



Analysis –  
**UNITED KINGDOM**



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## **1 BACKGROUND**

**The importance of multilingualism has been outlined in the communication of the Commission promoting Language Learning and Linguistic Diversity (An Action Plan 2004 – 2006 (COM 2003)) and the Commission describes the ability to understand and communicate in more than one language as “a desirable life-skill for all European citizens” (European Commission 2005). It is said to**

- § encourage people to become more open to other people’s cultures and outlooks,**
- § improve cognitive skills and strengthen mother tongue skills,**
- § enable people to take advantage of the freedom to work or study in another Member State.**

**The enlargement of the European Union, the raise of mobility within Europe including migration to the EU, and the development and objective of a society based on knowledge influenced highly the issue of multilingualism and its importance. Currently about 450 languages are spoken in the European Union. For the European Union member states, especially for decision makers, there is a challenge to create a system of communication above barriers of foreign languages and cultures. Moreover the knowledge of foreign languages and cultures can positively influence the development of entrepreneurship, better working places, intercultural dialogue and international communication.**

**For these reasons, awareness raising and motivation enhancement to learn (foreign) languages are of paramount importance to each EU member state. This might not be new for most of us but there has still been some lack of motivation or lack of reasons for learning in particular referring to young, deprived learners.**

**Thus this project, YELL Young Europeans Love Languages, is a network whose main aim is to promote languages learning as a key competence for lifelong learning and therefore addresses formal but also to a greater degree non-formal and informal learning environments and situations (in education, cultural, social, sport institutions offering various ways of spending free time among young people) who can enhance language learning of this target group.**

**One of the first activities performed within the network was the research on the country situation on relevant aspects to improve the above described situation. This document is one of the main outputs of it.**



## **2 INTRODUCTION**

**The YELL network prepared this report to provide project partners, trainers, teachers, tutors with a detailed analysis of the current language education policy and programs in the partner countries, i.e. in Austria, Belgium, Bulgaria, Germany, Italy, Latvia, the Netherlands, Norway, Spain and the UK. It covers, inter alia, the following areas:**

- § situation of foreign language learning, what languages are taught
- § education policy and programs,
- § condition for reaching young people and motivating them to participate in learning languages outside formal education, including identifying and collection of best practices

**Based on desk & field research, data has been collated and analysed. Associated partners and actors of local networks as well as relevant stakeholders who were invited to several meetings and workshops organized by project partners, as well as participants of the joint thematic seminar held in Vienna (July 7<sup>th</sup>, 2009) contributed to the elaboration of recommendations and good practices summarized in this document.**

**The following include the summary on the country findings regarding formal, non-formal and informal language learning issues (Part 1), Good Practices collated by project partners (Part 2) and a catalogue of recommendations of importance for the elaboration of other project results, such as the YELL Handbook.**

**This report can be downloaded free of charges from the project website [www.yell-project.eu](http://www.yell-project.eu)**



### 3 THE COUNTRY SITUATION

#### Introduction

Wikipedia: © Wikimedia Commons

### 3.1 Education policy and programmes in the United Kingdom

#### 3.1.1 Description of the educational system

The United Kingdom is composed of four countries, England, Northern Ireland, Scotland and Wales. Although similar, education systems in each country have certain differences. Education in all four countries is delivered by the state or in private schools/institutions.

Compulsory schooling is from five to sixteen in most places in the United Kingdom though it is possible to start school at the age of four. The exception is Northern Ireland where compulsory education starts at the age of four.

The National Curriculum (which prescribes what exactly must be taught in all schools) does not apply to Scotland. Guidance, however, has been issued by the Scottish Government, which recommends a broad and balanced curriculum for all pupils.

Pre-school Education	Primary Education	Secondary Education	Post-Compulsory Education	Higher Education
Age 2-5 (Foundation stage)	Age 5-11 (Key stages 1 & 2)	Age 11-16 (Key stages 3 & 4)	Age 16-18	Age 18+

<b>State nurseries</b> <b>Private nurseries</b> <b>Playgroups</b>	<b>Primary schools</b>	<b>England –</b> <b>Comprehensive</b> <b>Schools, Specialist</b> <b>Schools (including</b> <b>specialist language</b> <b>schools), City</b> <b>Technology Colleges,</b> <b>some Grammar</b> <b>schools</b> <b>Note: it is planned</b> <b>that the age of</b> <b>compulsory</b> <b>education in England</b> <b>will be raised to 18 in</b> <b>2013</b>	<b>As in</b> <b>Secondary</b> <b>Education</b> <b>plus colleges</b> <b>of Further</b> <b>Education</b> <b>and Sixth</b> <b>form</b> <b>/Tertiary</b> <b>colleges</b>	<b>Universities,</b> <b>Institutes or</b> <b>Colleges of</b> <b>Higher</b> <b>Education</b>
		<b>Northern Ireland –</b> <b>Grammar Schools,</b> <b>Comprehensive</b> <b>Schools</b>	<b>As in</b> <b>Secondary</b> <b>Education</b>	
		<b>Scotland and Wales</b> <b>– Comprehensive</b> <b>Schools</b>	<b>As in</b> <b>Secondary</b> <b>Education</b>	

### 3.1.1.1 Formal education

### 3.1.1.2 How many languages are compulsory, foreign languages for university access?

#### *Scotland*

There is no statutory requirement in Scotland to have MFL (modern foreign languages) in the curriculum although pupils are entitled to 500 hours of tuition between ages 10-16. It is left to the education authorities and schools to determine how languages are delivered. Almost all primary and secondary schools offer one MFL. In 2005/6 80% of 16 year olds took a MFL and over 90% of children in the last two years of primary school (ages 10-11) were learning a foreign language. There are also a number of primary schools teaching languages even earlier. Some nurseries offer non-formal MFL sessions. Some Scottish universities (e.g. Edinburgh) require a



pass at GCSE standard grade in a MFL as well as English and maths, for admission to a Humanities or Social Science programme, but this is not general.

### *Wales*

Wales is a bilingual country (21% speak Welsh and English). At least one MFL has to be studied between the ages of 11-14 and pupils are taught Welsh and English throughout compulsory education. Presently, 31% of 14-16 year olds are studying a MFL. The Welsh Assembly Government is developing the introduction of foreign languages in primary schools at Key Stage 2 (ages 7-11) on a non-statutory basis. The Welsh baccalaureate, which will be introduced in Sept 2009 for pupils aged between 16 and 18 years, will include a language module at a suitable level in its core programme<sup>1</sup>.

### *Northern Ireland*

In Northern Ireland Modern Foreign Languages are taught as part of the secondary curriculum and 11-14 year old have to study at least one European language. From the age of 14, languages are not compulsory. However, schools are required to offer at least one European language. Although languages do not feature as part of the statutory curriculum in primary schools some piloting of MFL is taking place at a primary level.

### *England*

In 1990 languages were introduced in England as a compulsory subject in the 11-16 (Key Stages 3-4) National Curriculum and this policy was fully implemented in 1996. However, the exam results were unsatisfactory and languages were made mandatory only in Key Stage 3 (between 11-14) ceasing to be mandatory for Key Stage 4 from 2004 for students in their last two years of compulsory education. The schools Minister encouraged all secondary schools “to ensure that as many as their pupils as possible are taking up their statutory entitlement to study a foreign language leading to a recognised qualification at key stage 4”<sup>2</sup>. The result, however, has been a massive decrease in the take up of MFL at GCSE and Advanced levels. At GCSE level, only 44% of pupils took one language in 2008, compared with 78% in 2001 in England and the numbers in Wales fell from 46% in 1996 to 28% in 2008<sup>3</sup>.

At the same time that MFL became optional in secondary education, the Government launched an initiative to aim to give all primary schools the opportunity to teach MFL by 2010. In 2007, 84% of primary schools were providing MFL classes and 54% of primary schools were

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<sup>1</sup> <http://wbq.org.uk>

<sup>2</sup> DCSF (2005)

<sup>3</sup> Cilt statistics (2009)



providing languages to all age groups.<sup>4</sup> The idea is to improve the MFL competences of students when they feed into secondary schools and with this improvement, the hope is that they will continue studying MFL. (The benefits will not impact on 14 year olds for another six to seven years).

There is no MLF requirement other than for specific language degree programmes for admissions in universities in England, Wales or Northern Ireland. No community languages are offered at degree level anywhere in the UK except for a new programme in Bengali, which started in 2008 at SOAS in London.

Colleges of Further Education and Adult Education centres cater for people who have left full-time education (18+) and look for accredited courses. Many but not all have a MFL provision in general and/or vocational programmes.

### 3.1.1.3 Non-formal language learning

#### *Pre-school/primary clubs*

Although precise data is impossible to gather, there are many pre-school and primary school language clubs all over the country. These take children from age 3 (nursery level) and are usually run by private organisations. The vast majority are French clubs but there are other languages including community languages. Language clubs in primary schools are offered outside school hours, during the lunch hour or during the weekend. Some are free (in primary schools), some are fee paying.

