

- “It is great to learn a language at **your own speed** and not feel that you are trying to catch up all the time.”

“I loved doing my presentation on Penelope Cruz because it was fun to research and speak about something personal and interesting to me. I was really interested in her life, so I was motivated to work hard and show off.”

“You are more independent in LF, which has made me more independent in my other lessons as well.”

“LF lessons are quite relaxed, but you still learn a lot. You control your learning, which i like. You also control your learning at home.”

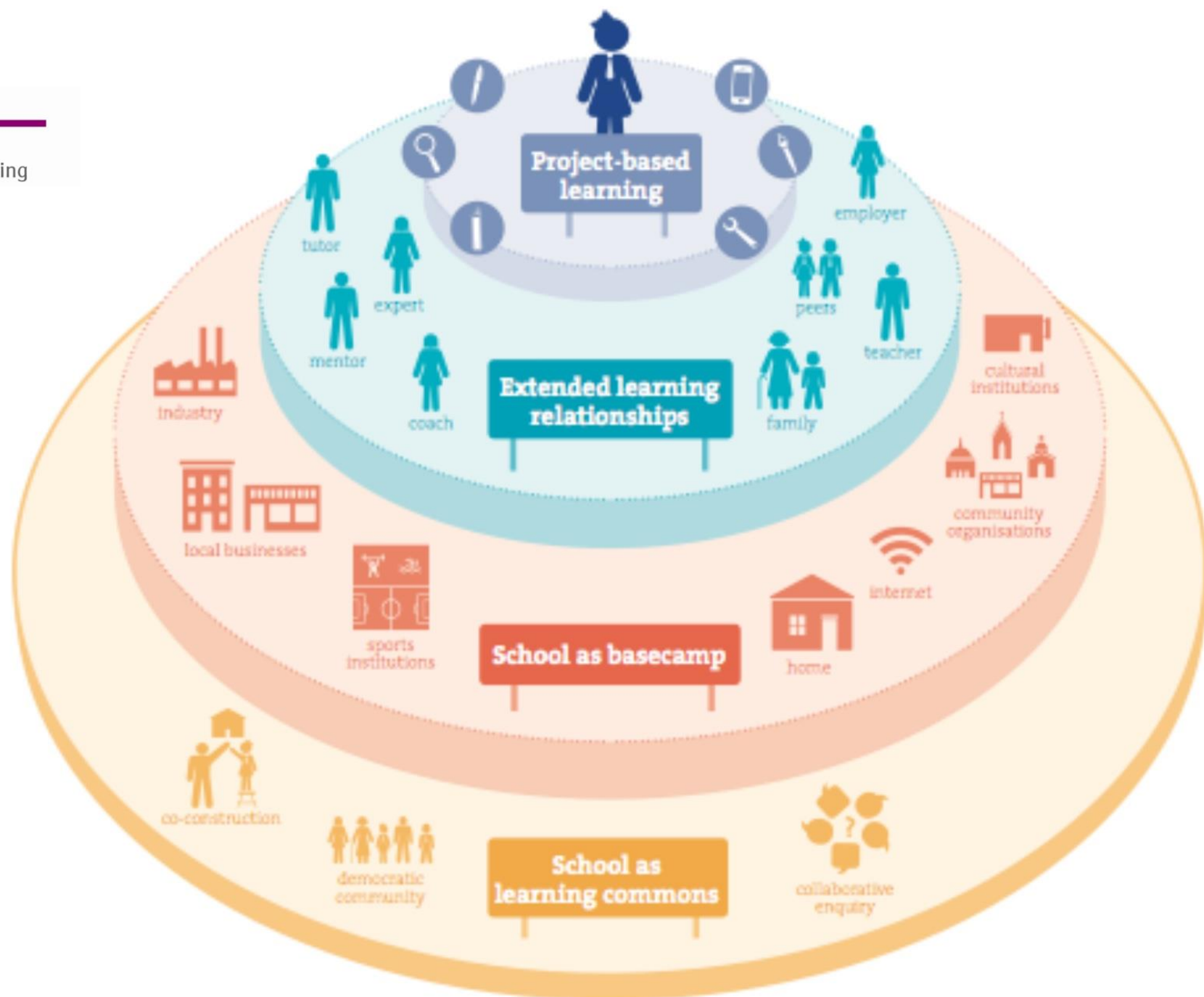
- “We aren’t getting spoon-fed information, we have to **find** it and learn it for ourselves. We have to keep ourselves on track”



The Language Futures approach was originally developed by Linton Village College as part of a Paul Hamlyn Foundation Special Initiative.

In summer 2015, management of the initiative was transferred to the [Association for Language Learning](#), with legacy grant funding from the Paul Hamlyn Foundation for the next two academic years. ALL, alongside partner Whole Education, will oversee the further development of Language Futures.

