

Languages for All: Languages for Life

A Strategy for England

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department for

education and skills

creating opportunity, releasing potential, achieving excellence

Contents

Acknowledgements	2
Foreword by Baroness Catherine Ashton, Parliamentary Under Secretary of State for Early Years and School Standards	4
Executive Summary	5
Language Learning – The Issues	10
Language Learning – The Way Forward	14
Long Term Objectives	42

Acknowledgements

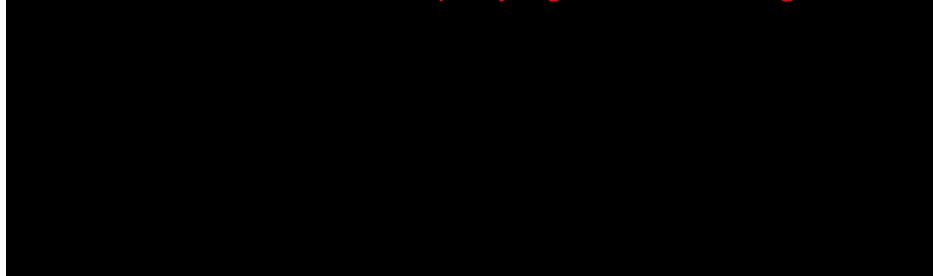
The Nuffield report, 'Languages: the next generation', published in 2000.

The Department for Education and Skills published its "Language Learning" document in February 2002 (available online at www.dfes.gov.uk/14-19greenpaper; or through DfES publications on 0845 6022260, reference DfES/0186/2002). This strategy document builds upon the proposals set out in "Language Learning" and sets out how they will be taken forward.

The Languages National Steering Group was set up in July 2001 to develop a strategy to change perceptions and raise awareness amongst young people and the wider public of language competence as a key contemporary life skill. The Department for Education and Skills is grateful to all members of LNSG for their ideas, advice, work and comments in support of the strategy.

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Foreword

The ability to understand and communicate in other languages is increasingly important in our society and in the global economy. Languages contribute to the cultural and linguistic richness of our society, to personal fulfilment, mutual understanding, commercial success and international trade and global citizenship.

Our vision is clear – we must provide an opportunity for early language learning to harness children’s learning potential and enthusiasm; we must provide high quality teaching and learning opportunities to equip our young people with the skills they need to access opportunities in the world of travel and work; we must provide opportunities for lifelong language learning; we must recognise language skills as central to breaking down barriers both within this country and between our nation and others.

That is why we must transform our country’s capability in languages.

This document outlines our agenda for England for the next decade. It sets out how we will achieve a step change in language competence in this country,

how we will create an appetite for learning and broaden and enrich the opportunities for language learning at school and beyond. It builds on the work of the Languages National Steering Group, which has made an invaluable input to the development of this strategy.

Changing the country’s attitude to teaching and learning languages will demand a huge cultural change. It will rely on action from Government, schools, LEAs, colleges, universities, employers, parents and learners. Partnership is the key to making this strategy a reality. It is only if we work together on the implementation of this strategy that we will achieve real and lasting change for the future, for our young people, for adults, for business and for our society.

We look forward to working with you to make this happen.

Catherine Ashton

Executive Summary

The Vision

Languages are a lifelong skill – to be used in business and for pleasure, to open up avenues of communication and exploration, and to promote, encourage and instil a broader cultural understanding. To achieve this any strategy must look beyond the classroom to maximise and promote opportunities for language learning through community resources and family learning, at further and higher education, adult learning and the world of work. In this strategy, we have three overarching objectives:

- a. **To improve teaching and learning of languages**, including delivering an entitlement to language learning for pupils at Key Stage 2, making the most of e-learning and ensuring that opportunity to learn languages has a key place in the transformed secondary school of the future.
- b. **To introduce a recognition system** to complement existing qualification frameworks and give people credit for their language skills.
- c. **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.

Why do we need a Languages Strategy?

In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. For too long we have lagged behind as a nation in our capability to contribute fully as multi-lingual and culturally aware citizens. Likewise in the global economy too few employees have the necessary language skills to be able to engage fully in international business, and too few employers support their employees in gaining additional language skills as part of their job.

This strategy demonstrates our commitment to making progress towards fulfilling the conclusions of the Barcelona European Council with regard to language teaching and learning in schools.

If we are to achieve a situation where languages really are for all, we need to tackle current blockages in the system.

- ▶ **Teacher Shortage:** There is a shortage of modern foreign language teachers at secondary level, and relatively few primary teachers have been trained to teach foreign languages.
- ▶ **Language learning opportunities:** There is little provision that targets and motivates individual learners, learning at their own pace, and few opportunities for recognition at various stages of their learning either in school, FE, HE or the workplace.
- ▶ **Partnership:** Too many schools and teachers are working in isolation, without access to support networks, such as those among Specialist Language Colleges and CILT Comenius Centre networks.
- ▶ **Maximising the potential of ICT:** Whilst more schools are using ICT in language teaching than in previous years, its use is underdeveloped in over three quarters of primary schools and a third of secondary schools.

Moving Towards Languages For All

Our strategy will be geared towards both **motivating individuals to learn** – the push factor – while at the same time ensuring that **high quality and appropriate opportunities are available** – the pull factor. Creating this appetite for learning while at the same time broadening and enriching the options available, are the two key planks of our languages strategy. Language learning

must be accessible and relevant to people of all social backgrounds, to people of all ages, to boys and to girls, to pupils in mainstream schools and in special schools.

We will introduce a new voluntary recognition system to complement existing national qualifications 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. It will be developed so that it:

- ▶ can recognise achievement by learners in schools, universities, further education colleges and adult education, as well as those who choose to learn a language whilst in employment;
- ▶ recognises a wide range of languages, including community languages;
- ▶ recognises bilingualism, as well as newly-acquired language skills, apart from English;
- ▶ sits alongside existing qualifications, so equivalent attainment can easily be identified;
- ▶ makes the best use of ICT, in particular enabling an individual to assess and record their achievements;
- ▶ makes language learning more accessible and brings achievement within the reach of more people; and
- ▶ raises the profile of language learning and the status of learner achievement.

