well as (ii) word stress and points out that words written similarly often sound very different in the two language for principled reasons as well as discussing semantics patterns of borrowing into/from French
- Another on sports focuses on (i) cultural borrowings from English into French, (ii) grammatical gender and (iii) final-consonant pronunciation noting that English borrowings are almost always masculine and often violate French pronunciation rules.

PRACTICAL CHALLENGES



- Independent schools are overrepresented in both samples
- High drop-out rates among teachers/schools
- Missing feedback in both studies
- Distribution of materials, sharing amongst teachers, loss of ownership.
- Fishing from the same pool
- Teacher time (buyout needed)
- Difficulty securing funding for this kind of work
- National barriers to wider collaboration

CONCLUSIONS



- England is facing a languages crisis because the study of languages is not appealing enough to school children.
- One way to tackle this is to tackle the skills-based focus of language teaching and introduce a critical/analytical dimension based on key insights from linguistics.
- This is perceived by students and teachers to be novel and interesting but nonetheless coherent with the existing A-level curriculum.
- Time will tell whether younger pupils also find this approach appealing at age 12-13.

A MANIFESTO FOR LINGUISTICS IN LANGUAGE TEACHING IN THE UK CONTEXT



- Developed following a hybrid event in Newcastle in 2022 with academics, teachers, learned societies, academic publishers, cultural embassies and other stakeholders.
- Focused on challenges, opportunities and associated actions.
- Widely endorsed by stakeholder groups (e.g. CIOL, UCFL).



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>



HOME EPISODES ABOUT COMMUNITY MERCH SEARCH

LINGTHUSIASM

"A FASCINATING LISTEN THAT WILL
CHANGE THE WAY YOU SEE
EVERYDAY COMMUNICATIONS."

New York Times

"JOYOUSLY NERDY."

BuzzFeed

"FUNNY AND FASCINATING AND
EDUCATIONAL!"

Ryan North

Ever find yourself distracted from what someone is saying by wondering about how they say it?

Lingthusiasm is a podcast that's enthusiastic about linguistics as a way of understanding the world around us. From languages around the world to our favourite linguistics memes, Gretchen McCulloch and Lauren Gawne bring you into a lively half hour conversation on the third Thursday of every month about the hidden linguistic patterns that you didn't realize you were already making. One of Spotify's top 50 Science podcasts 2022.



EPISODES



TRANSCRIPTS



BONUS EPISODES



ABOUT



PATREON



MERCH



**Lingthusiasm
Episode 109: On
the nose - How
the nose shapes
language**

<https://lingthusiasm.com>

SO YOU WANT TO START A LINGUISTICS CLUB

@Linguistics League



Sample Linguistics Club Meeting Schedule with Linked Activities

Month	Suggested Topic & Activities
September	What is Linguistics? • Taxonomy • Guess the Language
October	IPA & Phonetics • Lollipop Activity from Gretchen McCulloch • Reading and Creating Waveforms
November	• Orthography and Writing Systems Activity • Matching Related Graphemes Game • History of the English Alphabet Youtube Video
December	Linguistics Movie Night • Arrival • Atlantis: The Lost Empire • The King's Letters Decorate Cookies with IPA symbols
January	LSA Annual Meeting • Student Research Showcase NACLO Competition • Practice problems and solutions (Usually at the end of the year)

<https://www.linguisticsleague.org/>



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[Home](#) [All About Language](#) ▾ [All About Linguistics](#) ▾

[About the Roadshow](#) ▾

WELCOME TO The Linguistics Roadshow

Linguistic Activities for the Classroom

These activities have been designed for teachers to use in high school classrooms as a fun and hands-on introduction to linguistics.

Activity 1: Words Around Australia

About: This activity will introduce students to some of the differences in Australian English, and encourage them to consider reasons why languages vary and change. Students will first think about which words they use for particular things, and then explore data showing the patterns across Australia via an interactive map.

Age: 12-16

Time: 20-40 minutes

[Activity 1 Resources](#)

[Download](#)

Interested in what linguists study? Click on a topic below to find out!

Phonetics & Phonology

How do humans
produce
and perceive
sounds?

Morphosyntax

What are the
structures
of words and
sentences?

Sociolinguistics

How do societal
factors affect
language?

Semantics

What is the
relationship
between words
and
meaning?

Psycholinguistics

How does
language
relate to the mind?

Historical Linguistics

How do
languages
change over time?

Accents



Photo by Catarina Sousa on Pexels.com

<https://lingroadshow.com/>

Teaching units

Teach Real English!

Teaching materials based on current research



Spoken London English



Language and gender



Discourses and attitudes



Language and the media



Language change



Language diversity



About

Welcome to Teach Real English!

Our materials are primarily for teachers and students of A-level English Language, but are of course open to anyone with an interest in language. All of our content is free of charge. We aim to add new material periodically, so do check the website regularly.

