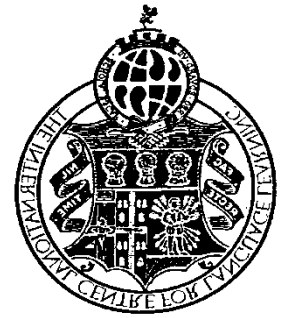




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**Eva Lamb**

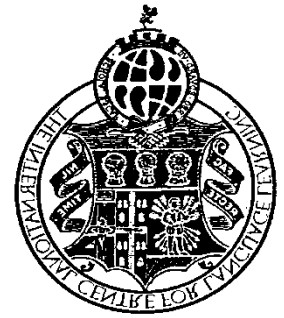
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ALL Yorkshire

# Promoting Languages across the School



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**Eva Lamb**

King Edward VII School, Sheffield

ALL Yorkshire

# Making

# Languages the most popular subject in the School



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# Languages in Key Stage 4

Decline considerably more  
significant in inner-city  
schools / areas of social  
deprivation (in some schools

to **below 10 %**,  
even **0 %**)

2000

2010

# OFSTED / SEF

- to **audit their current provision** and take-up for languages post-14
- record in the SEF how they plan to **increase take-up to at least 50%** of the cohort in key stage 4 leading to an appropriate qualification.

# Toothless ???



# The EBacc

---

- English
  - Maths
  - Science
  - Humanities
  - Modern Foreign Languages
- 



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**Engagement:** 50 % +

---

How ?

*It is my belief that Heads are quite happy for Heads of MFL to do all the 'donkey work' vis a vis reaching the impossible 50%:*

*Underpaid and overworked Head of MFL is running after-school GCSE langs (without being paid extra), is re-training to become an Asset langs examiner, re-writing SofW, taking year 9s on trips, arranging visits, etc etc etc...*

*Oh, well that's alright then..... tick.....*



“You don’t know at the time  
how useful they’ll be ...”



## **Implementing modern foreign languages entitlement in Key Stage 4**



Report based on visits to 14 schools,  
which had:

**High take-up:** more than 90% of Y11 students took a full GCSE in at least 1 MFL in 2004

**High achievement:**

- MFL results much better than in other schools in similar circumstances
- Pupils achieve better in the main MFL than in their other subjects
- Boys perform well in comparison with boys nationally and with their performance in other subjects in the school (as do girls)

**High motivation:** Pupils' behaviour and attitudes towards MFL are good



# Key findings

Successful implementation of Key Stage 4 MFL entitlement depends on a symbiosis of:

1. good **whole-school leadership**
2. strong **senior management team support for MFL**
3. **effective MFL provision**



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# Effective MFL Provision

- **Good Leadership through HOD MFL**
- **Effective teaching**
- **Other features**  
(e.g. FLAs, foreign visits and exchanges, enrichment activities, student support etc)

# But:

MFL provision good,  
but rarely outstanding.

- Proportion of good or better teaching and assessment similar to that found in Section 10 inspections
- Some weaknesses observed  
(e.g. in use of ICT, lack of authentic reading materials, weak data analysis)



# Good Whole School Leadership

Effective whole-school leadership and management  
**create the right conditions for MFL** to prosper:

1. Good systems for **monitoring and evaluation**
2. Effective **development planning**
3. Regular **dialogue between subject leaders and SMT**
4. Whole-school initiatives which support MFL, such as a focus on **tackling poor behaviour**



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# Whole School Ethos

supports effective teaching and learning of MFL

**LT commitment** to prevent MFL  
from becoming “elitist subject”:

e.g.

- **Option choices**
- **Interviews**



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***One pupil said:***

***“If I’d been given the choice, I’d have given up languages, but I’m glad I didn’t.***

***You don’t know at the time how useful they’ll be”.***



“You don’t know at the time  
how useful they’ll be ...”