We do not believe there is one single model for delivering language learning which can be implemented nationally. There is not a “one size fits all” approach – instead there are a number of mechanisms and tools which can be utilised as a menu to deliver the strategy.

Primary and Secondary Schools:

Transforming language competence in this country means first of all transforming language learning in schools – we depend on embedding language learning in primary schools to make our strategy work and then ensuring that opportunity to learn languages has a key place in the transformed secondary school of the future.

Specialist Language Colleges (SLCs):

We will strengthen the role of Specialist Language Colleges and other hubs of language excellence. We plan to increase the number of Language Colleges from the existing 157 to at least 200 by 2005.

ICT: We are continuing to work with public and private sector providers to raise the quality and widen the range of online teaching and learning materials. We are determined to make the most of opportunities to collaborate with other countries by looking at how twinning can add to the learning experience. As part of the Regional Language Networks, we will introduce Virtual Language Communities across the country.

Further Education and Higher Education:

We need FE and HE Institutions to work with students to promote the advantages and social, cultural and economic value of taking a further education course, a joint degree or a languages element in their degree. We also encourage FE and HE Institutions to work with local schools in support of the strategy. This might include sharing staff expertise, resources and specialist facilities and encouraging students to support language teaching in schools, thus providing opportunities for them to gain new skills and experience.

Language speakers within the community and in other education institutions:

We envisage a wide range of individuals contributing to the delivery of the primary entitlement. Native speakers and those with strong language skills within our community and within business have a wide range of expertise that can contribute to a diverse and engaging learning experience which we will draw on. We will develop new training opportunities for **Teaching a Foreign Language** to support people with language skills, including community language skills, to gain additional teaching skills and recognition to work with teachers in classrooms.

LEAs: We propose that LEAs should be the co-ordinators of primary language learning programmes and for ensuring that every Key Stage 2 pupil is offered the opportunity to study at least one

foreign language by the end of this decade. This will involve close working with headteachers, local SLCs, other schools with language strengths, HEIs, business and language speakers within the community and other education institutions.

Employers: We must build on the talent we have within our workforce and ensure that more businesses are better equipped for international trade. We will therefore ask the Learning and Skills Council and the new CILT/LNTO merged body to consider the development and piloting of good practice in raising employer awareness and addressing language skill needs from April 2003 onwards, drawing on the experience of those regions which already have regional strategies in place. We will also look to the Sector Skills Development Agency, working with Sector Skills Councils, to consider how specific business sector needs can be met and feed this information into their regional strategies.

Partnership: At a local level there is a broad range of imaginative language learning opportunities provided by schools, community members, further and higher education institutions, LEAs, training institutions and business. We want to harness good practice and connect these up so that collectively they will have maximum impact on language learning.

Implementing the Strategy

Our approach to implementing this ambition has three over-arching principles:

1. **To learn from what works.**
2. **To build capacity throughout the system.**
3. **To work with professionals to introduce and improve language learning.**

We will start by ensuring that the foundations are in place. Then we will step up the pace of implementation and support.

Headteachers, in conjunction with their school language co-ordinator and LEA, will judge how best to introduce and strengthen language teaching in their school. Primary teachers will be able to benefit from non-contact time, where delivery of language learning through the various pathways allows. Each of these pathways will be signposted for them and strengthened by:

- a. **specialist language teachers**, recruited by the school, working wholly at the school or shared between a cluster or federation of schools;
- b. **existing primary teachers** with an interest or background in languages, who undertake professional development and re-training in order to deliver language teaching either for part of their teaching time or full-time;

- c. **outreach working** from Specialist Language Colleges, other secondary schools with language strengths, LEA Advisory Teachers and other professionals;
- d. **language assistants and others with strong language skills**, including language undergraduates;
- e. **wider language learning opportunities** offered by business, higher education institutions, parents and the broader community;
- f. **ICT and e-learning**; and
- g. **innovative partnerships with schools in other countries.**

A National Director for Languages for England will work with CILT, QCA and LEAs to produce best practice guidance to schools on early language learning, based on experience from the CILT Early Language Learning pilots.

OFSTED will look at any primary language provision from 2003 to enable us to benchmark progress.

Measuring Success

We expect to measure the success of our strategy against the following outcomes:

- ▶ All learners should have the opportunity to have their learning recognised.
- ▶ Primary children at Key Stage 2 should have an entitlement to high quality teaching and learning that instils enthusiasm in learning languages, is

based on a flexible experience which makes the most of ICT and sets a foundation for future learning and success.

- ▶ Secondary pupils should have high quality teaching and learning at Key Stage 3 and a flexible curriculum and range of routes to support success during the 14-19 phase.
- ▶ Schools should be able to draw on the people they need to deliver language learning and be supported to deliver high quality teaching and learning.
- ▶ The demand for language learning from adults should increase.
- ▶ Businesses should be involved in supporting language learning and championing the importance of language skills.
- ▶ Businesses should be able to recruit employees with a wider range of language skills to better meet their business needs.

We are determined to ensure that languages take their proper place at the heart of initiatives and activities to further the wider social, economic and political agenda. A key part of this is communicating the importance of languages, both at a national and local level. We will identify and expand opportunities for language use in printed, electronic and broadcast media and communications. We look to our key partners to play their part to build success.

Language Learning – The Issues

For too long we have failed to value language skills or recognise the contribution they make to society, to the economy and to raising standards in schools. This has led to a cycle of national underperformance in languages, a shortage of teachers, low take up of languages beyond schooling and a workforce unable to meet the demands of a globalised economy. We need to challenge these attitudes and inspire people of all ages to learn languages throughout life.

Raising School Standards

There is increasing recognition that enriching the curriculum and releasing children's and young people's creative energy through sport, drama, music, arts and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum. The best primary schools are already providing this breadth alongside the building blocks of literacy and numeracy – we want all primary schools to follow their lead.

Early Language Learning

If a child's talent and natural interest in languages is to flourish, early language learning opportunities need to be provided, and their aptitude needs to be tapped into at the earliest opportunity when they are most receptive. We must also celebrate the language skills of the many bilingual children growing up in our schools today. Too few schools currently teach foreign languages to pupils before the age of 11, and for those that do, too much provision is offered out of school time at breakfast, lunch or after-school clubs.

