



Language**Futures**

BROADENING LANGUAGE PROVISION TO CREATE INDEPENDENT AND ENGAGED LANGUAGE LEARNERS

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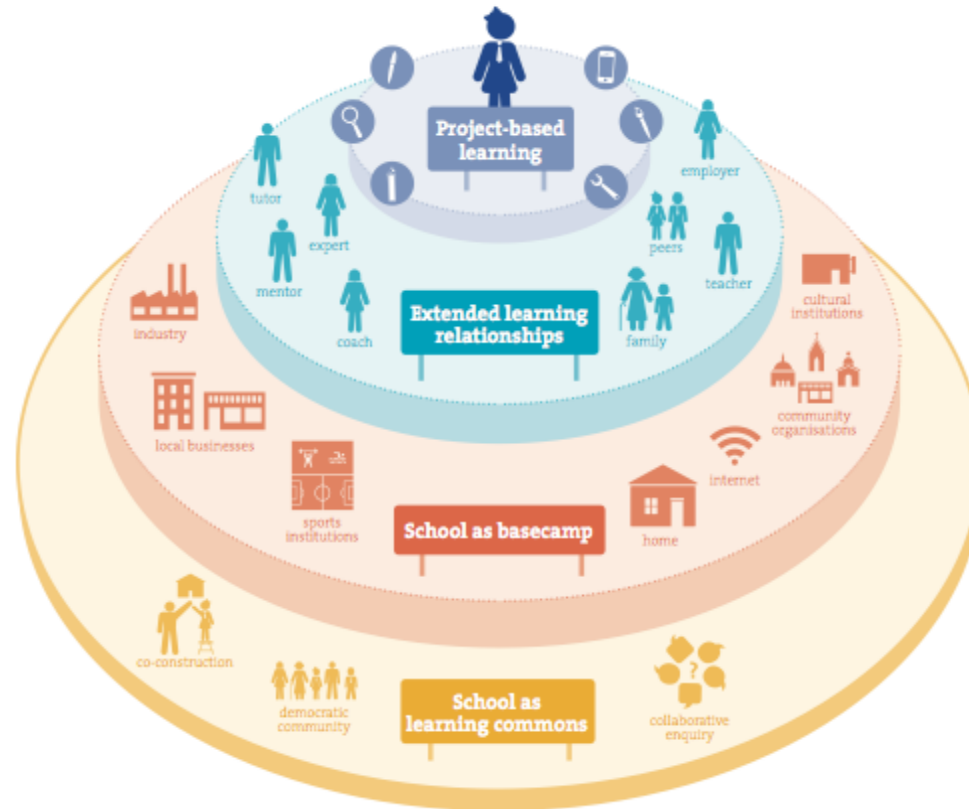
[Language Futures](#) is funded by the Paul Hamlyn Foundation and has been managed by the Association for Language Learning since summer 2015. Originally a KS3 model, it is now also being developed across other key stages at secondary as well as primary.

Core features:

- Student choice and motivation
- Teacher as facilitator
- School as base camp
- Project-based learning
- Building a learning community



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The Mechanics



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How does Language Futures work?

- Advertise the club
- Letters/application forms
- Launch the club
- Advertise for mentors
- Begin projects
- Complete project outcomes

Application Form for Language Futures 2016-2017

Name: _____ **Class:** _____ **Date:** _____

I would like to be part of Language Futures because:

The language I would like to learn is:

My motivation (reason) for learning this language is:

Language Progression



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What has been the progress achieved in language learning?

- Increased confidence and independence
- Awareness of links between languages
- Enhanced motivation (aid with transition)
- Knowledge about other cultures

What have been the pupil's reactions?

- Enthusiasm/love for languages/pride
- Status

Project Based Learning / Resources



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What makes Language Futures different?

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How does Project Based Learning work?



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Examples of project work

Project Example - Maths



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Read the challenge sheet that was given to pupils taking part in their first LF project.

Activity

Think of 3 different outcomes for their project.

Our Language Futures Project Maths Challenge

Your task is to be able to teach someone who is new to your target language some maths in your language. This could be a parent, brother or sister, friend or even a group of pupils in your school.

The challenge is to do as much of the teaching as you can in your different languages.

Think about what you are going to teach them and how. Teaching too many numbers could take too long and be hard to remember in one go, so think about how many numbers you will teach. A good suggestion is numbers 1-5 or 1-10.

Once you decide what you are going to teach, think about how you will teach it.



Firstly, you will need to learn the numbers that you are going to teach yourself. Find out how to say and write them and then get thinking of your teaching idea.