## **Implementing modern foreign languages entitlement in Key Stage 4**



# What can the Languages Department do?

- **Provide a stimulating learning experience at KS 3**
- **Offer courses that cater for different interests, needs and achievement**
- **Promote and raise the profile of languages in the school**
- **Emphasise the value of a qualification in MFL**



# What can the Languages Department do?

- Provide a stimulating learning experience at KS 3
- Offer courses that cater for different interests, needs and achievement
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- **Emphasise the value of a qualification in MFL**



## Who needs to be convinced?

- **The Head, the Leadership Team and Governors**
- **Colleagues from other departments**
- **Parents and the wider community**
- **The pupils**



## Who needs to be convinced?

- The Head,  
the Leadership Team  
and Governors
- Colleagues from other departments
- Parents and the wider community
- The pupils



## School Management: What will convince them?

# The Vision

- What do they see as the purpose of the School?
- What contribution can I / my department make to fulfilling the purpose of my school?



# School Management: What will convince them?

## **The International Dimension**

Languages give the School a forward-looking, internationalist, global, multi-cultural dimension

## **Prestige**

Languages give a school status and help stop the drift of middle-class pupils to the independent sector.

(Independent schools teach more languages, start them earlier and have higher take-up rates post 16).



# School Management: What will convince them?

## **Social Inclusion: Class + Gender**

When languages are optional, disadvantaged children and boys self-exclude themselves from life chances; this compounds disadvantage and social exclusion.

## **Citizenship**

Is European and global citizenship possible without language skills, cultural awareness and empathy?



School Management:  
What will convince them?

## **Employability**

- Skills shortage, language skills linked to regional economic development
- Preparation for life in an internationalised environment / globalised economy



## What can be done by the Management on a Whole School Level ?

- Restructuring of **option blocks** so that more pupils are guided into language choices.
- **New courses** which are likely to appeal to different groups of pupils.
- Improved **careers guidance** and advice
- Leadership Team support for **promotion** of languages
- **Incentives** for those that do languages  
(e.g. access to a study visit, enrichment activities etc).



# Who needs to be convinced?

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# How to raise the profile of the Languages Department ?

**Changing  
Attitudes**

**Winning  
Allies**



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# Changing Attitudes

**Be ready for  
the rubbish!**

**Don't let them get  
away with it!**

**1. Languages are only for the academically able**

**2. Languages are irrelevant because everyone speaks English**

**3. Languages are irrelevant because these kids will never go abroad**

**4. They can't even speak English properly!  
We must prioritise that!**

**5. Languages don't produce good enough results!**

**6. GCSE courses in MFL are not suitable for some students**

**7. There is no point forcing kids to study Languages**

**8. They don't learn enough for it to be worthwhile.**

**9. The curriculum is overloaded – pupils will do better if allowed to concentrate on fewer subjects.**

**10. Languages are hard.**



**Be ready for the rubbish!**



**CATCH THEM  
WITH A  
CATCHPHRASE**





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# Winning Allies

**Start with the  
obvious ones!**

**Give them  
incentives!**



# The obvious ones:

- The coolest department in the school
- The most popular teacher(s) in the school
- The school's specialism

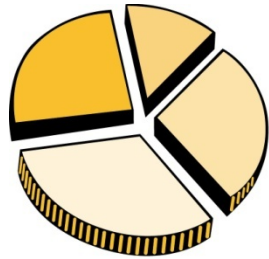


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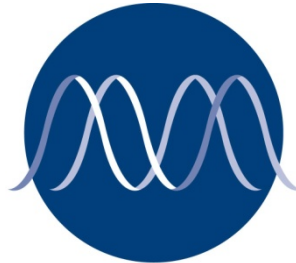
# 2383 Specialist Schools



arts colleges



Business &  
Enterprise



Engineering



humanities



**LANGUAGE  
COLLEGES**



Maths &  
Computing



music colleges



Science



**SPORTS  
COLLEGES**



**TECHNOLOGY  
COLLEGES**

**Dance**  
**Drama**

**Music**  
**Media Arts**  
**Visual Arts**

**Business subjects**  
**Leisure and Tourism**

**ICT**

**Vocational Courses:**

**Engineering**  
**Manufacturing**  
**Construction**  
**Catering**

**English**  
**History**  
**Geography**  
**Citizenship**  
**RE**  
**Drama**

**Mathematics**

**PE**

**Science**

**Sport**

**Design & Technology**



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# Linking with other Subjects