Transition

Transition arrangements from primary to secondary must improve if achievement is to be recognised and learning and enthusiasm sustained. At a local level, clusters and federations of primary schools need to work together to share strategic planning, best practice and professional development and to work with secondary schools to share information about curriculum planning and pupil achievement.

Language Learning in Secondary Schools

Young people need to receive high quality, relevant and diverse language learning throughout their schooling, with opportunities to study languages in vocational contexts as well as for traditional examinations. Although there are more 16 year olds learning languages to higher levels than ever in our history, much remains to be done. OFSTED's analyses show that the quality of teaching and pupil achievement in Modern Foreign Languages between the ages of 11 and 14 needs to be raised in comparison with other subjects. There are also issues of pupil motivation and relative lack of success of lower income groups and boys.

Teacher Shortage

There is a shortage of Modern Foreign Language teachers at secondary level and relatively few primary teachers have been trained to teach foreign languages, although there are many primary teachers who have an interest in languages and may have linguistic competence. The pace of change in schools depends on increasing the supply of trained teachers and others with language expertise, including teacher assistants, language undergraduates and the many native speakers within business and the community. This requires commitment to finding innovative ways of encouraging people with language expertise to support learning and teaching in schools.

Language Learning Beyond 16

The number of young people studying for language qualifications post-16 continues to decline, although numbers taking A levels and participating in higher education have increased. There were over 500,000 pupil entries for language GCSEs in 2002, but at A level this number reduced dramatically to under 30,000, equivalent to fewer than 5% of total entries. Numbers are declining at degree level too, with fewer than 3% of students in 2000/01 enrolled on first degree courses studying language subjects. If languages are to be embedded within lifelong learning more young people must be encouraged to study languages in post-16 and further and higher education. There must be more diverse language provision in FE, HE and work-based learning, including the opportunity to study language units alongside courses in other subjects.

Language Learning Opportunities

Currently most language provision for young people and adults is concentrated on conversation classes at further education colleges or studying for traditional exams such as GCSEs and GNVQs. There is little provision that targets individual learners learning at their own pace and provides opportunities for recognition at various stages of their learning. Existing qualification routes must be extended for learners to have a broader level of language skills recognised

nationally by educational institutions and employers.

Working in Partnership

Too many schools and teachers are working in isolation, without access to support networks. There needs to be greater collaboration between schools and with further and higher education institutions to embed and extend best practice across the primary and secondary curriculum and to share specialist facilities and resources.

Maximising the Potential of ICT

Whilst more schools are using ICT in language teaching than before, its use is underdeveloped in over three quarters of primary schools and a third of secondary schools. Teachers must harness the power of ICT to develop the ability of pupils, engage learners and provide access to a wider range of language experiences.

Economic Competitiveness

Too few employees have the necessary language skills to be able to engage fully in international business and too few employers support their employees in gaining additional language skills as part of their job. Employers and employees with language skills improve employability and economic competitiveness, enabling the country to prosper in the global economy.

Cultural Awareness

In the knowledge society of the 21st century, language competence and inter-cultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.

Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture. Drawing on the skills and expertise of those who speak community languages will promote citizenship and complement the Government's broader work on the promotion of social cohesion.

For all these reasons the Government is determined to develop and implement a strategy which will achieve a step change in language competence and change the country's attitude to teaching and learning foreign languages.

Languages: key employment statistics

Language graduates score high on employability compared to graduates of other disciplines and studying languages alongside another degree subject can also enhance job prospects. Language graduates have lower unemployment rates (5.8%) than a number of other subject areas, including Engineering/Technology (8%), Computing (11.9%) and Media Studies (10.8%). The top five job areas that graduates work in are Property, Business and Research Activities (19.3%), Health and Social Work (14.7%), Education (11.5%), Wholesale/Retail (11%) and Manufacturing (8.7%).

Businesses need people with language skills. Language skills audits commissioned by a number of Regional Development Agencies over 2000-2001 have indicated that 45% of international businesses surveyed experience language and cultural issues as barriers to international business. A report by Reed Multilingual Solutions, produced in April 2001, shows that of the 45,000 jobs carried on www.reed.co.uk, 4.4% require a second language speaker, German being the most in demand. A survey conducted for *Professional Manager* in March 2000 revealed that 30% of British companies have over 20% of their customer base outside the UK and that over 70% conduct some business in other countries.

(Data from 2000/2001 First Destination Survey collected by the Higher Education Statistics Agency (HESA), *Languages & Employability A Question of Careers*, Professor T J Connell, City University, London, June 2002; HESA; Goethe Institute website; Regional Development Agency audits.)

Language Learning – The Way Forward

We all have an important part to play in transforming the country's capability in languages – as learners, teachers, headteachers, lecturers, further and higher education institutions, employers, training providers, local and central Government, and language speakers within our communities.

Objectives

The Government's Languages Strategy will focus on improving teaching and learning and on widening participation from an early age. Beyond the classroom, opportunities will be promoted for language learning through community resources and family learning, at further and higher education, adult learning and the world of work.

The strategy has been built on evidence and evaluation – from the expertise of CILT in the field of early language learning and the Early Language Learning pilots, and from the Qualifications and Curriculum Authority's report in March 2001 into the feasibility of introducing Modern Foreign Languages at Key Stage 2. The strategy's three overarching objectives are:

- ▶ **To improve teaching and learning of languages**, including delivering an entitlement to language learning for pupils at Key Stage 2, making the most of e-learning and ensuring that opportunity to learn languages has a key place in the transformed secondary school of the future.
- ▶ **To introduce a voluntary recognition system** to complement existing qualification 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.

The strategy will be geared towards both **motivating individuals to learn** – the push factor – while at the same time ensuring that **high quality and appropriate opportunities are available** – the pull factor. Creating this appetite for learning while at the same time broadening and enriching the options available are fundamental.