#### *Adult education*

There are 60 Adult Education Centres in Great Britain, run by Local Authorities. They offer a variety of foundation, general and vocational courses, including language courses. Many of these offer accreditation under the Open College Network but many people enrol on classes for personal interest rather than to acquire a qualification. The 2008 Ofsted report, 'The changing landscape of languages' highlights "the paradox between the buoyant demand by adults (age 18+) for language learning and the waning quality and quantity of provision"<sup>5</sup> Some Adult Education centres have subsidized sessions free to parents and children under a "family learning" scheme, which may include MFL club-like activities, which may involve some informal learning through trips too.

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<sup>4</sup> Cilt statistics from DCSF survey (26 June 2008)

<sup>5</sup> The changing landscape of languages, Ofsted, July 2008



### *Vocational courses/programmes including non-credit bearing language components*

Programmes like Learn Direct or Adult Education Centres offer vocational language modules at levels 1 to 3, but these are mostly non-credit-bearing. There is evidence of quite a large take-up from adult-learners but no exact figure could be obtained.

Language studies on Tourism or Business courses are often delivered as optional extras and do not bring separate accreditation, although they may be included in the overall assessment for the course of study.

### *University programmes*

Up to date data is difficult to obtain; “A 2007/08 survey carried out by The Association of University Language Centres identified around 32,000 students on non accredited language courses outside their studies”<sup>6</sup>.

European projects include:

Soccerlingua, Dinocrocs, Language Cafés, EAT – Eating Abroad Together linking language and health , Join the club, Starwatch, School-hopping, L-train, Truck Speak, Don’t give up, Kick it to Berlin, Speech Bubbles, Taste the language, Mission Europe, Learning by moving, Staging foreign language learning, Coffee break Spanish (podcasts) etc

### *Media courses*

Many on-line courses are available but notably both the BBC and Channel 4 TV have a wide-ranging list of on or off-line courses for all age groups and in several languages. They also supply language games etc. Excellent web-sites are very numerous and one can find a wealth of learning and playing materials to learn languages aimed at all age groups and levels.

#### **3.1.1.4 Informal Language learning**

The annual schools census carried out by the DCSF (2008) reports that 14.3% of all primary school children and 10.6% of all secondary school children in England have a first language other than English. This figure may include foreign students learning English as a foreign language. 288 languages were in use by schoolchildren in England.

Many primary and secondary schools have links with schools abroad, for educational and/or charitable purposes. Exchanges and visits take place, often during the summer holidays and pen pal friendships are encouraged. It is impossible to obtain specific data about these activities but they are common and take place in most schools. Some sports and “festive” activities take place

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<sup>6</sup> Cilt statistics  
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in that context as well as/and within twinning agreements; e.g. Football tournaments, chess tournaments, choir singing etc. The British Council “Connecting classrooms” scheme helps to develop “trust and understanding between young people in different societies”<sup>7</sup>

Many Embassies and Consulates run cultural institutes. These aim to encourage the use of the language, present their culture and offer practical information for visitors to the country (French Institute, Goethe Institute, Cervantes Institute, Japan Foundation etc). They also provide language courses (formal or non formal) and informal and cultural activities (films, lectures, exhibitions etc)

In some towns, there are Language circles, societies or clubs for adults, where members meet and use the foreign language and share in cultural and social events.

Town twinnings are very common and vary a lot in their level of activities. Many organise sports events, invite each other for local festive days and Remembrance ceremonies, some organise joint cultural events such as concerts, choir singing etc.

It is common for young Britons to take a year out/gap year before entering university and to travel abroad (sometimes doing charity or voluntary work). The British Council “Youth in action” programme “promotes mobility projects for young Europeans” (exchanges, voluntary work, etc.)<sup>8</sup>

Erasmus exchanges with Universities in other European countries provide an opportunity for students to spend a semester or a year abroad as part of their university programme. However, the number of students taking part in the scheme is lower in the UK than in other EU countries, because of the language barrier for many of them.

### **3.1.2 Policy making organisations, priorities, initiatives and support for MFL**

The Department for Children, Schools and Families was created in June 2007. It encompasses the following functions of previous departments: children’s health and well-being, the safeguard of vulnerable children, education, children’s path to success and safe places for children to play. Under the responsibility of a Secretary of State (Rt Hon Ed Balls MP), there are 4 ministers sharing all the responsibilities. As far as Education is concerned, many subject areas are mentioned, but not MFL!

The National Languages Strategy “Languages for All: Languages for Life” published in December 2002, by the Department for Education and Skills (DfES), stated that it wanted to

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<sup>7</sup> British Council (07/04/09)

<sup>8</sup> British Council



**transform the country's capability in languages, setting out an 'agenda for the next decade.' The three main themes are:**

- § To improve the teaching and learning of languages, including delivery and entitlement to learning for primary education, making the most of e-learning and ensuring the opportunity to learn languages has a key place in the future transformed secondary school.
- § To introduce a recognition system to complement existing qualifications frameworks and give people credit for their language skills.
- § To increase the number of people studying languages in further and higher education and in work-based training by stimulating demand for language learning, developing Virtual Language Communities and encouraging employers to play their part in supporting language learning<sup>9</sup>.

**By 2005 over 2000 new primary teachers with language specialism had been trained with support from the 'training trainers' programme run by CILT, the National Centre for Languages. A Key Stage 2 (ages 7-11) Framework for Languages was drawn up in 2005 with resources such as 'he Primary Languages Training Zone'. Many new networks have been established including 75 Regional Support Groups for languages supported by NACELL (National Advisory Centre for Early Language Learning) who are developing national schemes of work in French, German and Spanish.**

**In secondary education, CILT have been funded to provide more CPD (Continuing Professional Development) for teachers and there are now 296 Language Colleges supporting innovation and networking with other schools. Some of these had a particular focus on post-14 development. The DfES also supported innovative curricular developments for example, language integrated with other subjects, intensive learning with ICT, vocational language programmes, new qualifications and assessments etc.**

**A number of initiatives were undertaken such as more professional development for language teachers, supporting pilots such as CLIL (Content and Language Integrated Learning), increasing specialist language colleges, expanding e-learning and use of ICT, encouraging the partnership with schools in other countries and international activities.**

**A review of the DfES's language policy was carried out by Lord Dearing and the National Director for Languages, Dr Lid King in 2006/07. The report was published in March 2007<sup>10</sup>. Whilst stating that the National language Strategy is working well up to key stage 3 and the**

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<sup>9</sup> Cilt/National Language Strategy

<sup>10</sup> [www.teachernet.gov.uk/teachingandlearning/subjects/languages/languageview/](http://www.teachernet.gov.uk/teachingandlearning/subjects/languages/languageview/)



increase in performance in languages at GCSE level, it confirms the decline of the take up of languages at key stage 4 (14-16) and beyond. It makes a number of recommendations including the need to motivate students using innovative practices and engaging with the interests of teenagers, to encourage employers to promote MFL, to revise the content of the GCSE syllabus and propose a more flexible scheme of accreditation and different forms of assessments. Returning to mandatory study of MFL is not considered as desirable in the immediate future. Other solutions to halt the decline of MFL learning include short immersion courses, provision of courses in community languages, more links with schools abroad, and opportunities for pupils to see languages at work, to travel overseas. The report also proposes continuous support for existing national and local bodies supporting language teaching and learning. (LAs, SLCs, Comenius Centres) and for specialist schools and colleges.

‘The changing landscape of languages’ was published by Ofsted (evaluation of language learning 2004/2007) in July 2008.

For secondary education the government is currently updating the national MFL framework to be used from September 2009. The Framework will bring challenges to MFL teachers, who face the task of teaching the content through the target language, as far as possible. This is not always obligatory. However, one aim of Foundation Subjects MFL is to reverse the common situation in which use of the target language by teachers and pupils tends to decline rather than increase over time.

Routes into Languages is a Network of Regional Centres, launched in 2008, which aims to increase participation in MFL at key stages 4 & 5 and beyond. A new nationally coordinated network of Regional Support centres for Languages (9 Centres), called Links into Languages was launched in April 2009 to provide support to language teachers from primary to secondary schools and colleges. It will provide training days, forums, debates etc. It is jointly run by ALL, LLAS and SSAT (the Specialist Schools and Academies Trust) and funded by the DCSF.

**There are three main strands:**

- § Strand 1 – Main focus is research projects and includes Languages and enterprise, Community languages in higher education, Languages and International events, Reports online, abridged copies of these reports and a comprehensive website, [www.routesintolanguages.ac.uk](http://www.routesintolanguages.ac.uk)
- § Strand 2 – Main focuses on National Networks and improving interpreting and translating services.
- § Strand 3 – Main focus is building regional consortia which typically involve a group of between 4-8 universities working together, plus with their local Aim Higher contacts, schools and sixth form colleges, Comenius representatives from the CILT Comenius network, and specialist language colleges. The Association for Language Learning teaching staff in each region are often



involved and there are over 50 universities in this consortia.