**Start with the  
easy ones!**

**Give them incentives!**



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**Y7 Visit to Mallorca: PE**

**Y9 Visit to France: Science**

**Y10 German Exchange: History**

**KS4/5 Visit to Japan: Geography**

**Y10 Visit to Austria: Leisure + Tourism**

**Y13 Visit to Paris: Art**

**Y12 Visit to Berlin: Politics / RE**

**Y10 Visit to Pisa: Geography**

**Staff Visit to China: ADT / English**



# King Edward VII School



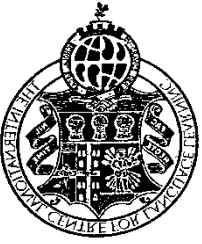
**International Study Visits → Exchanges →  
Work Experience Abroad**

## **The Languages Department – Rationale:**

- linguistic
- cultural
- motivation

**But also .....**

- cross-curricular links
- raising the profile
- languages in context



# King Edward VII School



## Process

Organised by **MFL Department**

↳ Organised by MFL Department and **involving other departments**

↳ Organised by **other departments, supported by MFL**

↳ **Organised by other departments, independently of MFL**





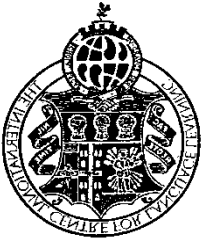
# King Edward VII School



Organised by other departments, supported by MFL

# **SAM United**

## **Y7 PE**



# King Edward VII School



Organised by other departments, independently of MFL

## **Comenius Project: “Graphic Design as a Political Tool”**

**ADT / Politics / History**



# King Edward VII School



Organised by other departments, independently of MFL

## **Comenius Project: "BUGS"**

**Science / Maths / ICT**



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# British Council – Global Gateway

[www.globalgateway.org](http://www.globalgateway.org)

<http://www.britishcouncil.org>



**75** YEARS OF  
CULTURAL  
RELATIONS





# Linking with other Subjects

## Incentives

- **The International Dimension**
- **Raising Achievement**  
**Reinforcing content**



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# Raising Achievement

Reinforcing content

## CLIL National Statement and Guidelines

Do Coyle, Bernardette Holmes, Lid King

[http://www.languagescompany.com/images/stories/docs/news/CLIL\\_National\\_Statement\\_and\\_Guidelines.pdf](http://www.languagescompany.com/images/stories/docs/news/CLIL_National_Statement_and_Guidelines.pdf)



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# Raising Achievement

Reinforcing content

# CLIL

**ALL CLIL Special Interest Group**

<http://clil4teachers.pbwiki.com/>



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# Raising Achievement

## Reinforcing content



*you need to know*

supporting the new secondary languages curriculum

**Case Studies:**  
Geography, Art, Science,  
Music, PE ....

<http://www.all-nsc.org.uk/nsc/>





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# Raising Achievement

## Reinforcing content

# CLIL **LinkedUp**

<http://www.linksintolanguages.ac.uk/>

<http://www.linksintolanguages.ac.uk/resources/2193>



# Who needs to be convinced?

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**and the wider community**
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# Convincing parents

**Keep them  
informed**

**Get them  
involved**



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# Parents: Keeping them informed

## Parents Newsletter

News from the Languages Department  
How you can help your Child

## School website

## Displays around school

## Open Evenings / Performances



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## Y9 Option Evening:

- Presentation: Why Languages?
  - HOD
  - University Lecturer
  - Employer
- Leaflet: Languages Work
- Information stall



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## Events:

- European Day of Languages
- Family Fun Day
- International Evening
- Christmas production
- Music / Drama productions
- TAFAL