Primary Schools

Delivering an entitlement to language learning so that every pupil at Key Stage 2 is offered the opportunity to study at least one foreign language by the end of the decade is the centrepiece of our strategy. This entitlement is the norm for many of our European partners and most independent schools in our country. Supportive and enthusiastic teachers and headteachers are key to delivering a positive learning experience that will motivate young children to continue with their language learning throughout life. Schools already offering language learning in the primary phase have found that pupils who start language learning earlier are generally more receptive to learning languages and more motivated. Early language learning can reinforce literacy skills and nurture enthusiasm that is carried on into secondary school.

The primary entitlement

The primary entitlement to language learning is defined in the following way:

'Every child should have the opportunity throughout Key Stage 2 to study a foreign language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of native speakers and e-learning. By age 11 they should have the opportunity to reach a recognised level

of competence on the Common European Framework and for that achievement to be recognised through a national scheme. The Key Stage 2 language learning programme must include at least one of the working languages of the European Union and be delivered at least in part in class time.'

The scale of the task must not be underestimated. Delivering an entitlement to language learning for pupils at Key Stage 2 will involve not only a huge cultural shift but also a challenge in terms of curriculum planning and a real effort in terms of training and mobilising a workforce that has the skills, expertise and confidence to deliver language learning in our primary schools. This cannot be achieved overnight, nor without a real understanding of the communities in which individual schools work.

The strategy recognises that schools will have many different starting points and allows for capacity to be increased gradually, concentrating initially on building foundations from current good practice and strengthening underpinning delivery mechanisms. Schools will be able to plan for the introduction of a primary entitlement to language learning at a pace which is right for the individual school, their pupils and their community.

Delivering Language Learning in Primary Schools

It will be headteachers' responsibility to deliver the entitlement to language learning so that every Key Stage 2 pupil is offered the opportunity to study at least one foreign language by the end of this decade. The key concept is that of a network of schools working together in a range of ways, using a range of expertise to develop language learning. Schools that want to teach languages at Key Stage 1 or during the Foundation Stage will be able to do so, drawing on existing successful practice.

Schools will be supported in building up a cadre of specialist teachers and other non-teacher specialists in order to deliver primary language learning, and in providing curriculum guidance and materials.

Delivery pathways

Headteachers in conjunction with their LEA will judge how best to introduce and strengthen language teaching in their school, choosing from – and combining as they see fit – a range of delivery pathways. The aim will be for a creative, flexible and imaginative approach to engage pupils so that schools can make the most of the rich vein of language learning opportunities that exist already. Primary teachers will be able to benefit from non-contact time where delivery of language learning through the various pathways allows.

Pathways include:

- a. **specialist language teachers**, recruited by the school, working wholly at the school or shared between a cluster or federation of schools;
- b. **existing primary teachers** with an interest or background in languages, who undertake professional development and re-training in order to deliver language teaching either for part of their teaching time or full-time;
- c. **outreach working** from Specialist Language Colleges, other secondary schools with language strengths, LEA Advisory Teachers and other professionals;
- d. **language assistants and others with strong language skills**, including language undergraduates;
- e. **wider language learning opportunities** offered by business, higher education institutions, parents and the broader community;
- f. **ICT and e-learning**; and
- g. **innovative partnerships with schools in other countries**.

Co-ordinating delivery

The strategy encourages every primary school to work towards having a Language Co-ordinator. Their role will be to work within the school to co-ordinate delivery and motivate language learners, with LEAs and within a network of schools to maximise their school's language capability and capacity.

Best practice guidance

A National Director for Languages for England will work with CILT, QCA and LEAs to produce best practice guidance to

schools on early language learning, based on experience from the CILT Early Language Learning pilots.

Early Language Learning initiative

The first phase of the Early Language Learning initiative was managed by CILT and funded by DfES from 1999-2001. Work has continued on the project and is due to be completed in 2003. The pilot work has involved all the national agencies with an interest in early language learning, as well as the main teacher organisations, publishers and other providers, schools and LEAs. There were three main objectives:

- ▶ to provide advice and support for institutions involved in or considering early language learning;
- ▶ to offer greater support and coherence for existing initiatives; and
- ▶ to establish a basis for future developments.

There were five strands of activity:

- ▶ the establishment of a National Advisory Centre on Early Language Learning (NACELL), to provide an information and resource centre on ELL;
- ▶ the development of high quality curriculum materials;
- ▶ the development and dissemination of models of good practice;
- ▶ the involvement of practitioners in networking (making particular use of ICT through the NACELL website); and
- ▶ review and co-ordination of training.

As part of the development and dissemination of good practice, a Good Practice Project was set up involving eighteen projects in a range of schools and settings. CILT identified 7 successful models that fell into 3 broad categories:

- ▶ individual primary schools using limited resources and introducing some exposure to foreign languages, perhaps as part of the Citizenship or Literacy Curriculum;
- ▶ Clusters of primary schools, working in partnership with a Language College and other local secondary schools; and
- ▶ Schemes supported by the LEA, involving close liaison between primary and secondary schools and offering broad provision of languages integrated into the curriculum.

Headteachers will also be able to draw upon existing practical guidance in introducing a foreign language at Key Stage 2, including QCA Key Stage 2 schemes of work (2000) (www.nc.uk.net), QCA advice on designing and timetabling the primary curriculum (2002), which includes some suggestions on how languages might be built into the curriculum, and CILT advice on early language learning curricular models (2002) (www.cilt.org.uk). QCA guidelines outline what schools should consider when they are planning to introduce language learning, including aims and objectives, choice of language, availability of suitably trained teachers and continuity and progression from class to class and from primary to secondary school.

Specialist Language Teachers

DfES will work with the Teacher Training Agency, with teachers and with other professionals and language experts to build a new pool of primary language teachers and other language specialists who can support language learning.

The number of Initial Teacher Training places for primary Modern Foreign Languages will be doubled to support 460 primary language trainees in 2003/4; and increase thereafter. We will also invest in at least 50 Modern Foreign Language places on the Graduate Teacher Programme. The Initial Teacher Training places will support

training to deliver French, Spanish and German lessons in primary schools. Up to 200 Modern Foreign Language Advanced Skills Teacher posts will be created to raise the performance of other teachers and lever up the quality, profile and availability of languages in primary schools. Primary language trainees will also be eligible for a £4,000 Golden Hello payment and for a new student loan repayment scheme, to boost the recruitment and retention of language teachers. The TTA is planning to recruit more trainees from Europe as well as the UK.