Teacher's Role



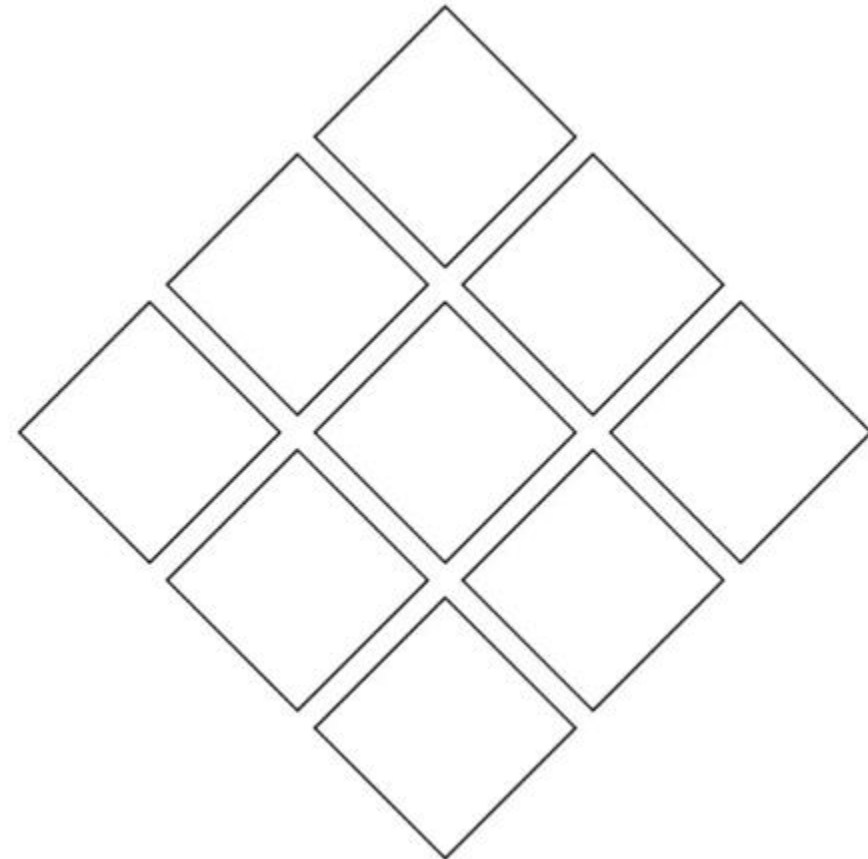
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How is it different from your day to day teaching role?

Activity

Diamond 9

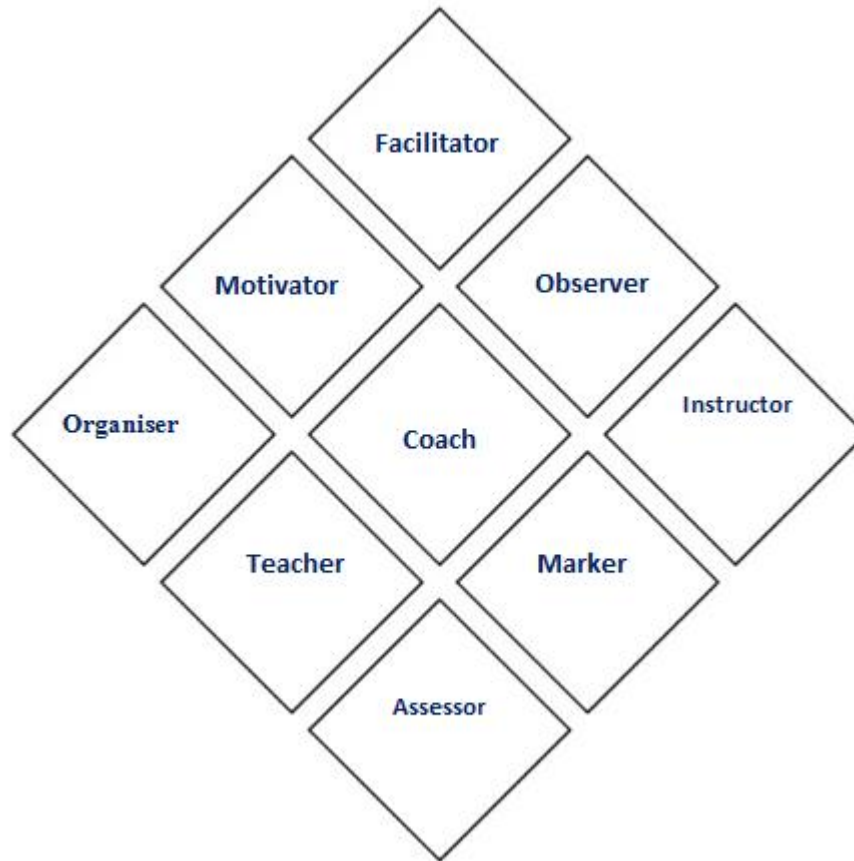
Prioritise the role of a Language Futures teacher.



Teacher's Role



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Potential Barriers

- Support from above
- Staffing
- Time
- Mentors

But...

Champion it/Exciting/Fun/Worth it!



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Questions

Further information



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Visit the Language Futures Stand (A) in the Exhibition for further advice

Sign up to receive further information (details on tables)

View the Language Futures poster over Friday/Saturday

Visit the Language Futures website:

<http://www.all-languages.org.uk/teaching/language-futures/>

Contact the LF Project Manager, Clodagh Cooney by emailing cc448@le.ac.uk



Attend our Teacher Information Session on 24th May (see flyer on tables)