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# Convincing parents

**Keep them  
informed**

**Get them  
involved**





**King Edward VII School**



# **Foreign Language Evening Classes**

## **International Week / International Evening**

**Events:** Judges, prize giving

**Workshop facilitators**

**Language and Careers Day**



# Who needs to be convinced?

- **The Head, the Leadership Team and Governors**
- **Colleagues from other departments**
- **Parents and the wider community**
- **The pupils**

ALL **I'VE** GOT TO SAY IS  
THEY'RE NOT MAKING **ME**  
LEARN ANY FOREIGN LAN-  
GUAGES! IF ENGLISH IS  
GOOD ENOUGH FOR **ME**, THEN  
BY GOLLY, IT'S GOOD ENOUGH  
FOR THE **REST** OF THE WORLD!





# What puts them off?

*“It’s hard ....”*

*“It’s boring ....”*

*“I’ll never go abroad ....”*

*“I’ll never need it in my job ....”*

*“I’d rather do .....”*

<http://www.youtube.com/watch?v=2g2uYBIXfH>

[M](#)

<http://www.youtube.com/watch?v=0QMv622vY>

[8w](#)

**You do not have to be fluent in a language – there is room for all levels of ability in all types of work.**

**‘I thought I would never be able to master the language.... after seven weeks I was chatting with a busload of Bolivian women all calling me ‘gringo’.’ Stuart, who learned Spanish on his travels in Latin America and now lives in Spain.**

**David Beckham: It will be important for me to express myself in Spanish... I’ll make a real effort because it will help me to integrate.**

**Languages improve the quality of your life and your understanding of how other people live and think.**

**Speaking another person’s language can help you to understand their culture and outlook on life – a good way to break down barriers that divide people.**

**Even the basic phrases make a real difference. Jobs from receptionist to top level management need language skills.**

**Not everyone speaks English – it’s a multilingual, multicultural world.**

*‘Employees with language skills are definitely more marketable and have more worth in the labour market’*

**Bob Shankley, HR Director, BMW**

*‘It is important that our employees are able to communicate in a variety of different languages to remain competitive in an international market’*

**Soraya Malik, Operational Training Manager,  
lastminute.com**

<http://www.cilt.org.uk/>



**Languages  
Work**

Inspiration and advice  
for languages and  
careers



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# Promoting the vocational relevance of language learning

## Year 9 Option Week

## Student Conference





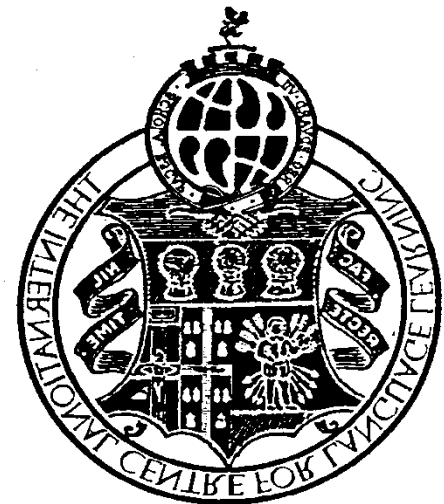
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# Student Conference

## *Your Future in Europe*

### *The Vocational Relevance of Language Learning*

*King Edward VII School  
Language College*



What is it?

## Conference for 14 – 18 year olds

### Aim:

to encourage students  
continue their language  
learning into their next  
phase of education



European Award  
for Languages 2002

## **Raise awareness of**

- **the variety of languages and language skills used in the world of work**
- **Raise awareness of employment and study opportunities in Europe**
- **Raise awareness of further/higher education opportunities with languages**

# Programme:

- Talks
- Workshops
- Company Panel
- Language
- Tasters
- Exhibition



Plenary in the School Hall

# Company Panel

- Bassett Foods
- B Braun Medical
- Corus Plc
- Cybertechonics®
- Gripple Ltd
- LuK (UK) Ltd
- Manchester Utd  
Football Club
- New Era Aquaculture Ltd
- Novotel Sheffield
- Sheffield Forgemasters
- Sheffield Wednesday  
Football Club
- South Yorkshire Police
- Sheffield Chamber of  
Commerce