Existing primary teachers

Schools will be encouraged to make the most of the talents of their staff and to look to innovative ways of enabling language learning through other curriculum subjects. Citizenship and music, for instance, can lend themselves particularly to delivering language learning. Where existing primary teachers with language skills or an interest in languages wish to be involved in language teaching, headteachers will be expected to give them the support and training opportunities to do so.

Professional development

Headteachers, governors and those responsible for co-ordinating professional development will be encouraged to recognise and promote the skills of current teachers to help them contribute

effectively to language learning. Funding will be provided to develop and support elements of teacher professional development and DfES will work with the Association of Language Learning to make available online professional development material for all language teaching staff through the CILT National Advisory Centre on Early Language Learning (NACELL) website.

There will be a particular focus on boosting subject competence, improving teaching practice, and sharing best practice. Teachers should be encouraged to take advantage of existing professional development opportunities, such as Professional Bursaries for teachers in their 4th and 5th years of teaching, Best Practice Research Scholarships, sabbaticals for teachers with five years experience or

more in schools facing challenging circumstances and Teachers International Professional Development. Higher Education Institutions will have a major role to play in such teacher training and professional development. The strategy will have a bearing on the review of Award Bearing INSET. Languages will be included as an area of interest in the guidance for applicants for Best Practice Research Scholarships to encourage teachers to carry out action research.

Another key source of support for language professionals will be the Comenius centres managed by CILT, which already provide a network of expertise locally and regionally on all aspects of language teaching and learning including teaching material and a programme of professional development.

¡Olé! Spanish in the Primary Classroom

The University of the West of England, in collaboration with the Education Department of the Spanish Embassy and Bristol and West of England Comenius Centre, is managing a project to prepare up to 12 primary school teachers from the West of England to teach Spanish in primary classrooms. By July 2003, teachers participating in the one-year project will have reached a level of Spanish roughly equivalent to GCSE.

University and Spanish Embassy staff will deliver intensive Spanish lessons, supplemented by 12 after-school sessions. All sessions will be supported by self-study materials cross-referenced to existing materials. Alongside the language elements, MFL methodology, with particular reference to the primary sector, will be included. Links will be established with primary schools in Spain to facilitate exchange of materials and teachers, and class-to-class e-mail links. A network established by the Bristol and West of England Comenius Centre will support the participants during the project.

Progress will be measured at regular intervals by standard language assessment tests and self-evaluation materials and visits will be made to participating schools to observe classroom teaching and interview key stakeholders.

As other language providers will be interested in the outcomes of the project, it is planned that a paper outlining delivery and evaluation issues will be issued. Key partners including the CILT/Comenius Network, ALL and Vida Hispánica will publicise the project through their publications and conferences.

Language Pathfinders

A number of Language Pathfinders, based on LEAs and schools working together, will be established across the country in 2003 to work towards delivering the primary entitlement to language learning in a range of ways. The excellent practice already underway in areas such as Liverpool will be disseminated and Pathfinders will also be helped to build on the lessons learned from the CILT Early Language Learning pilots.

Pathfinders will pilot a range of delivery routes, including those which draw on the expertise of Specialist Language Colleges, primary schools with excellent practice to share and those schools with little or no language provision that want to introduce or strengthen language learning in their schools. Tried and tested methodology for early language teaching and learning and existing good practice will be piloted through these Pathfinders to increase understanding of the most effective ways

to teach languages to primary children. How schools make creative use of curriculum time and manage transition from primary to secondary school will be examined. In establishing the Pathfinders and selecting Pathfinder schools, we will need to consider the impact of introducing languages on the wider

achievements of pupils in the key areas of literacy and numeracy. We will pay particular attention to how learning a new language can strengthen and compliment the study of literacy. Evaluation will be ongoing to build upon lessons learned in future years.

Early Language Learning in Liverpool

Early Language Learning provision in Liverpool started around 1998 with a cluster of five schools supported by one advisory teacher. By 2001/2002 there were 53 schools involved, with the training of primary class teachers fundamental to the work. 33 of the schools have access to a dedicated primary MFL adviser and three foreign language assistants who work across all schools for the whole academic year. The scheme is supported by the Excellence in Liverpool programme and the Local Education Authority. The Comenius Programme funds the language assistants. The lessons from the peripatetic experts are observed by a designated teacher at the school. This serves as the main focus for training the class teacher who then consolidates the training by teaching a follow-on session. Participation in the scheme involves cross-phase planning and monitoring. All Year 6 leave with a European Languages Portfolio which is given directly to the Head of Languages in the secondary school.

To build on existing practice in Liverpool, the city bid for European Capital of Culture in 2008. Part of the bid included a commitment from Liverpool City Council to fund nine Centres of Excellence (three for each of French, Spanish and German) over a three-year period. The first schools began teaching their specialist language to all their pupils from nursery to Year 6 in September 2001. Each school benefits from its own advisory teacher and foreign language assistant. Class teachers, nursery nurses and teacher assistants participate in the pupils' lessons but have their own after-school language classes from their expert colleagues. Planning for the language curriculum is based on schemes of work for the other subjects and language lessons revisit teaching points from numeracy, PE, geography, science and art. Each school has a link school abroad and pupils communicate via email and video conferencing with their partners. Reception pupils watch as their partner classes learn numbers 1-20 alongside them through video conferencing. Through a trialling scheme with a supplier of whiteboards, pupils have been working with 'electronic big books'.

Primary-secondary transition

Schools will need to work with parents, the LEA and other local schools to ensure that transition from primary to secondary education is cohesive and enables sustained learning and enthusiasm.

At a local level, clusters and federations of primary schools can work together to share strategic planning, effective practice and professional development and to work with relevant secondary schools to share information about curriculum planning and pupil achievement. Our new recognition system will underpin this process.

Secondary Schools

At Key Stage 3, all learners will continue to have an opportunity to learn at least one language and develop cultural understanding. The aim for the 11-14 phase is to raise standards and enrich the language learning experience, involving teachers in an enhanced programme of professional development. CILT already provides training and other kinds of professional development opportunities to thousands of secondary teachers every year, enhanced by local and regional Comenius Centres. From 2003 CILT will be devoting 60% of their grant to support languages in secondary schools.