**Some sample activities that the consortia are involve in Filming and DVD production, LAFTA film competitions, Themed/Cultural events, Student ambassador visits to schools , Parents events, Taster days for years 8, 9, 10, 11, 12, Student mentoring of pupils, CPD for teachers , Activities for boys, Pod casting, Web-based discussion-wiki, sport and languages, Links with Youth Sports trust**

### **3.2 Good practices**

**Language learning mostly takes place in schools and colleges in large groups of between 20-30 pupils during the school day. Private language learning for adults take place in language centres or colleges and are often taught in smaller groups of between 5 and 15 people and will for the most part be held in the evening. See question 1 for who organises the language learning in schools. In private institutions language learning for adults is organised by the managers of these institutions and is often centred on specific recognised qualifications.**

More and more teachers are using blogs, YouTube etc to publish their pupils' work.

Teachers follow the national curriculum and are encouraged to be innovative and use interesting and motivating lessons – however the exact content is very much down to individual schools, language departments and teachers. Please see the reports on good practice in the UK to see some examples of specific good practices.

### 3.2.1.1 Specialist language schools and colleges

#### *Other issues*

44% of school pupils in England took one language at GCSE in 2008 (288 900 pupils). This has decreased from 78% in 2001.

## 3.3 Main didactic and pedagogical models and means in use for foreign language learning

Schools have to follow the National curriculum for each level. There is therefore a Government Scheme of work for Languages<sup>11</sup> for the compulsory levels (key stage 2 and 3).

### 3.3.1 Key stage 2

“This scheme of work is intended to provide a comprehensive and stimulating basis for planning the teaching of languages at key stage 2. It provides a basis from which schools can develop or adapt their own schemes. The materials are non-statutory and meant to be used flexibly. Schools are free to use as much or as little of the scheme as they find helpful. They can adapt, select or substitute ideas and activities as necessary to meet the needs of their children, to fit the time available and to meet the priorities of the school.”

“Many of the units are inspired by themes that are commonly taught in schools. Some take a piece of music or a painting as a stimulus. Others explore themes that are of interest to young children, such as a playground game or a story.”

- § Every child should have the opportunity to study at least one new language
- § throughout the key stage.
- § Schools have the flexibility to determine their aims, objectives, teaching methodologies and models of delivery, and the language or languages that they teach.

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<sup>11</sup> [www.standards.dfes.gov.uk/schemes3](http://www.standards.dfes.gov.uk/schemes3)  
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- § Schools are expected to plan for no less than 60 minutes per week of dedicated language teaching and make the most of planned or incidental opportunities throughout the day and week to reinforce language work.
- § The teaching model emphasises that teachers will allow time to consolidate and review learning.

**The strands of the Key Stage 2 Framework for Languages are:**

- § oracy
- § literacy
- § intercultural understanding and the crosscutting strands of:
  - § knowledge about language
  - § language-learning strategies.

**The scheme includes many suggestions for activities in the classroom and covering the five strands above. These can be found in Appendix A**

**3.3.1.1 Key stage 3**

**The MFL Framework has been designed with the following general principles about languages and language learning in mind:<sup>12</sup>**

**“About words:**

- § All words have a meaning (perhaps more than one meaning), a spelling and a sound; all three should be learned and practised together.
- § Few words exist in isolation: they belong to word families or to conceptual categories, and they have different forms for different functions.
- § Often small words/concepts (*me, that, for, to, of*) are more difficult to transfer to the foreign language than ‘bigger’ words (*September, station*), but are more important to master.
- § Word-for-word translation only works within very narrow limits.
- § English often does not have inflections or ‘markers’ to show the function of a word: Foreign languages usually do.

**About sentences:**

- § Words in a sentence in a foreign language may well be in a different order from the English equivalent, but there will be a system behind the order of words: learning that system is to learn the grammar of a language.

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<sup>12</sup> Framework for teaching MFL in yrs 7, 8 & 9 – *crown copyright 2003*  
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- § An apparently straightforward sentence in English may be complex in the foreign language – or vice versa.
- § The gist of a sentence usually emerges more easily than the precise meaning, but this may be deceptive so the detail must be checked.
- § All languages have grammatical patterns which are mainly regular but sometimes not, for example many basic verbs.
- § Using even a limited range of language, learners can communicate in a wide variety of situations and generate a large number of sentences.

#### **About texts:**

- § Understanding or producing continuous text involves making use of a wide range of clues and features such as connectives, pronouns and tenses.
- § The gist and sometimes the more precise message of a text can be grasped even if not every word is understood.
- § Writing more complex text requires more attention and care than writing single short phrases.

#### **About listening and speaking:**

- § Technically correct pronunciation is important and acceptable but authentic pronunciation is achievable and desirable.
- § An authentic accent and accurate pronunciation and intonation come only from acute listening and private practice.
- § Speaking clearly and loudly enough in the foreign language will be required of pupils in the classroom, as in a real situation.
- § The foreign language has its own set of sound–spelling relationships which is mainly consistent as a system.

#### **About communication:**

- § Use of language for real purposes involves more than simply recall or understanding of pre-learned items, whether words, phrases or sentences.
- § Communication therefore involves more than simply linguistic or grammatical competence as addressed by the word and sentence objectives.
- § Learning how to communicate in the target language must include opportunities to transmit and receive real and meaningful information.
- § To use language for real communication, learners need to bring other capabilities into play. These are often identified as follows:

- § socio-linguistic competence: the ability to relate the communicative context to their general



- knowledge and awareness of the world, of how people behave and interact;
- § discourse competence: awareness of the conventions governing conversation and dialogue; and knowing that a piece of language can carry more than its literal meaning;
  - § strategic competence: knowing how to keep going in a foreign language context when the range of language known is still imperfect.”

**Outside the compulsory levels (Key stage 4), the syllabus is dictated by the examination syllabus (AS/A level or vocational qualifications).**

### **3.4 Documents and materials used**

#### **3.4.1 Materials, techniques, student ratio, student participation**

Teachers use textbooks which are supplemented by a wealth of multimedia materials. The teaching is normally in classes of up to 25/30 pupils at key stages 2 and 3 and of much smaller groups at key stage 4. ICT has to be embedded in the study of all subjects, so more and more use of computer technology is used as an aid to learning. It provides interactive material notably for vocabulary and grammar reinforcement, games and quizzes. Small schools have language assistants taking smaller groups for conversation classes. Teachers use ICT creatively (blogs, videos etc) in order to motivate pupils to learn and practice MFL.

Cilt has many publications for teachers (teaching aids and ideas for improvement and new approaches in teaching MFL) <http://www.cilt.org.uk/>

Cilt and ALL also run workshops for all MFL teachers every year and around the country. ALL has a quarterly magazine: “languages today”, distributed to all its members.

### **3.5 Learning Environments**

#### **3.5.1 Differences (age, gender, ethnic background, religion etc)**

The issue of Community languages (also called “complementary” or “supplementary” languages) is now finally addressed and a report was published by “Routes into Languages” in January 2008. These differ from Foreign Languages “on the basis that the learner’s opportunities to learn the language in question in informal circumstances” (in the home, the community, through religious activities etc) and at a young age. “Our research showed that there is provision for 81 languages in English Universities ..... but Community language learners

are often discouraged or barred from joining the courses on the basis that provision is not suitable for them. There were no degree courses in the three most widely used community languages in England (Urdu, Cantonese, Punjabi and only one in Bengali”. And yet, many pupils sit for GCSE and A levels in those and other community languages. The same report mentions that “learners or potential learners may have received few positive messages about the value of their languages in the past”.<sup>13</sup>

Channel 4 TV, in connection with Connexions Direct are promoting language learning via their websites ‘Try life in another language’. The ad campaign has a number of long play TV advertisements using football, skateboarding, street dancing, hiphop and music in a number of different languages to attract a younger audience. The website ‘Babelblox’, has a forum where young people can play language games and communicate with one another to promote exchange and language acquisition.

### 3.5.2 Learning modes, language courses

#### *Formal (Schools and universities)*

Textbooks, audio and multi-media materials exist for commonly taught languages at all levels.

#### *Non-formal (public institutions and private providers)*

Apart from courses offered in the school or university curriculum, the provision of courses tends to be weekly classes in the day, evening or at the weekend. Public and private providers’ classes are mostly of the traditional type, using audio-visual material and textbooks at the level of their course. The material used is mainly produced in the UK and for an English-speaking market (with explanations in L1). The emphasis is on listening, reading and speaking.

#### *Informal*

- § Foreign films and plays
- § Brochures and guides in foreign languages or any ‘real’ reading materials from the country/countries where the language is spoken.
- § Language & culture” days in Adult Education centres and some schools.

Schools taking part in “Routes into languages” programmes, may run themed or cultural events. For instance, the East Midlands Consortium has ‘language suppers’ for children, parents and grand-parents. These are very popular. Others have salsa dance groups (Nottingham Trent University) and special events to include boys and people from all social backgrounds. These

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<sup>13</sup> Community languages in Higher Education – Jan 08 – Routes into Languages  
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include activities with football clubs for instance (Arsenal Football club ‘Double Club’, ‘Languages for lads’ at the University of Northumbria). Some activities are designed for people in rural areas and trips are organised (65 London Children went to Brussels this year).

### 3.6 Levels

#### 3.6.1 Levels and qualifications

A national qualifications framework covers all accredited qualifications, including vocational qualifications. A large number of employment sectors and an even larger one of specific jobs are concerned. Vocational training may be delivered (and competences assessed and certified) both within teaching and training institutions and at work.

