

On The LINE

What is going on?

Who does what for Languages in
2012?

Aims

- To give delegates up-to-date information
- To inform delegates of what support is available
- To clarify the activities of various agencies and associations
- To enable networking and CPD discussion

Divisions and connections

- Coalition Policy:
- Taking away central support
- Establishing separate entities
- Institutions: Independence or Fragmentation?
- Giving professionals responsibility
- Our policy:
- Working together locally
- Joining up with agencies nationally and internationally

Where is the European language policy going?

Multilingualism is central...



Language Rich Europe

- www.language-rich.eu/home/welcome.html

LUCIDE - developing ideas about how to manage multilingual citizen communities.

- www.urbanlanguages.eu

first European Survey on Language Competences June 2012

- 9% of 14-15 year-old school pupils in England can use their first foreign language (French for those surveyed) independently. The average for the 14 European countries covered is 42%.
- Meanwhile, 39% of adults in the UK are able to have a conversation in a second language, compared to an EU average of 54%.
- http://ec.europa.eu/languages/eslc/docs/en/final-report-escl_en.pdf

Eurobarometer 2012

- 72% of people in the UK and 84% EU-wide think everyone in the EU should be able to speak at least one other language as well as their mother tongue. 66% in the UK and 72% overall support the EU's policy that people should master two other languages.
- The European Commission wants to step up support for language learning through the new '**Erasmus for All**' programme . Language learning is one of its six specific objectives and the Commission plans to boost **funding for language courses for people wishing to study, train or volunteer abroad**. The Commission will propose a European benchmark on language competences by the end of 2012 which will measure Member States' progress in improving language teaching and learning.
- http://ec.europa.eu/public_opinion/archives/eb_special_en.htm
- http://ec.europa.eu/education/erasmus-for-all/index_en.htm

- Not only here!
- www.aplv-languesmodernes.org/spip.php?article4613
- Le tableau .. donne les résultats pour la compréhension de l'écrit en LV1 : **il n'y a que les Britanniques qui soient plus mauvais que nous.**

Les causes de l'échec sont sans doute fort complexes et difficiles à cerner. Si l'on compare les systèmes éducatifs des différents pays, on ne peut pas dire que le nôtre soit plus mauvais ; il est même plutôt meilleur en ce qui concerne la formation des enseignants et

l'organisation. Quant à la pédagogie, on ne peut pas dire que celle des Français se distingue beaucoup de celle des autres Européens, sauf sur un point : **l'accent mis sur la faute.** Il est reconnu que trop de correction culpabilise les élèves et les décourage de prendre la parole.

Mais chez les Britanniques, qui souffrent moins de ce problème, la situation n'est pas meilleure.

- Il y a toutefois une différence de taille entre la France et le Royaume-Uni. Alors que les Britanniques font partie intégrante de l'empire américain .. la France a perdu le sien corps et biens.
- .. D'ailleurs, d'une manière générale, **la classe politique dans notre pays n'est absolument pas consciente des problèmes**. La politique linguistique des divers gouvernements de ces dernières décennies, de gauche comme de droite, ne brille ni par son intelligence et ni par sa sagesse. ..
- Autrement dit, les Britanniques peuvent se permettre de ne pas s'intéresser aux autres langues, même si c'est une erreur à la fois culturelle, politique et économique.

- Les Français ont dans l'ensemble toujours une attitude impériale, et pensent plus ou moins confusément que si les autres ne s'intéressent plus à nous, c'est qu'ils ont bien tort.
- Que faire, donc ? Il faudrait mettre en place une **politique linguistique diversifiée et riche.**

Il faudrait des états généraux des langues, où l'on commencerait par écouter ceux qui ont quelque chose à dire sur le sujet, et notamment les chercheurs en plurilinguisme, avant de prendre des décisions aussi éclairées que possible.

Le plurilinguisme doit être pris au sérieux au niveau national et européen.

EAL learners – a forgotten asset

- The many ways in which languages can boost brain power:
- http://www.all-languages.org.uk/news/news_list/speaking_your_mind_links_between_languages_and_other_skills
- New Scientist: Bilingual brain boost: cognitive benefits of bilingualism

Which languages to learn?