Developing a framework

To raise standards of language teaching and learning for 11-14 year olds, during

2002-03 £1.2m will be invested in an MFL pilot as part of the foundation subjects strand of the Key Stage 3 National Strategy. This will develop a framework of teaching objectives and guidance, training and network meetings, and LEA support. MFL teachers working with 11 to 14-year-olds will have access to extra training and support to sharpen their skills and develop their understanding of the language learning process and its place within the overall learning experience.

Languages curriculum

DfES will build on the developmental work that CILT has been coordinating as part of the Content and Language Integrated Project (CLIP) to establish how language learning might be integrated with other parts of the curriculum. Over time, the Key Stage 3 curriculum will be adapted to take account of the level of achievement at primary level, as the entitlement to language learning for Key Stage 2 pupils becomes a reality.

Specialist Language Colleges (SLCs)

The number of Specialist Language Colleges will be increased from the existing 157 to at least 200 by 2005. In future when SLCs draw up their development plans they will need to set out how they will contribute to this strategy. SLCs and other schools will want to strengthen their links with primary schools to:

- ▶ undertake outreach work as part of the delivery of the primary entitlement to language learning;
- ▶ share good practice;
- ▶ provide professional development for both primary and secondary teachers; and
- ▶ promote better transition arrangements which will act as a springboard to learning at Key Stage 3.

The investment in excellent language teaching in SLCs has paid off. Overall around 20 languages are offered by the existing Language Colleges. Virtually all of the 157 Language Colleges open in September 2002 offer French, German and Spanish, over half offer Japanese and Italian, and about a third offer Chinese and Russian to a certificated level. SLCs also have targets for increasing take-up of a second language to a certificated level and

Ryton Comprehensive School

Ryton Comprehensive School in Tyne & Wear has been designated a Language College since 1999. It offers French, Spanish and Japanese. Since it began operating as a Language College its results for 5+ A*-C GCSEs show a marked improvement:

1999	2000	2001	2002
%	%	%	%
47	53	53	60

Ryton Comprehensive School has been acknowledged by OFSTED as one of the most improved schools in the period 1999-2001. The school provides language clubs for lower school pupils and specialist MFL tutor groups. The first cohort of the tutor groups is now beginning year 9 and aiming to take French GCSE in year 10. In year 8 there are 60 pupils in two further French tutor groups, and in year 7, 61 pupils in two Spanish tutor groups. Japanese has been introduced to the Gifted and Talented in years 8 and 9, who will also attempt the GCSE examination in year 10. The primary school network has expanded considerably and French is timetabled in six feeder schools that have also received specialist resources from Ryton. Year 7 pupils have studied one year of French prior to transfer, and the Scheme of Work has been rewritten in recognition of this progression.

The school delivers INSET for staff from feeder schools and has organised a programme for all secondary and special schools in Gateshead. Financial support and foreign language assistant time is offered to a neighbouring non-specialist school. It is also supporting the teaching of French at a local pupil referral unit.

for increasing take-up of languages post-16. SLCs have performed better than national averages in relation to the GCSE average points score gained in each year of their operation. In 2001 SLCs enabled 62.4% of their pupils to achieve five or more A*-C GCSEs, compared to a national average of 46.3%. OFSTED's 2001 study into the performance of specialist schools judged 90% of Key Stage 3 teaching and

69% of Key Stage 4 teaching in Language Colleges as good or better, compared to 61% and 66% of all schools.

ICT and e-learning

The ways that schools use ICT and e-learning to teach languages will be expanded. ICT can provide exposure to native speakers, it provides teaching opportunities that will engage many

ICT

Key Stage 2 pupils in Enfield are communicating regularly with their French and Italian 'e-pals' through a scheme developed by a cross phase partnership incorporating Middlesex University, Enfield LEA, a link secondary school and 4 feeder primaries. An important aim in devising the cross phase project was to produce bilingual books, classroom materials, a video and an ICT plan. The pupils talk to their pals using email, they swap video and audio tapes and the Italian e-pals have now produced a CD ROM about their English-speaking counterparts.

A French teacher at Hadley Wood Primary for over 20 years plays a fundamental role in ensuring that the focus on written communication develops pupils' understanding of the link between the spoken and written language but does not detract from the aim of improving their speaking skills. ICT is providing motivational, authentic tasks for the pupils and clear opportunities for linguistic development.

An Advanced Skills Teacher specialising in primary languages at Headlands School in York provides an excellent model of how ICT is being used to enhance early language learning across the Haxby cluster of schools. She uses ICT to adapt the QCA schemes of work and lesson plans and to share these with colleagues. She employs teaching techniques and resources from the Literacy Strategy and Numeracy Hour to underpin methodology in language teaching. She uses the whiteboard in teacher-led, whole class learning to provide quick-pace, interactive sessions. Pupils use video and still cameras to enhance their work and incorporate these into their multimedia mini-presentations. They use simple techniques like changing screen savers daily to reinforce the word/sentence of the day. ICT is embedded effectively to support language teaching and learning.

pupils, in particular boys, it enables remote teaching and assessment and it has the potential to contribute significantly to community cohesion and educational inclusion.

Stand alone e-learning materials can provide opportunities for practice, rehearsal, and support for speaking, reading, listening and writing skills. The social aspects of language communication can also be served through online discussion environments, text or audio, with learners or experts.

By using the internet, teachers can have access to a range of resources including websites, newspapers, radio and TV. Schools can communicate quickly and easily with each other through email and video conferencing. Teachers can also access different multi-media material, including online content and CD ROMs.

Evaluation, as well as findings from other research bodies such as BECTa and The Fischer Family Trust, has shown that the introduction of high quality multi-media software and ICT resources in schools trigger motivation and innovation in both learners and teachers, many of whom are non-specialists.