New school Diploma in Languages will be launched in 2011. “Blending theory and practice, it’ll show how language can be applied at work and leisure. It also proposes to teach young people intercultural skills and introduce them to translating and interpreting”<sup>14</sup>.

##### 3.6.1.1 National qualification framework and levels of qualifications<sup>15</sup>

QCA has created a National Qualifications Framework (NQF) for ALL qualifications in England. This provides levels at which qualifications are identified. Since September 2004, there have been 9 levels (from entry level to level 8).

One of the three overarching objectives of ‘The National Languages Strategy’ is to introduce a voluntary recognition scheme "to complement existing national qualification frameworks and the [Common European Framework](#). This would give people credit for their language skills and form a ladder of recognition from beginner level to a standard which sits alongside GCSE, A Level and NVQs.

This scheme is designed to endorse competence in foreign language learning. It will allow learners to progress in one or more of the 4 skills (Listening, Speaking, Reading, Writing) in one or more languages and also offers the opportunity for people to assess their own levels of language competence. Each stage is externally assessed; the "can do" statements within each stage can be used for formative assessment and can be endorsed by the teacher /tutor.

The Languages Ladder is made up of 6 stages: Breakthrough, Preliminary, Intermediate, Advanced, Proficiency and Mastery.

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<sup>14</sup> [www.diploma-in-languages.co.uk](http://www.diploma-in-languages.co.uk)

<sup>15</sup> DCSF – standards and qualifications  
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Each of the first four stages - Breakthrough to Advanced - is made up of 3 smaller "steps" or grades. The final two stages - Proficiency and Mastery - will be further developed in liaison with the Higher Education sector.

There are 150 awarding bodies listed by UK NRP These include organisations specialising in examinations and accreditation. The most important ones are Edexcel, OCR, LCCI, Cambridge International examinations, City and Guilds, etc (plus SQA and the Welsh Joint Education Committee).

Mapping of qualification levels NQF	NC Levels	General Qualifications	LL stages	CEF (approx)
Entry Level	1 - 3	Entry 1 - 3	Breakthrough: 1-3	A1 (A2)
Level 1	4 - 6	Foundation GCSE	Preliminary: 4-6	A2 (B1)
Level 2	7 - EP	Higher GCSE	Intermediate: 7-9	B1
Level 3		AS/A/AEA	Advanced: 10-12	B2
Level 4			Proficiency: 13	C1
Level 5			Mastery: 14	C2

National Vocational Qualifications are based on the NOSs and graded on the NQF for accreditation. Each level has descriptors (see appendix A). This report deals only with the first three levels.

The levels are described below:

- § Level 1: can do a range of routine tasks (semi-skilled occupations)
- § Level 2: can work on one's own and take responsibilities and carry out more complicated work procedures (skilled occupations)
- § Level 3: can carry out complicated tasks, take responsibilities and guide the work of other people (technician/craft/supervisory occupations).

### *Vocational Qualifications*

**At levels entry to level 3, the following qualifications are offered in England, Wales and Northern Ireland:**

- § BTEC First Diploma (level 2)
- § BTEC National certificates/Diplomas (levels 1, 2 & 3)
- § City & Guilds Vocational qualifications (entry, levels 1, 2 & 3)
- § Foundation degrees (level 3)
- § GCEs (vocational - level 3 – have just replaced VCEs or Vocational A levels)
- § LCCI Board Vocational qualifications (levels 1, 2 & 3)
- § Modern Apprenticeships
- § National Vocational qualifications (NVQs)
- § OCR vocational qualifications
- § Vices (vocational GCSEs)

**Modern apprenticeships are a part of the national work-based scheme and use NVQs. They are offered at two levels: foundation (leading to NVQ/SVQ level 2) and advanced (leading to NVQ/SVQ level 3 and a technical certificate). They include education and training.**

### *Free-standing qualifications*

**Several awarding bodies offer NVQs or VRQs in various languages at levels 1 to 3:**

<b>ABC</b>	<b>VRQ</b>	<b>entry + levels 1 &amp; 2</b>	<b>Awards in practical Languages, Reading/writing &amp; speaking/listening in another language</b>
<b>City &amp; Guilds</b>	<b>NVQ</b>	<b>levels 1 &amp; 2</b>	<b>French, German, Italian, Spanish</b>
<b>Edexcel</b>	<b>NVQ</b>	<b>entry + levels 1 to 3</b>	<b>French, German, Arabic,</b>

		<b>Chinese, Italian, Spanish</b>
<b>ICAAE</b>	<b>NVQ level 1</b>	<b>Chinese for business</b>
<b>LCCI</b>	<b>FLAW levels 1 to 3</b>	<b>Various languages</b>
<b>NCFE</b>	<b>VRQ levels 1 &amp; 2</b>	<b>Certificate in Foreign Language</b>
<b>NOCN</b>	<b>NVQ levels 1 &amp; 2</b>	<b>Certificate in language Skills</b>
<b>OCR</b>	<b>NVQ levels 1 to 4</b>	<b>French, German, Italian, and Spanish in work contexts</b>
	<b>VRQ entry + levels 1 to 4</b>	<b>Certificate in business</b>
		<b>Language competence in French, German, Italian &amp; Spanish</b>
	<b>VRQ entry</b>	<b>As above in Japanese and Russian</b>

**Altogether, between all the examination boards, at entry level, there are 5 qualifications possible in the following languages:**

**Arabic, Chinese, Czech, Danish, Dutch, French, German, Greek, Gujarati, Hindi, Italian, Japanese, Punjabi, Polish, Portuguese, Russian, Somali, Spanish, Swedish, Tamil and Turkish.**

- § At level 1, 7 qualifications are offered in the languages listed above.
- § At level 2, there are 5 qualifications.
- § At level 3, there are 4 qualifications.

**The Institute of Linguists offers a certificate in Bilingual skills, which, although not described as vocational is mainly aimed at people using languages in their work/professional lives. They also cover other languages than those listed above: Albanian, Amharic, Bulgarian, Cantonese, Croatian, Dari, Estonian, Hungarian, Kiswahili, Kurdish, Latvian, Lithuanian, Urdu, Pashto, Romanian, Serbian, Slovak, Slovene, Somali, Thai, Vietnamese (some with regional variations as required).**

***Credit-bearing language options on programmes or courses***

**A number of programmes include one or several languages on their curriculum. This may be compulsory but more generally is offered as option or additional unit. This is notably the case**



on BTEC programmes. In those cases, the language module is credited at the right level (1,2 or 3) like all other components of the programme. Each institution makes the choice of language(s) and level(s) when designing its programme. When language modules are part of the programme, they will appear on the qualification profile of the student.

Language modules on BTEC programmes are common in some subjects, such as Business, Tourism and Customer care. They occur occasionally on other programmes such as Hospitality and Catering, Sports & Leisure. Very rarely, one comes across their existence on Hairdressing or Construction National Diplomas. In the vast majority of other cases, they are never offered, although some 16 to 19 yr old students may be able to study a language in parallel to their vocational programme (GCSE usually). Specific vocational qualifications can include a larger or smaller foreign language element. This applies particularly to Business, Office Management or Administration programmes and especially if offered as “international” or “bilingual” programmes. Students taking Vocational GCSEs or vocational GCEs in schools or colleges may of course study languages as well.

Looking specifically at language provision for front-line staff in customer care, it was found that the provision is patchy. Qualifications for such jobs are at levels 2 (mostly) or 3. There is a choice of NVQs and BTEC qualifications. A survey of some colleges offering NVQs (West Thames, Gateshead, the COOP, Rochdale Metropolitan, Institute of Customers Services, SCARF, Westnotts etc) showed that no language module was advertised in the programme literature or syllabuses. However, there is a unit entitled “Welcoming International Visitors” on the BTEC certificate/diploma in customer care at level 2/3 and the four colleges offering this programme in Kent did include the language element in their programme. Language courses are also offered at many other colleges (Nottingham College, the College of the Arts were consulted as sample).

### *ECTS*

All universities recognise and use ECTS and we are not aware of any not participating to any Erasmus exchange programme. However, the numbers of students going abroad from the UK has always been and still is largely in deficit in relation to the numbers of external students coming to the UK. For this reason, many universities are capping the number of students from the EU joining their programmes on an Erasmus exchange scheme each year. The main reason for the unbalance is recognised as the lack of foreign language skills of UK students as the wish of other EU students to spend time in the UK to improve their English language skills.



## 3.7 Languages taught

### 3.7.1 Statistics and reasons

- § French remains the most taught languages in the education system (99% of all state secondary schools), but German, which used to be second, has now been overtaken by Spanish (CILT 2008) and 75% of secondary schools offered Spanish courses (67% offer German). The figures for Independent schools are similar. Historically, schools used to teach French and German, alongside Classic languages; when programmes were modernized in the 1960s/70s, the fact that there were more teachers of these languages meant that the tradition remained largely unchanged although some schools also offered Spanish, other European languages and occasionally other world languages, but these were and still are a minority.
  
