



Language Futures



Objectives

- To ensure participants are clear about Language Futures approach
- To enable teachers to take elements of the approach to use in their own teaching

The Case for making changes

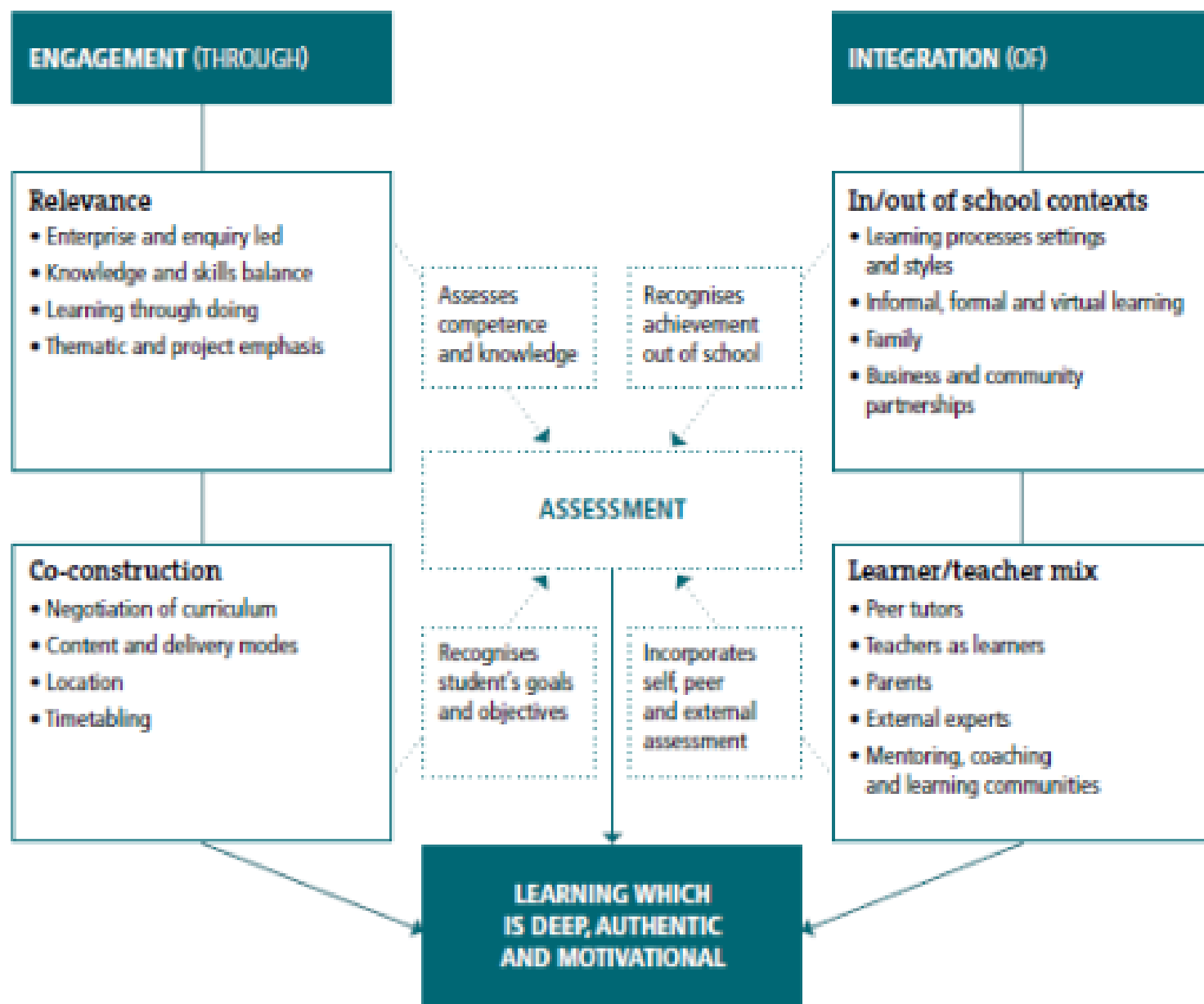
- QCA report published in 2007 found that languages are still pupils' least favourite subject and the one perceived as most difficult
- Numbers taking a GCSE in a language fell from 61% in 2005 to 44% in 2010 (Ofsted Jan 2011)

Languages Review 2007

- “This also prompts our first important conclusion, which is that a one menu suits all approach to secondary languages is not working for many of our children, and we must encourage a more varied languages offer which suits a range of requirements for young people.” (page 8)

Ofsted 2011 report

- “Secondary schools should:
 - Broaden approaches to teaching and learning to enthuse students and increase their confidence, competence and ambition in modern languages” (page 8)



The Language Futures Journey




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

“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

Transformed role of teacher

- Languages teacher (i.e. not Spanish/Italian etc. teacher)
 - Teacher as learner
 - Pupils as teachers
 - Language learning strategies
 - Using other languages as a model
 - Links to French lessons
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Transformed role of teacher

- “We aren’t getting spoon-fed information, we have to find it and learn it for ourselves. We have to keep ourselves on track”
- “It is great to learn a language at your own speed and not feel that you are trying to catch up all the time.”

Support and resources

- Community mentors
- Parents
- Range of resources



Motivation

- “When being taught by a teacher sometimes I get bored or confused because the lesson is hard to follow, but in LF I can do what works for me”.
- “I like it that we have more time to learn, not just listen to the teacher standing at the front and talking most of the lesson. Sometimes I get bored in normal lessons.”

Conference in October at Linton Village College, Cambridgeshire

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