Curriculum Online

The development of innovative online materials for Japanese at Key Stage 3 has already been funded. Work is underway with public and private sector providers to

raise the quality and widen the range of online teaching and learning materials. The new Curriculum Online service will give teachers access to high quality electronic materials across the curriculum and will stimulate the development of materials for languages as for other subjects. DfES will make available online professional development material for all language teaching staff through the CILT National Advisory Centre on Early Language Learning (NACELL) website.

e-pals

There will be more opportunities for schools to get involved in 'e-pal' links, building on The British Council Windows on the World scheme. Over time every primary school would be expected to have at least one link school. A British Council led pilot programme with Germany called E-Stadt is also being funded by the Government. It will establish an Anglo-German electronic learning community and enable students from both national communities to access core materials. Students will be able to use multi-lingual software for direct discussion with each other. Once it has been evaluated the programme may be expanded to set up bilateral partnerships with other countries.

14-19 Education

Statutory requirements

Our Green Paper *14-19: extending opportunities, raising standards*, suggested changes to the current structure of the Key Stage 4 curriculum, to provide greater flexibility for pupils at 14-16 to pursue their individual talents and aspirations, and to undertake work-related learning programmes and vocational courses relevant to their needs. The Green Paper consultation asked whether studying Modern Foreign Languages should remain a compulsory part of the National Curriculum for 14-16 year olds, or become an entitlement as part of our 14-19 strategy. Conclusions on other aspects of

the Green Paper will be announced in due course. However, we do intend to amend the statutory requirement at Key Stage 4 so that schools will no longer be required to teach Modern Foreign Languages to all pupils. All schools *will* be required to ensure as a minimum that they are available to any pupil wishing to study them. In taking decisions about the curriculum at Key Stage 4, schools are expected to consider carefully the needs and aspirations of their pupils, and the provision of opportunities which will maximise their future employability. It will be for schools to decide how best to meet the needs of those pupils who have an aptitude for languages.

Championing Language Learning – 14-19 Pathfinder Project

The 'Networks for Excellence' pathfinder aims to challenge the decline in Modern Foreign Language provision in Black Country schools, colleges and the wider community.

Led by the LSC, the pathfinder will explore new ways of working, forging links between schools, including Specialist and Beacon schools, colleges (Centres of Vocational Excellence), and private training providers to develop their strengths in language learning and use of new technologies.

A special focus of the project will be the practical use of language skills in a worked-based environment. Curriculum language content will be developed to meet business needs and Student and Modern Apprenticeships will incorporate language learning.

Innovative ICT solutions, including video-conferencing and interactive delivery, will enable language learning and cultural awareness to reach the widest audience, including European and international links. An important element will be the focus on the effective use of community languages such as Punjabi and Urdu.

Language learning opportunities

Schools will need to explore the full range of accredited language courses at Key Stage 4, including vocational options, to offer language learning through a more diverse range of courses and curriculum contexts, to suit individual pupil needs and aspirations and enhance future employability. They will also be encouraged to explore how language study can be reinforced through links to other curriculum areas and incorporated into work-related learning. Aided by our workforce reform proposals, we hope schools will extend opportunities for pupils to speak languages without the need for formal examinations – for example through conversation classes.

The Connexions service will provide material to schools on the importance of studying languages and the opportunities they can bring. Connexions personal advisers can also give specific advice to young people on language learning as part of their broader career development.

Vocational courses

The Government is strongly committed to enabling languages to be taught as part of vocational courses and Modern Apprenticeships. Students taking GNVQs and Vocational A levels in subjects such as Travel and Tourism can study language units as part of their qualification. Schools can now apply to become specialist

schools that link language with other specialisms such as Business and Enterprise. The successes of the Business Enterprise and Languages City Academy in Lambeth and the 14-19 Pathfinder project in the Black Country focused on developing language skills in innovative ways based on partnership between schools, colleges and business will be drawn upon and success and best practice spread across the country.

Innovative partnerships with schools in other countries

Partnerships will be further developed with schools in other countries. For example:

France

A major new programme will twin London and Paris to provide partnership working between schools, students and teachers. The project will also develop links between rural areas in France and England through e-communities, language masterclasses and student and teacher fellowships. The project will be run by The British Council and the French Ministère de l'Éducation Nationale.

Germany

An Anglo-German teacher and student fellowship programme will be developed to stimulate interest and provide new opportunities to improve language learning in schools in England. The scheme

enables teachers of all phases and subjects, including non-linguists, to spend two weeks at a German school undertaking research projects and supports partnerships between all phases of German and English schools by carrying out joint curriculum projects. It is run by The British Council and the Pädagogischer Austauschdienst in Bonn. If this proves successful we will consider replicating the programme in partnership with other countries.

Spain

Links will be encouraged with Spain, such as the University of the West of England/Bristol and West of England Comenius Centre/Spanish Embassy Education Department project to train primary language teachers and the City of Nottingham Advanced Spanish Class project. Good practice ideas and materials will be publicised. Small-scale programmes will continue to be funded – such as the Galicia Jobshadow Project run by The British Council, which provides an opportunity for teachers of Spanish from England to work with a teacher from Galicia for two weeks in each host country. The programme enables teachers to update their linguistic skills, share good practice and develop links between the two schools.

China

The Educational Co-operation programme with China, run by The British Council, will be developed further. There are a growing number of schools and colleges in the UK offering Chinese languages, especially Mandarin which is recognised as a major world language and an increasingly important business language. The main aim of the Educational Co-operation programme is to promote Mandarin and English languages in the relevant country. The programme includes Mandarin immersion courses, exchange of Language Assistants, joint school projects, and reciprocal visits. In the coming year, the number of Language Assistants and the number of students on Mandarin immersion courses will be increased.

Russia

More work will be undertaken with Russia to support language skills and extend partnerships. The British Council is currently running a pilot project for Russian language immersion courses, with the first students travelling to Russia for Easter 2003. This will build on the small but expanding number of schools and colleges with established links.