- § When languages become compulsory in all primary schools for pupils from year 3 in 2011, they will be free to choose the languages they teach but they are recommended to choose those which will be taught in key stage 3 in their area.
  
- § 81 languages are taught in universities, as degree components or as modular courses.

#### 3.7.1.1 Vocational languages

**Until recently, schools and colleges offered GNVQs to 16-19yr old students. These included language components if required. They have been phased out and will finish in 2008, presumably to be replaced by Vocational GCSEs and GCEs. Students will be able to take general GCSEs and GCEs or presumably vocational GCSEs and GCEs alongside other subjects.**

**The list of awarding bodies and qualifications offered above is quite limited and revealing of the limited interest and take up for languages across the country, where 80% of all school attendants have stopped studying any foreign language by age 16.**

**A more specific study of some of the awarding bodies gave some results which confirm the above.**

**City & Guilds are the largest providers of vocational qualifications, covering 27 sectors and sub-sectors from advice & counselling to travel & tourism. We were unable to find any qualification offered by that awarding body including a foreign language component. For instance Travel & Tourism offered at levels 1 to 4, with a choice at level 3 of 37 possible units, each leading to a**



certificate has not a single language unit. However HAB, which is linked to C&G does offer VRQs on short courses in languages and there are free-standing language NVQs.

LCCIB claim that they offer French, German, and Spanish for Business in line with both CEF and British National Standards for Languages, but no qualifications are described and an investigation into the examinations in Business Administration presented no module in any foreign language. However, it is possible to enter for their FLAW diplomas separately. The same can said of NCFE.

CAL in Scotland has no languages on the list of topics in Business or Administration for instance.

The research undertaken has proved that it is very difficult to find any offer of language courses from the published material on vocational courses from individual establishments. There is no doubt that many offer languages but there are certainly very few who actively publicise the fact!

There is also some difficulty in finding accurate and up-to-date information. For instance, it is somewhat puzzling that NVQs in languages do not figure on the current list of NVQ accreditations published by Edexcel, whilst they are listed by CILT.

In 2006, CILT conducted a survey of the language provision on Vocational courses in FE Colleges in the UK. The survey covered all 296 colleges and included all parts of the UK. The full report can be found on the CILT Website (<http://www.cilt.org.uk>) and are particularly relevant to this report.

**Only 44% of colleges replied to the survey. This does not mean that others don't offer languages but is an indicator. The main findings from those who completed the questionnaire are as follows:**

- § Out of 139 colleges, 60 offer vocational language courses. 50 did previously but no longer do so. Those courses are on BTEC first and national diplomas (73%), on NVQ programmes (18%) or on higher national diplomas/certificates (25%).
- § Most of them are in Spanish (92%) and French (45%). A few colleges offer Italian and German, no other language is represented.
- § Virtually all the courses are on Travel & Tourism programmes, with only 22% of business courses offering this option, 10% of hospitality and catering, 7% of fashion programmes and virtually no other area of study.

- § Half the qualifications are NVQs language units, but 20% offer OCN, 13% ABC and 10% OCR – CBLC. Only 2 courses were not accredited, although 13% stated “other” non-disclosed accreditations.
- § The vast majority of qualifications are at level 1 (76%), but 43% are at entry level and 38% at level 2. Level 3 represents only 9%.
- § It is also interesting to note that 32% of respondents expected an increase of take-up in 2006/07, whilst 42% anticipated a decrease. The main reasons cited for the decrease were funding, low level of interest from students and staffing difficulties. Increases would be due to new programmes being offered or increase in uptake from students.
- § Those colleges which had interrupted their provision altogether gave the following reasons: low interest from students (33%), lack of support for languages in the establishment (26%), reduction in hours allocated on vocational programs (26%), funding (25%), poor results (11%) and staff restructuring (8%).

On the one hand, the national framework for qualifications has standardised most qualifications on offer, including qualifications in languages for vocational purposes. All languages and sectors are potentially covered and units can be stand alone or attached to specific vocational qualifications for a sector or a job. Qualifications are available from the various awarding bodies at all levels to level 3.

**On the other hand, the provision of vocational training is becoming more diverse and it is more or less impossible to have a complete picture. The government has set a target to increase the number of adults skilled at level 2 (GCSE or equivalent) by 20% by 2020. In a speech made on 30<sup>th</sup> March 2007, the Prime Minister talked about “the need to personalise the provision and funding of vocational qualifications”. In the same speech, he indicated that in-house training schemes would be given the green light to companies such as Tesco, British Airways or others to run and accredit their own training. According to the LSC, “more than 4 million people of working age in England still have no qualifications and lack basic skills. We want to change this and have promised everyone free learning to achieve their first level 2 qualification, with support focused on vocational skills”. It is however doubtful if foreign language skills will be considered to be essential skills.**

**Vocational language qualifications are currently widely available if not plentiful but their take-up in 2006 was limited to 1,860 learners in FE colleges for the whole of the UK. This represents about 1% of students enrolled on vocational programmes in those colleges. Moreover, these qualifications have traditionally been offered as an optional extra. In the current financial climate, this makes them even more vulnerable as there is evidence of long-term decline over the**



past 15 years. There is therefore a risk that awarding bodies start reviewing the viability of the qualifications they offer in languages.

Meanwhile, many adults are regularly frustrated when they need language skills for work and have great difficulty in finding a suitable provider and/or getting recognition/accreditation for their study and it is hard at the moment to foresee dramatic changes in the situation or much encouragement for language study at the highest level. The Welsh Education Authority has recently decided to make the study of one foreign language compulsory for the Welsh baccalaureate but vocational language courses/qualifications will probably remain optional in virtually all cases.

Some schools have gone down the route of a portfolio of NVQ (National Vocational Qualification) approach for pupils that are not suited to GCSEs and since 2005 many schools have opted for the “Languages Ladder“ which gives people credit for their language skills recognition from beginner level to a standard which sits alongside GCSE, A Level and NVQs.

### 3.7.1.2 Current trends

“Good News – The fall in number of pupils learning languages at key stage 4 seems to have stalled”<sup>16</sup>.

The variety of languages taught is also increasing (Italian and Mandarin are proving popular). The uptake in French and German is still falling though.

Current figures (2008) for GCSE show<sup>17</sup>:

French = 27% of all pupils in 2008 (down from 53% in 2001)

German = 11% of all pupils in 2007 (down from 22% in 2001)

Spanish = 9% of all pupils in 2007 (up from 8%)

In Wales the proportion of pupils taking GCSE in at least one language dropped from 46% in 1996 to 28% in 2007.

Many schools are making significant efforts to motivate pupils with new teaching approaches and different qualifications<sup>18</sup>

## 3.8 Target group information

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<sup>16</sup> Cilt survey – published in Dec 2008 (in collaboration with ALL & ISMLA)

<sup>17</sup> Cilt analysis of DCSF data (2008)

<sup>18</sup> [www.cilt.org.uk/news/latest/2008/03\\_12\\_langtrends.htm](http://www.cilt.org.uk/news/latest/2008/03_12_langtrends.htm)

### 3.8.1 The numbers

Some languages are seeing an increase in take up at undergraduate level (Spanish, Portuguese, Chinese, Arabic and Japanese), other are decreasing rapidly (Russian, Italian, German). French is falling more slowly. French, German and Spanish remain the main choices but all languages are vulnerable.

#### 3.8.1.1 Motivation and status

§ “The credibility of the national language Strategy was found to be low among senior management in Higher Education”<sup>19</sup>.

“Some of the key factors influencing the take-up of languages at key stage 4 were identified and explored in the schools. These included the need for: the options system to make it easy for pupils to choose a language; a commitment to the quality of teaching and providing good resources as a key to pupil motivation and improved pupil attitudes; strong support from senior leadership and a high status for languages in the school; and access to information on the importance of learning a language.

Recommendations from this QCA research stated a need for:

1. further investigations into curriculum models that make it easy for pupils to choose a language
2. guidance and support for schools to inform pupils and parents on the importance of learning a language”<sup>20</sup>.

The results of research on Pupils’ views on language learning in year 9 in 2006 were as follows:

“The research provided the following recommendations to help bring about more positive attitudes towards language learning and increase take-up at key stage 4:

- § Enjoyable lessons are key, including interactive and participatory lessons, using good-quality resources and ICT as available.
- § Include more work on culture and people, using foreign language - include visits and other contact with native speakers.
- § Ensure fair entitlement opportunities for language study are offered at key stage 4.
- § Review the weighting of the four skills at GCSE, to reduce the perceived difficulty of the subject.
- § Strengthen the implementation of the key stage 3 framework alongside the provision of vocational language courses suitable for all ability levels”<sup>21</sup>.

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<sup>19</sup> dfes Research data (2005)

<sup>20</sup> <http://www.qca.org.uk> (2006)

<sup>21</sup> as above



### 3.8.1.2 Levels of education

Language course levels for school children can go up to ‘A’ level (Advanced level - usually studied from 16-18). Languages are only compulsory up to age 14 – at this age the level of language can vary from child to child depending on their capabilities. Most will get a basic level of the language by this age.