- <http://www.telegraph.co.uk/education/9487434/Graduate-jobs-Best-languages-to-study.html>
- <http://news.bis.gov.uk/Press-Releases/Vince-Cable-delivers-speech-on-UK-science-openness-and-internationalisation-67cf6.aspx>

A and AS

- <http://www.all-languages.org.uk/>
- Relatively few A*s are awarded in Languages
- A level results for 2012 in French and German show significant decline in numbers
- Drop off after AS
- ALL + ISMLA + ASCL pressure over time on issue of severe grading OFQUAL has now accepted anomaly exists
- ALL believes there should be transparency (cf GCSE English)
- <http://www.schoolsnortheast.com/news-and-events/article/a-level-results/>

OFQUAL A-level consultation (closed 11 Sept)

- adapt our regulatory approach to strengthen university involvement and to allow universities to determine subject content

We hope to achieve the following:

- Equality of access for students to the full range of universities
- Support for selection to universities
- Minimum design rules will help to prevent perceptions that some specifications and/or exam boards are easier than others

- For A level courses starting from September 2013, we would propose to make the changes to assessment structure set out above. These changes will not require any changes to the design of the qualifications; they will simply affect when assessments may be taken, and the rules around resits.
- In September 2014, we would propose that new A levels in some priority subjects would be available for first teaching (*consulting on which*)
- We think a good option would be to start with a selection from the following: chemistry, physics, biology, mathematics, English literature, geography, history, **French, German and Spanish**.

ALL: the Language Teacher's voice

- DfE consultations
- Severe Grading
- Asset Languages issue 2012
- www.tes.co.uk/article.aspx?storycode=6289107
- Language Trends (with CfBT and ISMLA)

Language Trends

- http://www.cilt.org.uk/home/research_and_statistics/language_trends_surveys/secondary/2011.aspx
- **Labour backs English baccalaureate to boost languages study**
- Shadow education secretary Stephen Twigg praises government measure, which he said might reverse the decline in children studying languages:
http://www.all-languages.org.uk/news/news_list/labour_praises_ebac_for_boosting_languages_study

GCSE

- Slight increase in numbers in 2012
- EBacc related
- Diversity
- Forums deploring inconsistency
- Forthcoming changes ?

CA

- Ofqual review of the role of controlled assessment in GCSEs.
- [http://www.all-languages.org.uk/news/news list/ofqual announces changes to controlled assessments](http://www.all-languages.org.uk/news/news_list/ofqual_announces_changes_to_controlled_assessments)

OFQUAL on CA

- Of the nine subjects covered in the research programme, we found that teachers of modern foreign languages (MFL) have particular concerns about CA.
- **Most teachers feel that teaching time is reduced and learning is narrowed by CA .**
- Teachers feel that they have no alternative but to concentrate their teaching on the topics and language that are part of CA assessments at the expense of other topics, and to focus on the vocabulary and structures their students need to gain high marks in the assessments rather than teaching more broadly.
- Teachers behave in this way, whilst recognising that it is not necessarily best teaching practice, because of the perceived high-stakes nature of assessments, which is exacerbated by the weight they carry.

- Several teachers feel that students' **skills development is skewed** towards those language skills covered by CA, and that reading and listening skills suffer
- Some teachers perceive that **assessments test memory rather than language skills,**

Changing times

- Teacher Training arrangements
- National Curriculum
- Primary Languages
- GCSE
- A-level
- Raising of School Leaving Age
- Academies / Free Schools etc. and curriculum
- HE

Our lost support

- QCA / QCDA
- BECTA
- SSAT in its previous form
- CILT in its previous form
- Local Authority Advice in its previous form

Seen it before

- The profession survives!

NC review

- Timescale extended
- ... additional time should be built in to the review timetable so that recommendations, and the implications of the international evidence for individual subjects, can be fully debated and considered before final decisions are taken.

- Expert Panel:
- Languages should be a Foundation Subject at KS2-4 (refined PoS and minimal ATs)
- KS4?

OFSTED 2011

- Weaknesses in too many lessons, particularly in speaking, listening and reading ...
- Teaching in Key Stage 4 was focused on achieving good examination results ...
- Secondary schools should: **consider, as a matter of urgency, the implications of recent developments in primary languages for their curriculum in Year 7 and how they build on students' prior attainment.**

Primary Languages Consultation

- Closes end of September
- <https://www.education.gov.uk/aboutdfe/departamentalinformation/consultations/a00211405/languages-ks2>

Languages throughout KS2: Implications

- For Primary Schools (in NC)
- For Secondary Schools (in NC)
- For Primary Schools (not in NC)
- For Secondary Schools (not in NC)
- For Trainers
- For examinations
- For others

- For Primary Schools
 - Which language? What content?
 - Language competence? Confidence?
 - Methodology?
 - Cultural updating?
- For Secondary Schools
 - Which language(s)? What progression?
 - Building on prior learning? (potentially 4 years)
 - Up until when?
 - Accreditations?
 - Parental expectations?
- Relationships

ALL support for Primary

- Consultation
- Special Interest Group
- Recruitment (special rate)
- ALL needs Primary members to advise on Primary support!