# Language Tasters:



**Dr Lianyi Song from SOAS,  
University of London, introducing  
students to Chinese**

- Arabic
- Dutch
- Modern Greek
- Indonesian
- Italian
- Japanese
- Korean
- Luxembourgish
- Mandarin Chinese
- Portuguese
- Russian
- Swahili
- Urdu

# Exhibition

- **Sheffield Hallam University**
- **University of Sheffield**
- **University of Hull**
- **University of Leeds**
- **University of Manchester**
- **University of Salford**
- **University of London, SOAS**
- **Connexions**
- **Y/H Global Schools Association**
- **South Yorkshire Police**
- **Regional Language Network Y/H**



**Information stall of the University of Sheffield**

Who can participate?

Students from **Year 10 – Year 13**



**Visiting students  
meeting up at break**

Per school:

Up to 16 students

from Key Stage 4

Up to 20 students

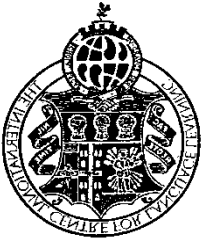
from Key Stage 5

**350 – 500** students

from approx **20** different  
schools



I did not think I would –  
but I am now seriously  
considering taking French  
for A Level!



King Edward VII School



# SHELL

Schools and Higher Education Languages Link  
Group

**SHELL**



# **Routes into Languages**

# SHELL



- Adopt-a-Student Project
- Languages / Film Summer School



# What puts them off?

*“It’s hard ....”*

*“It’s boring ....”*

*“I’ll never go abroad ....”*

*“I’ll never need it in my job ....”*

*“I’d rather do .....”*

- . you will learn in a **practical way**
- . you will learn language which you will be able to use in a job.
- . you will have the opportunity to use computers more often to do your work.
- . you will also have the chance to go on visits to local companies to see languages at work.
- . you will be able to use your language skills on a study visit abroad

- . you do not have to **worry about exams**
- there is no exam at the end; you will do 12 small tests or assignments instead, which are spaced out over Y10 + Y11.

. you will still get the equivalent of a GCSE.

# **NVQ**

## **Language Units:**

**a flexible, achievable  
and motivating  
vocational alternative**



Since 2009:



# WORK EXPERIENCE IN SPAIN AND AUSTRIA

The **PIE** Project

**P**lacements **i**n **E**urope



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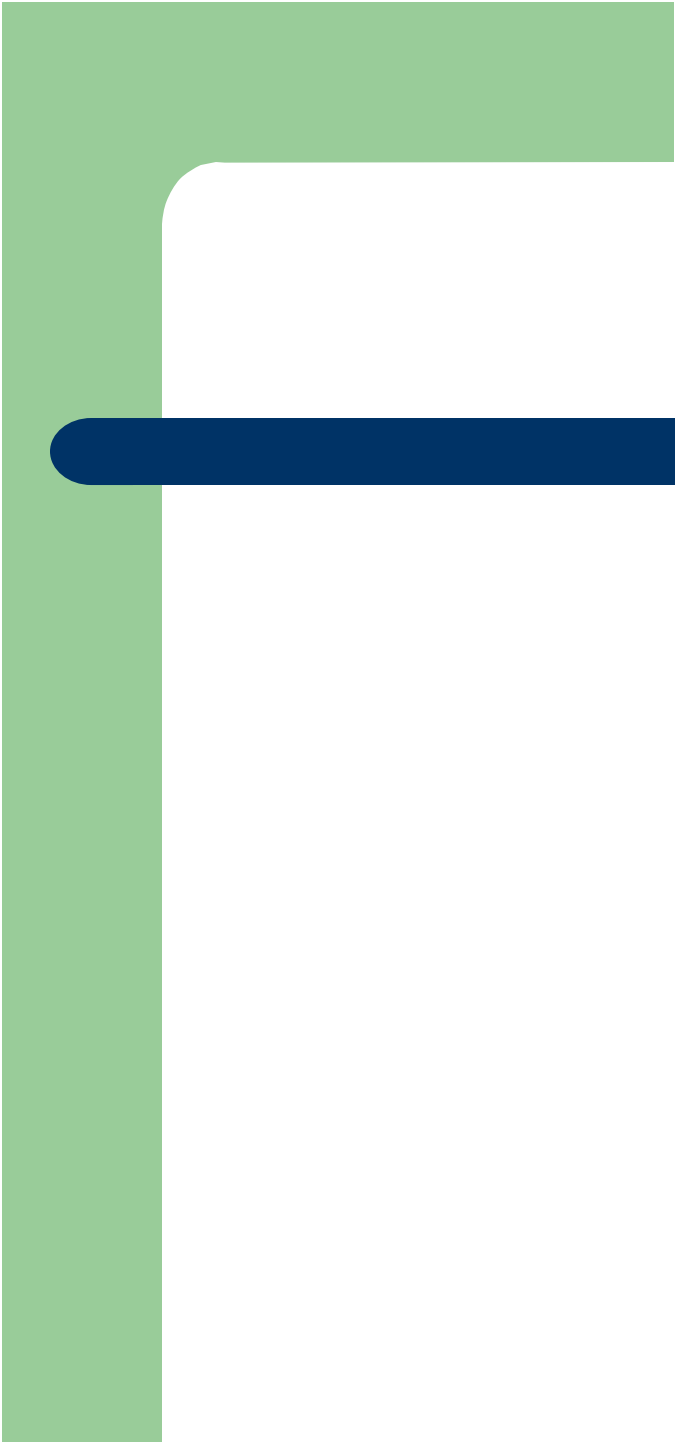
*“I’ll never need it in my job ....”*

*“I’d rather do .....”*



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# Questions .... ?





The

4<sup>th</sup>

C

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● **C**reativity

**Being original :**

**saying something you've never  
heard anyone say before**

# LinkedUp Project

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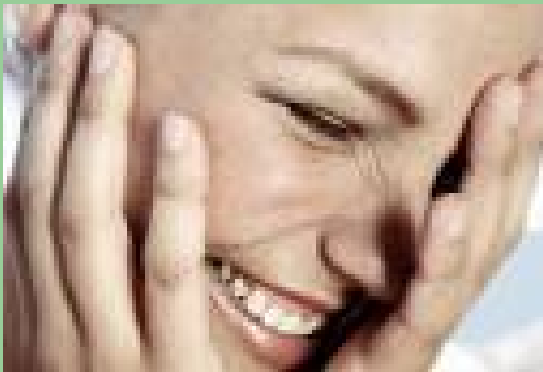


## The New Y7: Continuity, Creativity, Culture



Cocktail lounge,  
Norway:

LADIES ARE  
REQUESTED NOT  
TO HAVE  
CHILDREN IN  
THE BAR.



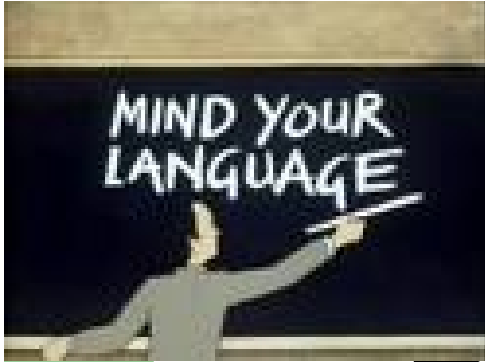


Airline ticket office,  
Copenhagen:

WE TAKE YOUR BAGS AND  
SEND THEM IN ALL  
DIRECTIONS.