A grade A-C GCSE in a language (from 14-16) will mean a young person will be able to communicate well on a holiday to the country, e.g. buy things in a shop, order food in a restaurant, book a hotel etc.

Levels that adults can obtain in night classes are divided into basic, intermediate and advanced.

These languages are mostly European languages and of these French, German and Spanish are the most popular.

### 3.8.1.3 Gender distribution

Boys have been shown to do less well than girls when learning a Modern Foreign Language in the UK. There is an average difference of 10% in the percentages of passes at GCSE between girls and boys (Mid 60% to mid 70%)<sup>22</sup>. There has not been a formal national scheme of work to combat this. However, there have been several projects and research carried out by organisations such as CILT (the national centre for languages) into how to increase boys motivation and attainment. A book *entitled ‘Boys’ performance in MFL ‘* (Barry Jones & Gwenneth Jones, 2001) explores the issue in detail. The book presents research findings and recommendations resulting from a project on boys' under-achievement carried out by Homerton College, Cambridge on behalf of QCA. Since then, groups of teachers in different parts of the country have been putting into classroom practice the seven recommendations which the report makes. This book presents their projects and offers practical help for readers who may wish to use or adapt suggestions made. Materials are included, where appropriate, to illustrate and further exemplify what has been done. The projects involved boys (and girls) in Years 9 and 11 and, in the majority of situations, their motivation for learning a foreign language has improved, as has their self-esteem.

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<sup>22</sup> DCSF Statistical first release, (Jan 2009)  
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**Boosting boys' motivation (Barry Jones, 2005) includes descriptions of boys helping their teachers devise materials using PowerPoint for younger learners in the school; a range of possibilities for active, physical participation; competitions which are designed to enhance 'personal bests'; the use of several forms of ICT; positive attitudes to homework engendered by an element of choice; links with groups abroad; and much more. All the projects have been trialled with groups of differing age ranges and abilities; many activities are applicable to primary languages.**

#### **3.8.1.4 Age distribution**

**As stated elsewhere, languages become non-compulsory at age 14 and the result is a severe drop in take up at that age, especially in England and Wales.**

#### **3.8.1.5 Other issues**

**In England in 2008 69% of all entries achieved a grade A\*-C at GCSE in French (Girls , 73%, boys, 63%); 72% in German (girls 76%, boys 68%), 71% in Spanish (girls 75%, boys 66%), 85% in Italian (girls 86%, boys 83%), 82% in other languages (girls 85%, boys 79%)<sup>23</sup>.**

#### **3.10 Financing/ possible funds (after the project's LLP funding)**

Local, National and/or European funding. Lottery, charity

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<sup>23</sup> DCSF Statistical first release, (Jan 2009)  
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#### 4 GOOD PRACTICE EXAMPLES

Good Practice example no.: <1>

##### TITLE OF GOOD PRACTICE

**AMICITIAS (Ambient Intelligence as a Compelling Instructional Tool for Inter-linguistic and Intercultural Skills). This is a bit of a mouthful, so we call it “Ami” for short.**

##### Availability (Language(s), link, IBN,...)

To be launched in Bradford, Galway, Toledo, Barcelona, Sicily and Sardinia...  
English, Spanish, Italian (majority languages)  
Arabic, Hindi, Gaelic, Sicilian, Catalanian, Sardinian (minority languages)

##### Aspect of language learning covered (please tick whatever is applicable)

reading                      listening                      writing                      speaking  
other (please specify:) language use ‘in context’ – location based.

##### General description (include level and age group, information on specific target group if any,..)

AMICITIAS is a language and culture based, serious game project. The game can be played using common mobile phone devices, in six real-world locations throughout Europe.

The game acts as a guide and teacher about the location, but the player is taken on a fictional journey, through the place they are visiting. The game contains images, animations, audio and interactive elements which in addition to teaching, also help assess progress. The player is rewarded with trophies, points and by completing the location objectives/language tasks. This encourages learning to take place outside the class-room at a pace suitable to the player. It also brings a depth of cultural interaction which would not be possible through other technological means because it is context based.

##### Objective(s)

- § Improve linguistic, and cultural knowledge about several European, multicultural cities.
- § Majority and Minority language addressed for each location – e.g. in the Galway game, you learn



English and some Irish Gaelic.

- § We aim for the users to acquire language and culture skills necessary to accomplish specific ‘game tasks’, both within the mobile application and also whilst exploring various culturally, geographically and historically interesting places within the cities.
- § The project should integrate language learning into the process of playing and discovering, using the mobile game as a part of this process.

#### **Link/ Contact (organisation, Internet address, email if possible)**

David Robison, Lecturer, School of Informatics, University of Bradford  
<http://inf.brad.ac.uk>  
[d.robison@bradford.ac.uk](mailto:d.robison@bradford.ac.uk) (01274 235465)

#### **Remarks (pedagogical recommendations, IPR, other)**

Game framework has the potential to be adapted into a range of other languages, locations and indeed primary purposes.

There is already a format for localising the game into different languages/countries.

**RATE :** 1=very/high    2=quite (high)    3=rather not/low    4= not at all

**Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project?**

**Yes - but it is v specific and would need to be bought into.**

**Effectiveness: What was/has been the effect of the implementation of the best practice?**

**Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) Please specify: motivation of learners.**



GOOD PRACTICE EXAMPLE NO.: <2>

TITLE OF GOOD PRACTICE

**‘Yewlands Pilot Project’ Work Experience trips**

Availability (Language(s), link, IBN,...)

Piloted in Germany and soon to be undertaken in Spain.  
Work placement toolkit available on the CILT website.  
[http://www.cilt.org.uk/14to19/vocational/lwptk\\_cd.pdf](http://www.cilt.org.uk/14to19/vocational/lwptk_cd.pdf)

Aspect of language learning covered (please tick whatever is applicable)

reading                      listening                      writing                      speaking

☒ other (please specify):.....

General description (include level and age group, information on specific target group if any,...)

This pilot was introduced in a school that traditionally struggled to attract more than 9/10 pupils at age 14 since languages became optional at this age in the UK.  
The department needed an alternative pathway to increase uptake, motivation and attainment. The ‘NVQ’ in business languages qualification was piloted in 2006 – since then the school has tripled its uptake and engaged some of the most disaffected students.  
The school applied for Leonardo funding for the pupils to undertake a 2 week trip to Germany as part of the course. This involved work placements, cultural excursions and confidence building tasks and activities.  
Activities in the first week included; a treasure hunt (to become familiar with the local area), interviews with passers-by, fact-finding missions (e.g. price of tickets for trains/buses, opening hours etc)  
The students went on excursions (including a day out to Munich) and were taken to different restaurants each evening and encouraged to try different food.  
During the second week students spent mornings in various work placements including a florist, a hotel, a music shop, a football club, a fashion shop and a kindergarten.  
The pupils who went all said they lacked confidence prior to the trip and felt that they had gained confidence and linguistic ability after the trip.



This is aimed at pupils who are often less academic, lack confidence, have low self esteem and limited life experiences and can be taken from age 14.

### **Objective(s)**

- Pupils are able to see for themselves how languages are useful in gaining employment.
- Pupils learn linguistic confidence and independence through 'real' experience in the target language country.

### **Link/ Contact (organisation, Internet address, email if possible)**

Juliet Park, Regional Subject Adviser, Yorkshire and the Humber  
Juliet.park@ntlworld.com  
Yewlands School Sheffield [www.yewlands.org](http://www.yewlands.org)

### **Remarks (pedagogical recommendations, IPR, other)**

This would take a lot of work for a school/club/training institution to introduce but the results are very effective. Please see the CILT handbook which is full of advice on how to set up this kind of project.

**RATE :** 1=very/high    2=quite (high)    3=rather not/low    4= not at all

**Adaptability: Is it possible to adapt or transfer the example of "best practices" to our project?**  
2/3

**Effectiveness: What was/has been the effect of the implementation of the best practice?** 1

**Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)** Please specify: motivation of learners, they can see the practical value of learning a language.

**GOOD PRACTICE EXAMPLE NO.:** <3>

**TITLE OF GOOD PRACTICE**

**Bradford City football club – St Bede’s School link**



Availability (Language(s), link, IBN,...)

Spanish

**Aspect of language learning covered** (please tick whatever is applicable)

reading                      listening                      writing                      speaking  
 other (please specify:) **culture**.....

**General description** (include language level and age group, information on specific target group...)

Young people about to take their options in school (before they choose whether or not to continue with a language). Organised an interview with Chilean footballer Willy Topp who plays for local football team ‘Bradford City’. The students had to prepare questions beforehand, and then interview the footballer and then write this up. As a result of the meeting 3 players from the team began Spanish lessons at the school. This was further motivation for the students. An additional development of this link is that 12 students have become ball boys for the team.  
 From 9 subject options, Spanish was the most popular (after being the least popular prior to the project).

Objective(s)

To enthuse and motivate pupils to learn Spanish. To help them understand how languages are ‘cool’ and valuable.

