Eva Lamb
King Edward VII School, Sheffield
ALL Yorkshire

Promoting Languages across the School
Making Languages the most popular subject in the School
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%)
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
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.....
Implementing modern foreign languages entitlement in Key Stage 4

“You don’t know at the time how useful they’ll be …”
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
Effective MFL Provision

- Good Leadership through HOD MFL
- Effective teaching
- Other features
  (e.g. FLAs, foreign visits and exchanges, enrichment activities, student support etc)
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
School leadership teams have established:

1. an orderly environment based on mutual respect between teachers and pupils
2. an atmosphere where it is "cool to learn"
3. effective behaviour management

Whole School Ethos supports effective teaching and learning of MFL

LT commitment to prevent MFL from becoming "elitist subject":

- Option choices
- Interviews
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

• Promote and raise the profile of languages in the school

• 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?

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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).
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?

• The Head, the Leadership Team and Governors

• Colleagues from other departments

• Parents and the wider community

• The pupils
How to raise the profile of the Languages Department?

Changing Attitudes

Winning Allies
Changing Attitudes

Be ready for the rubbish!

Don’t let them get away with it!
<table>
<thead>
<tr>
<th></th>
<th>Languages are only for the academically able</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Languages are irrelevant because everyone speaks English</td>
</tr>
<tr>
<td>3</td>
<td>Languages are irrelevant because these kids will never go abroad</td>
</tr>
<tr>
<td>4</td>
<td>They can’t even speak English properly! We must prioritise that!</td>
</tr>
<tr>
<td>5</td>
<td>Languages don’t produce good enough results!</td>
</tr>
<tr>
<td></td>
<td>6. GCSE courses in MFL are not suitable for some students</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>7. There is no point forcing kids to study Languages</td>
</tr>
<tr>
<td></td>
<td>8. They don’t learn enough for it to be worthwhile.</td>
</tr>
<tr>
<td></td>
<td>9. The curriculum is overloaded – pupils will do better if allowed to concentrate on fewer subjects.</td>
</tr>
<tr>
<td></td>
<td>10. Languages are hard.</td>
</tr>
</tbody>
</table>
Be ready for the rubbish!

CATCH THEM WITH A CATCHPHRASE
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
2383 Specialist Schools

- Arts Colleges
- Business & Enterprise
- Engineering
- Humanities
- Language Colleges
- Maths & Computing
- Music Colleges
- Science
- Sports Colleges
- Technology Colleges
Linking with other Subjects

Start with the easy ones!

Give them incentives!
King Edward VII School

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
Organised by other departments, independently of MFL

Comenius Project:
“BUGS”

Science / Maths / ICT
Linking with other Subjects

Incentives

• The International Dimension
• Raising Achievement
  Reinforcing content
Raising Achievement

Reinforcing content

CLIL National Statement and Guidelines

Do Coyle, Bernardette Holmes, Lid King

Raising Achievement
Reinforcing content

CLIL

ALL CLIL Special Interest Group
http://clil4teachers.pbwiki.com/
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/
Raising Achievement
Reinforcing content

CLIL LinkedUp

http://www.linksintolanguages.ac.uk/
http://www.linksintolanguages.ac.uk/resource/s/2193
Who needs to be convinced?

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  and the wider community
- The pupils
Convincing parents

Keep them informed

Get them involved
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
Y9 Option Evening:

- Presentation: Why Languages?
  - HOD
  - University Lecturer
  - Employer

- Leaflet: Languages Work

- Information stall
Events:

• European Day of Languages
• Family Fun Day
• International Evening
• Christmas production
• Music / Drama productions
• TAFAL
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 languages! 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 ..... “
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/
Promoting the vocational relevance of language learning

Year 9 Option Week

Student Conference
Student Conference

Your Future in Europe

The Vocational Relevance of Language Learning

King Edward VII School Language College
Aim: to encourage students continue their language learning into their next phase of education

What is it?

Conference for 14 – 18 year olds

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
Company Panel

- Bassett Foods
- B Braun Medical
- Corus Plc
- Cybertechnics®
- 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
Dr Lianyi Song from SOAS, University of London, introducing students to Chinese

Language Tasters:

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

Information stall of the University of Sheffield

• 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
Who can participate?

Students from **Year 10 – Year 13**

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

Visiting students meeting up at break
I did not think I would – but I am now seriously considering taking French for A Level!
King Edward VII School

SHEL

Schools and Higher Education Languages Link Group
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
Placements in Europe
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 ..... “
Questions .... ?
The 4th Creativity

Being original: saying something you’ve never heard anyone say before
LinkedUp Project

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?