Call to teach second language in Scots schools from P1

- "The world is changing rapidly and radically and the government has a duty to ensure that Scottish schools prepare young people so they can flourish and succeed in the globalised, multi-lingual world we now live in.
- "One indisputable aspect of modern life is that more people travel widely for jobs and leisure and we must respond accordingly; we will not be as successful as a country and economy if we remain essentially a mono-lingual society."

Keeping up to date in a shifting world

- *Professionalisation*: role of Subject Associations
- Taking *responsibility* for CPD
- ALLnet
- ALL forums cf Primary Literature request email
- www.all-languages.org.uk/

ALL and NQTs

- [http://www.all-languages.org.uk/about/what can all do for me/i am a newly qualified teacher](http://www.all-languages.org.uk/about/what%20can%20all%20do%20for%20me/i%20am%20a%20newly%20qualified%20teacher)
- [http://www.linkedin.com/groups?home=&gid=4483481&trk=anet ug hm](http://www.linkedin.com/groups?home=&gid=4483481&trk=anet%20ug%20hm)
- ALLNE and NQTS: Twilight events? – 4 or 5 over the year
- Non-threatening space for sharing ideas

Other ongoing support – viz. handout

- Routes into Languages
- Network for Languages
- <http://www.speaktothefuture.org/>
- Cultural agencies
- National bodies
 - British Council
 - CILT Regional Support
- Local programmes
- Each other

International opportunities - funding

www.globalgateway.org includes International School Award, funding advice, partner-finding

www.britishcouncil.org/etwinning free online tool

www.britishcouncil.org/comenius Free assistants from any of 31 countries, Regio funding for Local authorities working together, funding for CPD abroad, funding for collaborative projects

also www.britishcouncil.org/connectingclassrooms
Partner-finding visits,

www.britishcouncil.org/languageassistants

www.dfid.gov.uk Global Schools Partnerships

Specific Languages

Mandarin –

www.britishcouncil.org/schoolpartnerships-china

German - www.ukgermanconnection.org

Japanese - <http://www.jpjf.org.uk/>

UK German Connection

- **Host a Teacher from Germany 2012:** Would you like to provide your school with authentic German cultural input? We are now inviting UK schools to host a qualified teacher from Germany in their school for 2 or 3 weeks between November 2012 and March 2013. Schools do not need to be teaching German in order to participate, and all teachers hosted will have a good level of English. There is no cost to the hosting school, and the deadline is **19 September 2012**.
- You can find more information and download the hosting form at www.ukgermanconnection.org/hostateacher.
- **UK-German Youth Ambassadors 2012-13:** network of motivated young people in the UK and Germany who are passionate about the other country and keen to help promote UK-German activities and encourage other young people to get involved. They share their experiences and run projects for younger pupils in their own school and local area, and some help support language and intercultural learning in primary schools. The deadline for applications is **21 September 2012**, and the first seminar will take place in October 2012 in London.
- You can find more information and download the application forms at www.ukgermanconnection.org/youthambassadors.

Japan Foundation

- **Japanese Language Local Project Support Programme 2012-13**
- Institutions can apply for **up to £3000 for non-profit-making projects** or activities which will have a significant and wide impact on the promotion of Japanese language education throughout the UK, or in their local area. For example, conferences on Japanese language education, seminars for teachers, projects to produce Japanese language teaching materials, etc. We also welcome projects that introduce Japanese into the curriculum, or bring it into the timetable at Schools or Universities.
- <http://www.jpf.org.uk/>

Europe Direct North East

If you're looking for advice or help in your neighbourhood, or for a local forum promoting dialogue and awareness about EU policies, contact your nearest local information centre

- County Hall, Durham
- europe.direct@durham.gov.uk
- <http://www.durham.gov.uk/Pages/Service.aspx?ServiceId=7150>

Motivational projects

- European Day of Languages
 - www.cilt.org.uk/home/valuing_languages/european_day_of_languages.aspx
- European Language Label
 - www.cilt.org.uk/home/valuing_languages/european_language_label_2012.aspx
- British Academy Awards
 - www.britac.ac.uk/policy/LQS_current_projects.cfm