Link/ Contact (organisation, Internet address, email if possible)

Carol Wade – project coordinator at St Bede’s school Bradford: [cawade@stbedesbradford.net](mailto:cawade@stbedesbradford.net)

Remarks (pedagogical recommendations for adapting the above, IPR, other)

Schools, clubs, sports centres could all use this model and link with the local sports team – particularly those with foreign players and use this to enthuse the young people about languages. Compile interviews, do research about the footballer’s career history, Present them in their language. Choose other footballers to talk about etc. Make displays. Possibility for visits and games learning vocabulary; ‘pass’, ‘down the line’ etc in the target language.

**Rate :** 1=very/high    2=quite (high)    3=rather not/low    4= not at all

**Adaptability:** Is it possible to adapt or transfer the example of “best practices” to our project? 2

**Effectiveness:** What was/has been the effect of the implementation of the best practice? 2

**Considerably increased motivation and interest in the target language.**

**Attractiveness:** What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.) **Please specify: motivation of learners.**



**GOOD PRACTICE EXAMPLE NO.:** <4>

**TITLE OF GOOD PRACTICE**

**Motivating Language Learners through Sport**

Availability (Language(s), link, IBN,...)

The Language of Sport booklet

The Language of Sport DVD

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

**Aspect of language learning covered** (please tick whatever is applicable)

reading                      listening                      writing                      speaking

☒ other (please specify):.....

**General description** (include level and age group, information on specific target group if any,..)

There are a wide range of projects which can be adapted to suit the needs of all learners.

Objective(s)

- § - To raise the profile of Languages Departments
- § - To engage and motivate learners
- § - To increase uptake of Languages post 14
- § - To encourage collaboration between Languages Departments and PE Departments
- § - Improve achievement and attainment in Languages

Link/ Contact (organisation, Internet address, email if possible)

Youth Sport Trust

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

Remarks (pedagogical recommendations, IPR, other)

The basic ideas and lesson plans for collaboration between sport and languages could be used with any school, youth group/club. See attached plans.

**Rate :** 1=very/high    2=quite (high)    3=rather not/low    4= not at all



**Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1**

**Effectiveness: What was/has been the effect of the implementation of the best practice? 1**

**Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)**

**Please specify: motivation of learners, seeing languages in a different light , seeing them as ‘cool’.**



**GOOD PRACTICE EXAMPLE NO.:** <5>

**TITLE OF GOOD PRACTICE**

**Spanglovision: a year 7 language learning project involving song, memory, pronunciation skills and a positive spirit of team-building and competition.**

**Availability (Language(s), link, IBN,...)**

Available in all languages as teachers select the songs to be included in the project.  
Link to my blog: [www.rachelhawkes.typepad.com/linguacom](http://www.rachelhawkes.typepad.com/linguacom)

**Aspect of language learning covered** (please tick whatever is applicable)

reading                      listening                      writing                      speaking  
other (please specify:) memory, pronunciation and performance skills

**General description** (include level and age group, information on specific target group if any...)

The implementation of the project  
From the initial idea for a Spanish song competition involving all 10 tutor groups in the new year 7, the following steps were taken:

1. 10 different Spanish songs were chosen, the lyrics found and printed and the songs downloaded
2. Each form was then assigned a song.
3. The class teachers familiarised themselves with the song and the lyrics and planned how to teach and rehearse the songs in lesson time, alongside other language work.
4. Several lessons occurred which included rehearsal and learning time, with the aim of memorising the song ready for performance.
5. On one day during language lesson time the songs were videoed.
6. The video was edited to produce a video of the best 1 minute of each song.
7. The video was seen by all of year 7 in a Spanish lesson and each student voted for his/her favourite song. In the true tradition of Eurovision, students were not allowed to vote for their own tutor group.
8. Votes were counted and 3 finalists were to emerge. In the event, we had to have 4 tutor groups in the final, due to a tie in the number of votes.
9. The video was edited again to produce a shorter video of the 4 finalists.
10. During assemblies all that week, years 11,10, 9 and 8 saw the finalists video and all students voted – this was highly enjoyable for all students and teachers!
11. In the final assembly of the week, the year 7 winning tutor group was presented with a cup.

### Objective(s)

This project aimed to provide the newly-arrived year 7 pupils with a focus and purpose for developing their memory skills in Spanish through the use of a Spanish song competition, which served to introduce them as a year group to the whole school cohort who was involved in the voting process and selection of the Spanglovision winners of 2007.

We were keen for learners to learn:

- how to have fun learning language
- how to use music and singing as a method for powerfully accelerating memory
- how to improve their pronunciation and realise the importance of good pronunciation
- how to improve their levels of concentration and focus in a group
- how to work together productively as a team
- how to perform
- how to use creativity to enhance performance

### Link/ Contact (organisation, Internet address, email if possible)

Rachel Hawkes  
 Assistant Principal  
 Comberton Village College, Cambridgeshire, England  
[www.combertonvc.org](http://www.combertonvc.org)  
[rhawkes@comberton.cambs.sch.uk](mailto:rhawkes@comberton.cambs.sch.uk)  
[www.rachelhawkes.typepad.com/linguacom](http://www.rachelhawkes.typepad.com/linguacom)

### Remarks (pedagogical recommendations, IPR, other)

All year 7 learners were incredibly motivated and engaged in this project. Particular reasons for this were:

They enjoyed the music and the singing in its own right

It was a fun, non-threatening way to develop their form identify and work together

They enjoyed the sense of progression and mastery that was achieved through successfully memorising a real Spanish song

Their confidence and self-esteem was boosted by the knowledge that the older year groups had been impressed with their performances and had been involved in selecting the competition winners

The project generated a huge amount of interest and engagement from pupils. Pupils developed their own movement routines and actions to the songs they learnt to enhance the performance. They



worked hard to memorise the language and achieved high levels of accuracy in the pronunciation. They were confident in performance and I think that the whole experience was key to their successful integration to the school. Since the project students have continued to participate enthusiastically in language lessons, particularly in learning activities that involve music and song. We use music, song, rhythm and movement for memorising key structures, such as pronouns, verb paradigms as well as key vocabulary and the project was certainly a useful way to introduce these learning routines and ways of working to them. We received a lot of positive student feedback on the project, but it also attracted a lot of interest and appreciation from teachers of other curriculum areas within the school.

**RATE :** 1=very/high    2=quite (high)    3=rather not/low    4= not at all

**Adaptability: Is it possible to adapt or transfer the example of “best practices” to our project? 1**

**Effectiveness: What was/has been the effect of the implementation of the best practice? 1**

**Attractiveness: What is attractive in the best practice example? (E.g.: methods, innovation, motivation of learners etc.)**

**This project provides an engaging and highly motivating way for younger learners to develop their pronunciation and memory skills in the foreign language. The elements of song and good-spirited competition enhance the language learning focus, increase confidence and enjoyment, encourage creativity and performance skills and raise the profile of language learning across the whole of an institution.**

## **5 TRENDS AND RECOMMENDATIONS**

**There was a dramatic drop in the take up of MFL in secondary schools when it no longer was necessary to have an O level in a foreign language for entry in Universities in the 1980ies. This was followed by an even steeper decline after 2002, when schools were no longer required to offer languages beyond the age of 14 and pupils didn't have to follow languages courses to GCSE level.**

**This decline has now stabilised somewhat but the number of pupils learning European languages is much lower than it used to be. German, Italian and Russian courses have all suffered and French has fallen sharply. Only Spanish is increasing marginally. These trends seem set to continue for the next few years. There is also a small increase in courses in non-European languages, notably Mandarin Chinese.**

**However, from 2010, all primary school pupils will study one (or several) languages and it is hoped that in time, this will encourage more students to continue with MFL courses in secondary school and beyond. It is too early to measure any possible impact. French seems likely to remain the most taught language, although some schools are opting for Spanish, community languages and non-European languages. Innovative approaches, such as CLIL are also being piloted.**

**Adult demand for MFL courses, especially in Adult Education Centres continues to be strong, but this is offset by a decline of Government funding for non-certified courses, which deters some potential learners from enrolling.**

**Various Organisations (CILT, ALL and the Language Subject Centre via Routes & Links into Languages and their Regional Language Networks), as well as specialist language schools and colleges are promoting Language Studies and offering grants and ideas for the setting up of clubs, competitions, activities involving children and parents etc, thus encouraging new forms of learning including non formal and informal language learning.**

### **5.1.1 Pedagogical recommendations**

**Motivation is often the main problem – especially in the UK when foreign languages are not seen as an important life skill because there is a perception that others are able to communicate in English. It is important that language learning is made relevant and fun.**



It has been recognised by the NQA that there should be a more informal approach to teaching languages.

Primary school teachers will need to be equipped to teach languages as it will a requirement in 2010.

Expansion of use of CLIL (Content and language integrated learning) adapted accordingly to non-formal and informal environments.

