

# 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)

#### INTEGRATION (OF) **ENGAGEMENT (THROUGH)** Relevance In/out of school contexts · Enterprise and enquiry led Learning processes settings and styles Knowledge and skills balance Recognises Assesses · Informal, formal and virtual learning Learning through doing achievement competence Family Thematic and project emphasis and knowledge out of school . Business and community partnerships ASSESSMENT Co-construction Learner/teacher mix Negotiation of curriculum Peer tutors Content and delivery modes Teachers as learners Recognises Incorporates Location student's goals self, peer Parents and objectives and external Timetabling · External experts assessment · Mentoring, coaching and learning communities **LEARNING WHICH** IS DEEP, AUTHENTIC

AND MOTIVATIONAL

# 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

## Transformed role of teahcer

 "We aren't getting spoon-fed information, we have to <u>find</u> 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

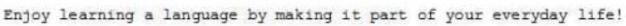
- Community mentors
- Parents
- Range of resources





### **Language Futures**

#### **Immersion Chart**





DATES	Labels/ Post- its	TV/Films	Magazines/ Newspapers	Library books	Out-of- school speaking practice	Mentor e-mails	Mobile phone setting	Computer/ Xbox etc. settings	Sat. Nav settings	Holidays	
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		U 18			7						

### 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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