Link2Learn

- .. open to any school (primary, secondary, SEN), international coordinator and local authority in the UK which is involved in the International School Award (www.britishcouncil.org/isa)
- .. valuable cash prizes on offer to win up to £5000 to embed, celebrate and further develop and impact of the creative and innovative dimensions of teaching and learning. Winners and runners up will receive their cheques at a presentation ceremony at HSBC Canary Wharf on Friday 16 November.
- .. easy to enter (up to 900 words describing the impact of your international work)
- Deadline: 19 October
- <http://schoolsonline.britishcouncil.org/International-School-Award/Link2Learn>

British Academy

- Inquiry - Lost for Words: The need for languages in UK public policy
- - The British Academy has launched an inquiry into languages, looking afresh at the UK's current and future need for language capacity in a rapidly changing global context. The inquiry will assess how well these needs are being met, and will make recommendations on how best language capacity can be maintained and enhanced. The inquiry will seek to analyse the range and quality of provision of language and area expertise in HEIs, in-house Government provision and private providers.
 - report in November 2012, following consultation with stakeholders within Government, HEIs and other relevant sectors.

- **British Academy Language Week**

In November 2012, the British Academy will hold a Language Week, comprising of a series of events to a combination of public and invited audiences. Due to be held on the week commencing 19 November, Language Week will include: an awards ceremony for the Schools Language Awards; a conference to launch the policy report on the language needs for UK public policy making and implementation; a workshop on bilingualism; and events with partners including Cumberland Lodge.

- **State of the Nation reports**

The British Academy will produce annual State of the Nation reports on languages – the first of which will be launched in January 2013. The report will support the Academy's L&QS Programme's aim of addressing strategic deficits in language learning by providing up-to-date evidence on the supply and demand for language skills and on their contribution to UK's economy and society.

- **handout**

HE

- UCAS reporting decline in Languages (esp. non-European)
- Concerns about Year Abroad
- http://www.britac.ac.uk/policy/Languages_and_Quantitative_Skills.cfm

- **Report by Universities UK, 'The Future of Research':** "Language training is a strategically important but vulnerable area for researchers. As a deficit, it contributes to the general reluctance of UK students and researchers to travel... Universities should work with schools to assert the need for competence in a foreign language as a prerequisite for a research career in any field."

www.universitiesuk.ac.uk/Publications/Pages/Thefutureofresearch.aspx

Academies

- Once open, responsibility for the academy will pass to the Education Funding Agency (EFA)
<http://www.education.gov.uk/aboutdfe/armslengthbodies/b00199952/the-education-funding-agency>

Academies / Teaching schools

- Schools are expected to fund training and development of their workforce from the general funding available to them. Teaching schools are being designated and are expected to provide collaborative local programmes of development for teachers and leadership.
- northacademiesenquiries@efa.education.gov.uk
- <http://www.education.gov.uk/schools/careers/traininganddevelopment/funding>
- <http://www.bbc.co.uk/news/education-19017544#TWEET179079>
- Concern about Academies employing non QTS teachers

In the Lords

- Lord Anderson of Swansea
 - .. the [Minister](#) will be aware that last year, of the 306 graduate entrants into European Union institutions, only 7 were from the [UK](#). Does she agree that this must be due in part to the decline in language teaching? Does she further agree that it cannot be in our national interest that there is such a decline and that the future influence of this country in European Union institutions is likely to decline as a result?
- [The Bishop of Chichester](#) (Bishop)
- .. can the [Minister](#) confirm that [Her Majesty's Government](#) are concerned about the cultural as well as the economic disadvantage our country is likely to suffer as a result of the decline in language skills? As the [UCAS](#) statistics indicate a disproportionate fall in the number of applicants from people from deprived areas, what are Her Majesty's Government doing .. in order to minimise the impact of tuition fees .. specifically on children from those areas?

Representing your views

- Through ALL (invited to all the big meetings)
 - Via local ALL activists
 - To Department
 - To Teaching Agency
 - To Westminster
-
- Become an activist
 - More members, more representation

Where to find things from this session

- This Powerpoint and others
- The Language World 2012 handout with all the links
- Event information
- [www.all-languages.org.uk/community/branches and networks/list of branches and networks/north east](http://www.all-languages.org.uk/community/branches_and_networks/list_of_branches_and_networks/north_east)

@stevenfawkes
steven.fawkes@gmx.com

Your CPD, your responsibility

- Viz. handout
- Get involved!
- Social / professional events

Prize draw

- Thanks to our sponsors, our hosts and our volunteers
- Thanks for your work and interest!