## **5.2 Structural Recommendations**

**Formal - Curriculum could be as up-to-date as possible/relevant to a child/young person**

**Non-Formal – encourage and promote current cultural knowledge as well as language which is relevant .**

**Informal - as above – motivate the target groups to learn for themselves**

## **5.3 Recommendations for Raising Awareness/ Reaching the Target group(s)**

**Support from the media – tv programmes in a foreign language, websites promoting language learning (Channel 4) , facebook, YouTube (linking schools) (ie. areas where young people are already accessing and using)**

## **5.4 Recommendations regarding Implementation into existing Measures**

**Will inform CILT and Routes/Links into Languages, ALL etc of project activities, recommendations and findings etc**

## **5.5 Other Recommendations**

**Approach specific target groups such as NEETS (Not in Employment, Education and Training), CONNEXIONS (<http://www.connexions-direct.com/>) where there are young people making life choices, opportunities for mobility**

**Raising awareness and promoting of non-formal, informal exchanges and opportunities to spend some time working or volunteering abroad**

**Britain should abide by the Bologna recommendation that all University undergraduates should learn a foreign language.**



**British Academy Report (2009) recommends that ‘universities should persuade pupils and their parents of the value of language learning and make having a second language requirement for university entry, or at least for graduation’**

**[HTTP://WWW.BRITAC.AC.UK/REPORTS/LANGUAGE-MATTERS/PRESS-RELEASE.CFM](http://www.britac.ac.uk/reports/language-matters/press-release.cfm)**



## **6 APPENDICES**

- **Definition of Key Terms**
- **List / Contacts of relevant educational and education policy organizations in the partner country**
- **Bibliography**
- **Questionnaire Templates and Interview Guidelines**

## 6.1 Annex 1

### 6.1.1 Definitions of Key Terminology

#### *Educational Levels*

The LLP scheme foresees the following education levels (and codes)

<b>ISCED 2PV</b>	Lower secondary or second stage of basic education - level 2 - pre-vocational programmes
<b>ISCED 2VOC</b>	Lower secondary or second stage of basic education - level 2 - vocational programmes
<b>ISCED 2GPV</b>	Lower secondary or second stage of basic education - level 2 - general and pre-vocational programmes
<b>ISCED 2VPV</b>	Lower secondary or second stage of basic education - level 2 - pre-vocational and vocational programmes
<b>ISCED 2A</b>	Lower secondary programmes designed for direct access to level 3, in a sequence which would ultimately lead to tertiary education (i.e. entrance to ISCED 3A or 3B)
<b>ISCED 2B</b>	Lower secondary programmes designed for direct access to level 3C
<b>ISCED 2C</b>	Lower secondary programmes designed for direct access to the labour market
<b>ISCED 3-4</b>	Upper secondary and post-secondary non-tertiary education - levels 3-4
<b>ISCED 3-4VOC</b>	Upper secondary and post-secondary non-tertiary education - levels 3-4 - vocational programmes
<b>ISCED 3PV</b>	Upper secondary education - level 3 - pre-vocational programmes
<b>ISCED 3VOC</b>	Upper secondary education - level 3 - vocational programmes
<b>ISCED 3GPV</b>	Upper secondary education - level 3 - general and pre-vocational programmes
<b>ISCED 3VPV</b>	Upper secondary education - level 3 - pre-vocational and vocational programmes
<b>ISCED 3VPV-SCH</b>	Upper secondary education - level 3 - pre-vocational and vocational programmes - school based
<b>ISCED 3VPV-WRK</b>	Upper secondary education - level 3 - pre-vocational and vocational programmes - work based
<b>ISCED 4PV</b>	Post-secondary non-tertiary education - level 4 - pre-vocational programmes
<b>ISCED 4VOC</b>	Post-secondary non-tertiary education - level 4 - vocational programmes

<b>ISCED 4GPV</b>	<b>Post-secondary non-tertiary education - level 4 - general and pre-vocational programmes</b>
<b>ISCED 4VPV</b>	<b>Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes</b>
<b>ISCED 4VPV-SCH</b>	<b>Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - school based</b>
<b>ISCED 4VPV-WRK</b>	<b>Post-secondary non-tertiary education - level 4 - pre-vocational and vocational programmes - work based</b>
<b>ISCED 4A-B</b>	<b>Post-secondary non-tertiary designed to provide direct access to level 5</b>

### 6.1.2 Good Practice

In this project we understand as good practice any innovative - in at least one of the partner countries -measure, approach, material, information or similar for raising the motivation of young people to learn foreign languages and to improve the implementation of language learning in attractive forms (particularly in informal and non-formal settings) which is adaptable and attractive and which thus may be of added value to be used or transferred in this project.

The research of good practices can be done via desk and field research and will cover several steps, inter alia: Collation (using the template for good practice examples), rating (applying the foreseen criteria), selection (for further data processing in later work packages).

### 6.1.3 Learning types

Regarding Learning types the Glossary of CEDEFOP (2000) and the Communication of the European Commission (2001) 24 give the following definitions regarding:

**Formal learning** is defined as learning that occurs within an organised and structured context (formal education, in-company training) and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learner's perspective.

<sup>24</sup> CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels) AGREEMENT n° 2008 – 4283 / 001 – 001



**Non-formal learning** refers to learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element. Non-formal learning is intentional from the learner's point of view.

**Informal learning** is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can, to a certain degree, be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support and, typically, does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or 'incidental'/ random). (CEDEFOP (2000) Glossary, in Making Learning Visible (Thessaloniki, Cedefop) and European Commission (2001) Communiqué Making a European Area of Life-long Learning a Reality, (Brussels))[1]

## 6.2 Annex 2

### LIST / CONTACTS OF RELEVANT EDUCATIONAL AND EDUCATION POLICY ORGANIZATIONS IN THE PARTNER COUNTRY

Organization	Main Tasks/	Objectives (of the organization)	Contact data
The Department for Children, Schools and Families (DCSF)	<p>secure the well-being and health of children and young people</p> <p>safeguard the young and vulnerable</p> <p>ensure an excellent education for all our children and young people</p> <p>keep them on the path to success</p> <p>provide more places for children to play safely</p>	Leads the network of people who work with or for children and young people	<a href="http://www.dcsf.gov.uk/aboutus/">http://www.dcsf.gov.uk/aboutus/</a>
LLAS (Subject Centre for Languages, Linguistics and Area Studies)	To run the HEFCE funded project Routes into Languages/Links into Languages (SEE Appendix C)	A publicly funded service, providing UK-wide support and services for higher education in Languages, Linguistics and Area Studies	<p>Prof Mike Kelly – (Director)</p> <p><a href="mailto:llas@soton.ac.uk">llas@soton.ac.uk</a></p> <p>Heather McGuinness (Routes into languages)</p> <p><a href="mailto:h.mcguinness@soton.ac.uk">h.mcguinness@soton.ac.uk</a></p>
CILT (The National Centre for languages)	<p>12 RLN (Regional Language networks across the country)</p> <p>Major provider of MFL in-training courses for teachers</p>	Recognised centre of expertise on languages the mission is to promote a greater capability in languages amongst all sectors of	<p>Teresa Tinsley – (Communications)</p> <p><a href="http://www.cilt.org.uk/about/index.htm">http://www.cilt.org.uk/about/index.htm</a></p> <p><a href="mailto:info@cilt.org.uk">info@cilt.org.uk</a></p>

	<b>Library of resources Advisors to the Department (DCFS)</b>	<b>the UK population</b>	
<b>ALL (Association for Language Learning) - association for teachers of foreign languages</b>	<b>Running conferences/events, training sessions, newsletters, teacher blogs, publishing research</b>	<b>Promoting MFL, supporting language teachers and sharing of good practice and innovation run by the teachers for the teachers providing information and publications organising professional development activities acting as a public voice on behalf of members</b>	<b>Linda Parker Email: info@all- languages.org.uk http://www.ALL- languages.org.uk</b>



## 6.3 Annex 3

### Example questionnaire template

#### Questionnaire 1 (informal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ..... (via.....) by .....

Please let us know your opinions on the following issues:

1. Please describe your organisation and in which framework young adults learn/practice languages in your organisation.
2. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.
3. Which foreign languages do they learn/ practice?
4. Do they use specific materials, practice at particular events/ environments,... Please specify:



5. Have you noticed specific needs young language learners have and if so what are they?

6. Have you identified drivers to learn/ practice languages there? Please specify:

If you are interested in learning more about the final results in YELL, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.: .....

*Thank you for your contributions.*

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### Example Questionnaire template (non-formal learning environment)

The EU co-funded project “YELL - Young Europeans Love Languages” aims at raising the motivation of young people to learn foreign languages by offering an attractive and joyful learning environment outside formal education.

To find out more about the country situation, the project partner, *<name of your organisation>*, is running a field research. Your input will be of value and your answers will be treated with absolute confidentiality.

Please, return the questionnaire to ..... (via.....) by .....

1. Please describe your organisation and in which framework young adults can learn/practice languages?
2. Which foreign languages do you offer/ teach? (If you offer different levels, please specify.)
3. Which innovative materials do you use/ where does the language learning (mainly) take place?
4. Please describe the participants regarding gender & diversity (age, gender, ethnic background, ...) or any other characteristics you would like to mention.
5. What do you think are the drivers for young learners to learn foreign languages and how do you motivate them?
6. Are there specific needs of young learners from your point of view? If so, in what way do you address them?



7. After completion of the language learning, do/can the participants acquire a certificate?

If you are interested in more information on the final project outcomes, please, give us your contact data (which will be treated strictly confidential)

My name:..... My email adr.: .....

*Thank you for your contributions.*

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