Over the 2015/16 academic year, schools from a range of educational contexts are offering the Language Futures approach both as part of the school curriculum and after school with a total of 16 different languages (Arabic, English, French, German, Irish, Italian, Japanese, Latin, Mandarin, Polish, Portuguese, Russian, Shona, Spanish, Turkish and Urdu) being studied.



Language Futures is not a tweak  
but a radical transformation of  
the way in which children learn

Vivien Corrie-Wing, former Deputy Principal of Linton Village College

# The needs of the new curriculum

Why we established Language Futures at Linton Village College.

How it fits our current curriculum needs.



# Promoting linguistic diversity, Broadening provision

## Key principles:

- Student choice and agency
- Teacher as designer and facilitator
- School as basecamp
- Project based learning

# How does it work?

First steps

Assemblies and applications





# Mentors - building links with the community



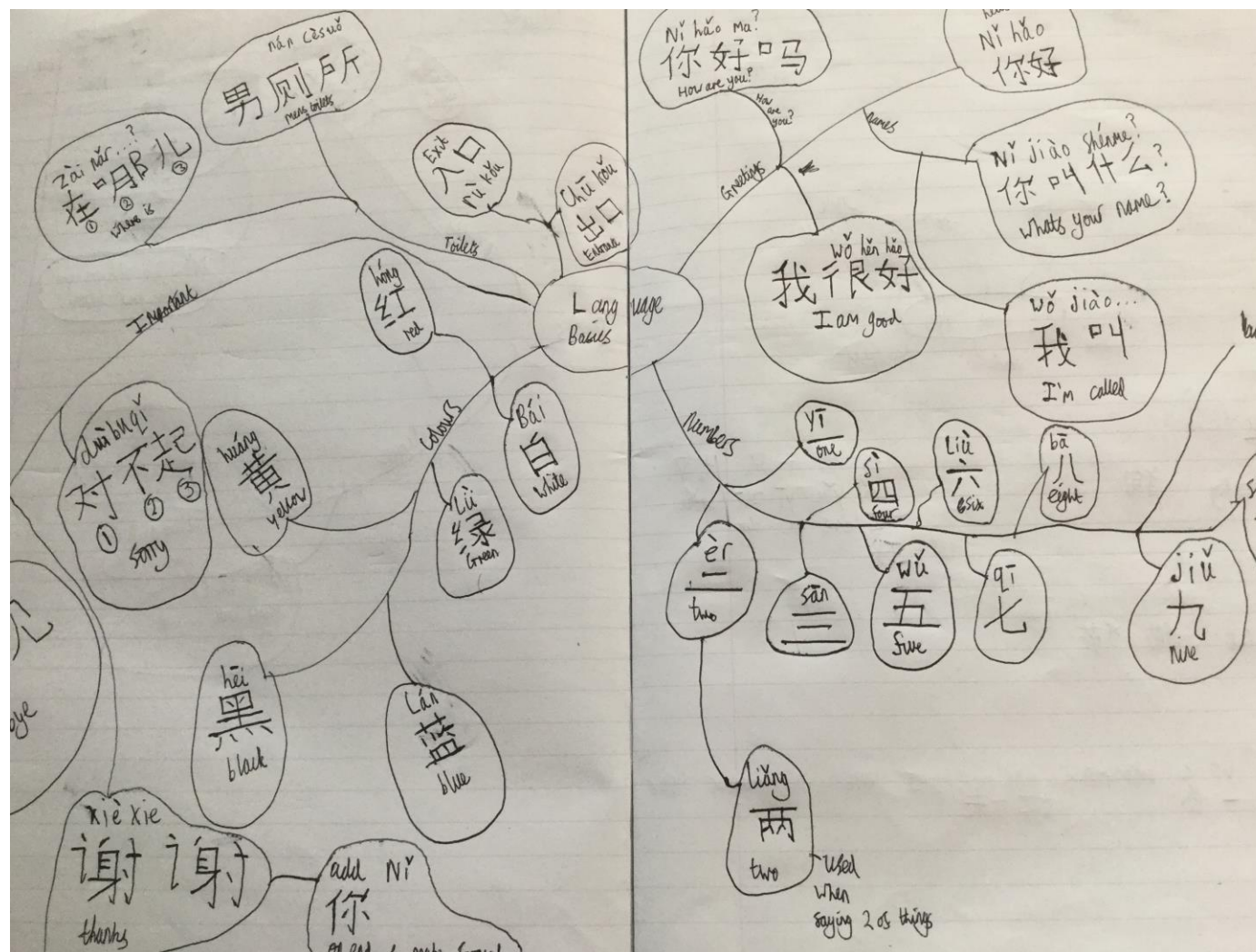


# Involving parents



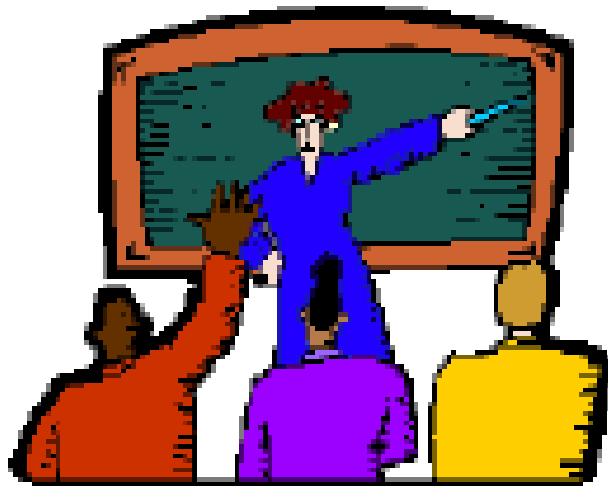
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# School as base camp: Mind map devised by Y9 pupil prior to starting Mandarin LF



# The role of the teacher

Teacher v facilitator



"sage on the stage"



"guide on the side"

# Example of a LF lesson- building autonomy

- [If future tense lesson.pptx](#)

Objective: to develop an understanding of how to form the future tense in your language.



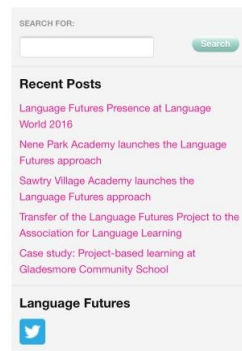
# “What do you like about LF lessons?”

- We enjoy having many different languages in one classroom
- We like learning more independently
- We feel more relaxed in lessons
- We do more group work
- We feel valued and trusted as learners
- We control our own learning