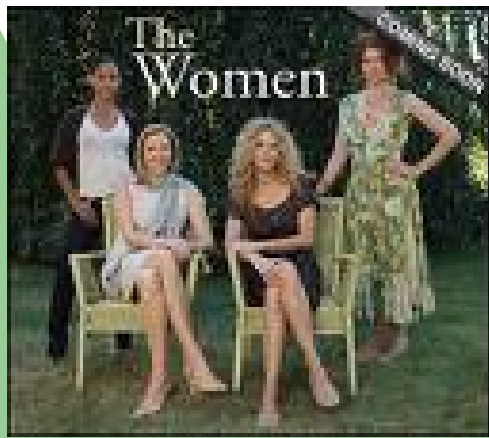


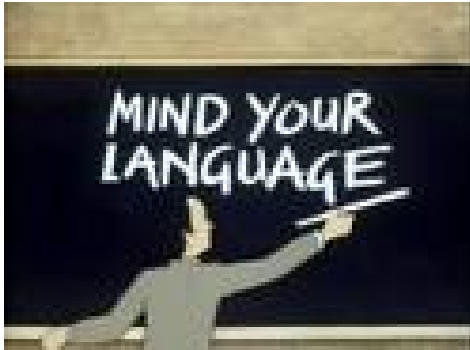




Doctor's office, Rome:

SPECIALIST IN WOMEN  
AND OTHER DISEASES.

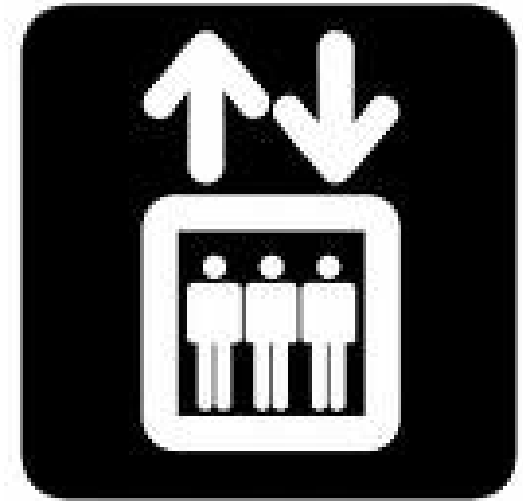
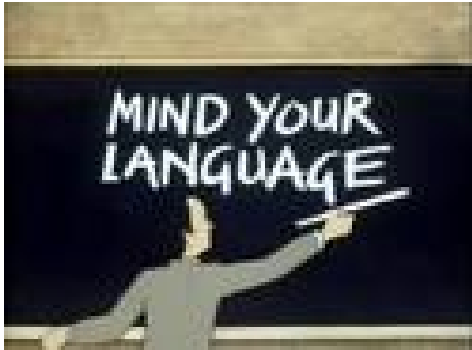




A laundry in Rome:

LADIES, LEAVE YOUR CLOTHES  
HERE AND SPEND THE AFTERNOON  
HAVING A GOOD TIME.

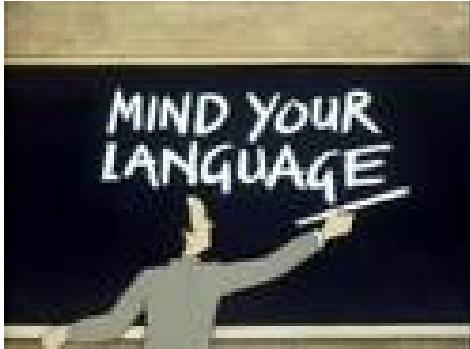




In a Belgrade hotel lift:

TO MOVE THE CABIN, PUSH BUTTON  
FOR WISHING FLOOR. IF THE CABIN  
SHOULD ENTER MORE PERSONS, EACH  
ONE SHOULD PRESS A NUMBER OF  
WISHING FLOOR.. DRIVING IS THEN  
GOING ALPHABETICALLY BY  
NATIONAL ORDER.





In a hotel in Athens:

VISITORS ARE EXPECTED TO  
COMPLAIN AT THE OFFICE  
BETWEEN THE HOURS OF 9 AND  
11 A.M. DAILY.





**Everyone speaks  
English?**