The materials cover a range of themes in the A-level English Language curriculum, including Spoken English, Language Change, Language and Gender, Discourse and Attitudes, Language and the Media, and Child Language Acquisition.



Linguistics Research

Digest

Blogging on Language Issues

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<https://teachrealenglish.org/about/>



Revista de Gramática Orientada a las Competencias

 **ReDi** **UAB**

 **LENGUA**  **ENTRAR**

ACTUAL **ARCHIVOS** **AVISOS** **ACERCA DE** 

 **HACER UN ENVIO**  **REGISTRAR**

La revista ReGrOC tiene como objetivo fundamental constituirse como un espacio de reflexión sobre la enseñanza de la gramática en Secundaria y Bachillerato.

ARTÍCULOS

Gramática, lengua hablada, lengua escrita

M^a VICTORIA ESCANDELL-VIDAL



La Morfología en la Enseñanza Media: reivindicación de un enfoque reflexivo e integrado con el aprendizaje de la sintaxis y la semántica

BÁRBARA MARQUETA GRACIA



Pronombres sin antecedente

MANUEL LEONETTI JUNGL



La gramática de las clases de partículas. Tres casos del español

MARÍA VICTORIA PAVÓN LUCERO



EDITOR

UAB Universitat Autònoma de Barcelona

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LAPETEC

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e Tecnologias

gramaticoteca
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Metalinguistic
awareness and
metacognition in the
teaching and learning
process: innovative
research and
methodologies

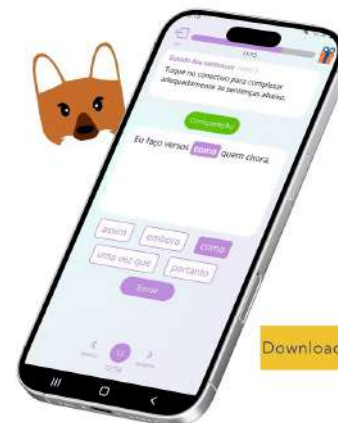


GRAMMATICS

Grammaticoteca at your fingertips!

The Gramatikê app is an excellent **active language learning tool**, an approach created by professors Eloisa Pilati (UnB) and Wilson Veneziano (UnB) and their team. Dynamic, engaging, accessible, interactive and fun, Gramatikê includes games and practical guidelines, transforming the learning of Portuguese grammar into a light and highly effective experience. Far beyond the standardization of traditional language teaching, rigid rules and endless lists of exceptions, Gramatikê connects with the discoveries of contemporary linguistic science, cognitive sciences and pedagogy, generating visible results in terms of deep and meaningful understanding of the language.

The app is available for Android, and very soon for iOS, and can be used offline, at your own pace and according to your time availability.



Download the App

<https://www.allrelate.co/>

RECENT PROJECT-RELATED PUBLICATIONS



- Corr, A.; Sheehan, M., Havinga, A. D.; Kasstan, J. R.; Schifano, N. & Stollhans, S. Forthcoming. Linguistics in Education. Routledge Handbook of Linguistics, ed. by Howie Manns, Alice Gaby & Anna Margetts
- Sheehan, M.; Corr, A.; Havinga, A. D.; Kasstan, J. R.; Schifano, N. & Stollhans, S. Forthcoming. Language teaching needs language science: A manifesto for linguistics and language teaching in the United Kingdom. In *Humanities Forward: Opportunity, Innovation, Policy in the 21st Century*, ed. by Stephan Nitu and Arlene Holmes-Henderson (Liverpool: Liverpool University Press).
- Havinga, A. D., Stollhans, S., Corr, A., Kasstan, J. R., Schifano, N. & Sheehan, M. 2024. [Addressing the UK's 'languages crisis': moving beyond skills-based language teaching through the inclusion of linguistics in secondary education.](#) *Languages, Society and Policy*.
- Sheehan, M., Havinga, A. D., Kasstan, J. R., Stollhans, S., Corr, A. & Gillman, P. 2024. [Teacher perspectives on the introduction of linguistics in the languages classroom: Evidence from a co-creation project on French, German and Spanish.](#) *British Educational Research Journal*. <https://doi.org/10.1002/berj.4009>



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THANK YOU FOR LISTENING



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Via LinkedIn

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EXTRA SLIDES



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DISCUSSION QUESTIONS



- How can we work better on this issue internationally?
- How can we persuade funders that this should be a priority?
- How can we keep track of similar projects?
- What is the best way to collaborate with teachers?
- How can you evaluate materials that we produce?
- What can you do if you want to get started in this area?