- We learn from each other

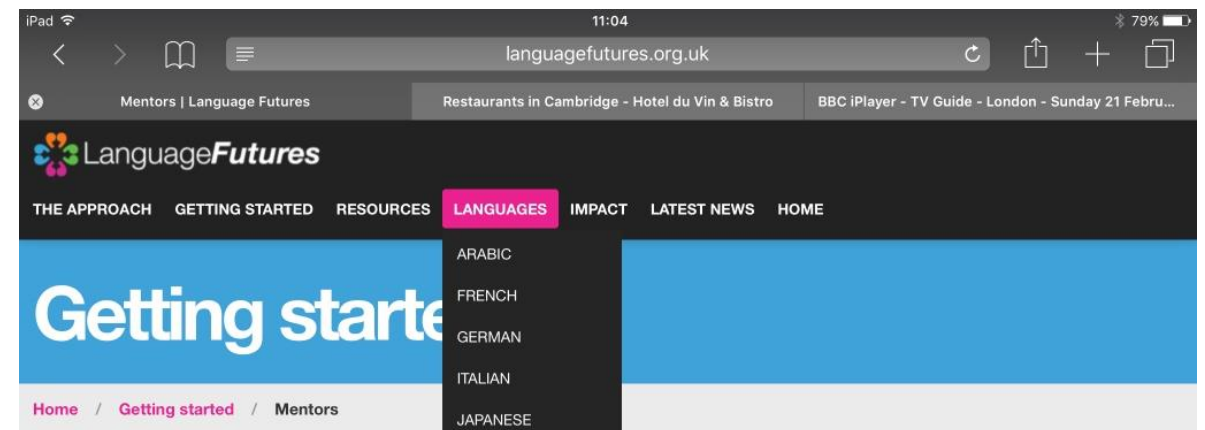


# A typical LF lesson

- Three languages in one lesson – Spanish (five students), Italian (five students), Mandarin (two students)
- Community mentors (most lessons)
- Computers/laptops/IPads (most lessons)
- Multiple role of the teacher
- Student ownership of learning
- Peer learning
- Language learning as a social activity



Language Futures website includes interviews with teachers, mentors and pupils plus a wide range of resources.



## Mentors

Mentors are an integral part of the Language Futures programme. They are volunteers from the local community who are experienced in the language that students are studying. They may be native speakers or fluent due to an extended period of study, or time spent abroad. Mentors are asked to attend Language Futures lessons at least once a fortnight, for at least a term, and ideally for the length of the school year.

*"The success of the programme has been the introduction of the mentors. I have three mentors who are enthusiastic and very supportive of their students. All three mentors have marked work, set challenges and chivvied them all along as well as researching websites, creating games and giving rewards."* (Teacher at pilot school)

### Getting started

- Setting Up Language Futures
- Teachers
- Language Futures co-ordinator
- Parents
- The role of the teacher
- Mentor recruitment and supervision



ALL Languages  
FuturesTeam

- Manager - Clodagh Cooney
- Researcher - Rachel Hawkes
- Schools Advisor - Ann Swarbrick



We're available at the LF stand for discussion/questions.

For the LF mailing list, complete the slip on your seat and leave in the room and/or drop off at the stand

For more information contact:

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