A MULTILINGUAL CONTEXT

- **20%** of English state nursery/school children speak a language other than English at home (School Census 2020).
- Other languages spoken at home by our pupil participants:
Gujarati, German, Panjabi, Polish, Portuguese, Shona, Spanish, Welsh, Yoruba

The most widely spoken languages in English state nurseries/schools:

1. Urdu
2. Polish
3. Panjabi
4. Bengali
5. Arabic
6. Romanian
7. Somali
8. Gujarati
9. Portuguese
10. Tamil

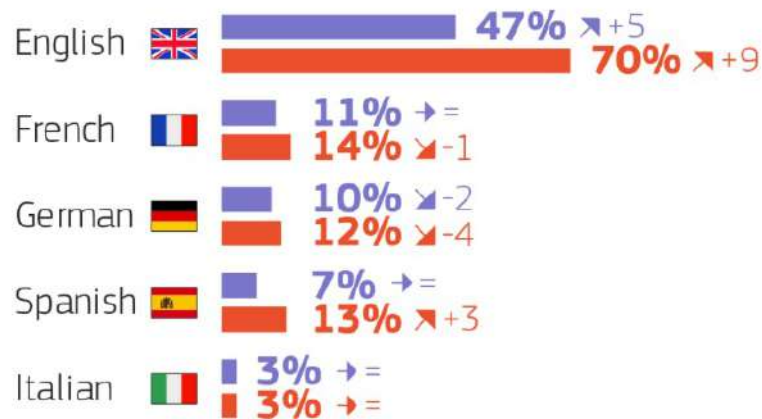
LANGUAGE LEARNING IN EUROPE



- English is by far the main second language taught and spoken in the EU^{1, 2}

ALMOST HALF OF EUROPEANS CAN HAVE A CONVERSATION IN ENGLISH AS A FOREIGN LANGUAGE, 5% MORE THAN IN 2012.

■ ALL EUROPEANS ■ EUROPEAN YOUTH (15-24 YEAR OLDS)



- [2023 Eurydice report on language teaching in Europe](#)
- [2024 Eurobarometer on Europeans and their languages](#)

LANGUAGE LEARNING IN THE EU VS. ENGLAND

Figure B2: Period during which learning a foreign language was compulsory in pre-primary, primary and/or general secondary education (ISCED 0–3) in 2021/2022, and differences from 2002/2003



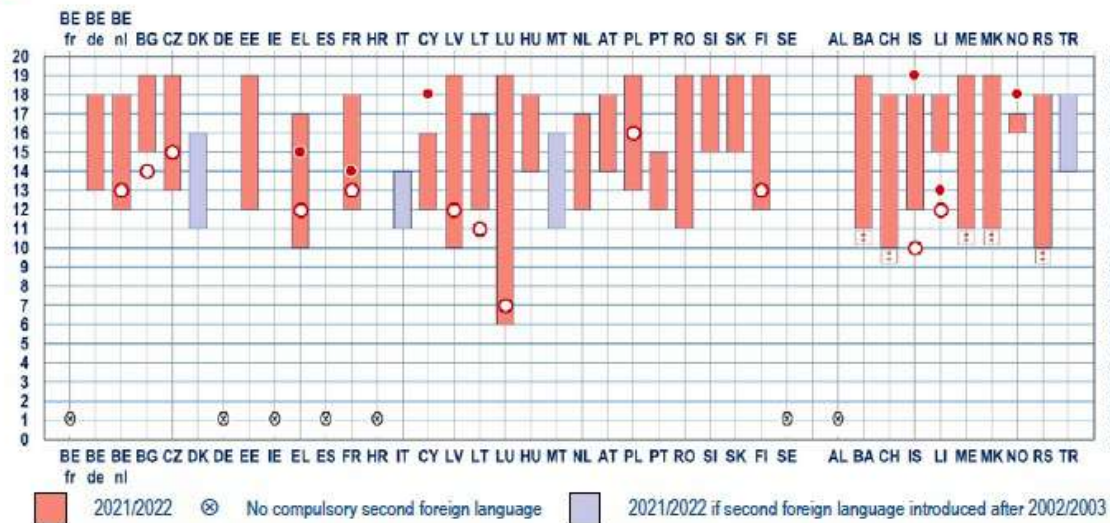
	Starting age if different from 2021/2022	Finishing age if different from 2021/2022	Not available for 2002/2003
2002/2003	○	●	⊕

Source: Eurydice.

- Is this an English (or British) problem?
- England makes languages optional from age 14.
- But the second language of Europe is English.

LANGUAGE LEARNING IN THE EU

Figure B3: Period during which learning two foreign languages was compulsory in primary and/or general secondary education (ISCED 1–3) in 2021/2022, and differences with 2002/2003



	Starting age if different from 2021/2022	Finishing age if different from 2021/2022	Not available for 2002/2003
2002/2003	○	●	⊖

Source: Eurydice.

- The time England dedicates to a second language is comparable to the time the EU dedicates to a third language.