European Centre for Modern Languages (ECML)

As part of the Government's increased commitment to language learning, the United Kingdom has this year joined the

Council of Europe's European Centre for Modern Languages (ECML) based in Graz, Austria. The ECML is at the forefront of developing and implementing practical new approaches to Modern Foreign Language teaching and learning. People with a professional stake in language learning will be able to contribute to and

benefit from current best practice across Europe, including work on the Common European Framework and European Languages Portfolio. Joint projects will allow teachers, teacher trainers and researchers to participate in seminars, workshops and networks. They will be able to draw on the expertise of

European Programmes

The European Union provides a number of language learning opportunities for students of all ages and for teachers. One of the most significant programmes is Socrates, a multi-million Euro European Commission programme established in 1995 and now in its second phase. Language learning is a key theme of the programme, which is now split into strands dealing with: school education (Comenius); higher education (Erasmus); adult education, other educational pathways (Grundtvig) as well as a number of smaller, more specialised strands including Lingua for languages. These include programmes of co-operation between institutions of language teacher-training, with grants available to language teachers for in-service training abroad. The courses last between two and four weeks and each participating teacher benefits from an EU grant contributing to travel costs, subsistence and tuition fees. Future language teachers in educational establishments can benefit from Lingua Assistantships lasting between three and eight months. Assistants receive funding for their travel expenses plus a monthly grant to meet basic needs, calculated according to the cost of living in the host country. There are also Joint Educational Projects for language learning between groups of young people in different participating countries. Further details of the projects are available at: <http://europa.eu.int/comm/education/languages/lang/teaching.html#links>

Languages are also a key element of the European Commission funded Leonardo da Vinci programme for co-operation in vocational training. A key aim of this programme is to utilise multilingualism to assist the take up of international opportunities, such as a free movement of workers in Europe. In the first phase of the Leonardo da Vinci programme, 174 pilot projects and 13 exchanges or placements were specifically concerned with promoting foreign language training for work. These projects targeted professional sectors, like health or the environment, or occupational groups such as accountants or personnel managers.

colleagues from around Europe across a range of foreign language teaching, learning and assessment, including ICT and early language learning. Exchange of information will be maximised through the Centre's website, which includes an interactive site and database, a virtual meeting place and a discussion forum.

Further and Higher Education

FE and HE Institutions will need to build on their good work with students to promote the advantages that taking up a further education course, joint degree or a languages element in their degree would bring to their portfolio of skills and future employability. The new recognition system will provide an opportunity for students to receive formal accreditation

for the language skills they acquire. (See page 38 for information on the recognition system.)

FE and HE Institutions have a crucial role in working with local schools in support of the National Languages Strategy, sharing staff expertise, resources and specialist facilities, for example. They can also encourage their students to support language teaching in schools, thus providing opportunities for them to gain new skills and experience. The Open University in particular will have a continued role to play as a collaborator, deliverer of courses to adults and in HE generally, and as a producer of e-materials and learning packages.

BBC /Worldwide/Cambridge University joint venture: development of new-generation for language courses

BBC Worldwide has signed an agreement with Cambridge University to co-develop an innovative range of new-generation foreign language courses. The agreement will result in the launch of a series of multi-media language courses over the next five years.

The new courses will incorporate a range of media including CD-ROM, book, audio and online. BBC Worldwide and the Cambridge Language Centre will develop an exciting new range of language courses primarily for self-study learners and a leading-edge intranet-based course for use within Cambridge University and in other educational and learning institutions.

New self-study courses in French and Spanish –with online and CD-ROM components – will be the first result of the new partnership; these will be launched in summer 2003. New intranet-based courses in French and Spanish will be launched the following year. BBC Worldwide will market, sell and distribute the product worldwide.

Studying and working abroad

The aim is for a broader range of students to experience the benefits of studying or working abroad. Fees and student support arrangements have been simplified further so that students going abroad are entitled to extra money through an additional loan supplement. For the next academic year, HEFCE has agreed to fairer fee compensation arrangements for Socrates-Erasmus students. This incentive will encourage higher education institutions to send and receive more Socrates-Erasmus students. The Secretary of State's grant letter to the Higher Education Funding Council for England for 2003-04 will set out his expectation of the positive contribution that higher education institutions can make to the strategy.

Language learning for adults

Many people already study languages in their own time, often in further education colleges. DfES will work with the National Institute for Adult Continuing Education (NIACE) to include languages as a key strand in Adult Learners Week and with the Learning and Skills Council on their Bite Size adult learning campaigns for 2003-04. And to attract good quality further education staff, Golden Hello payments of up to £4000 and the Repayment of Teachers' Loans scheme will both also be available to teachers of modern languages in FE.

Adult and Community Learning

In Adult and Community Learning (the mainly part time and non vocational adult education courses previously funded through Local Education Authorities but since April 2002 through the LSC), courses are related to local needs. Language courses including community languages are put on in response to local demand. In the guidance on the production of Adult Learning Plans by LEAs for 2003-4 the LSC says that language provision should be encouraged in line with the strategy. This will be one of the criteria on which local LSCs will judge the LEAs' plans.

Language speakers within the community and in other education institutions

As part of the broader strategy to remodel the school workforce, adults with language skills – such as native speakers, people within the community and those in business – will be encouraged to work with teachers to deliver language learning at Key Stage 2.

Language Assistant Programme

The Language Assistant programme will be extended and revitalised, working with The British Council. Initially the focus will be on recruiting Spanish speakers from Spain and the Americas and French speakers from Francophone countries as well as France, building on existing successful secondary programmes. In other countries such as

Germany and Italy, work will be concentrated on promoting and revitalising the Language Assistant programme, with the aim of building numbers over time. Schools will be encouraged to share language assistants. Numbers of language assistants in primary schools will increase and training will be targeted to ensure that they can play a meaningful role in helping to teach languages. The British Council is collaborating with CILT to provide online lesson materials (planning) and advice (a 'virtual mentor') to foreign assistants in the UK.

At both primary and secondary level, language assistants stimulate genuine communication. They increase motivation for language learning and encourage cross-cultural understanding. At secondary level they help pupils meet National Curriculum requirements and raise the level of performance in oral exams. They are a valuable resource for teachers, updating their knowledge of language and culture and providing team-teaching, group work, role-plays, activities and games. They often assist with extra-curricular activities such as plays, after-school clubs, and accompany school visits.

Language undergraduates

There will be more opportunities and incentives for language undergraduates to work in schools. An Undergraduate Qualified Teacher Status (QTS) Credits pilot

scheme and a Teacher Associates pilot scheme are currently being funded. They provide opportunities for undergraduates to work in schools and experience teaching first hand. The Undergraduate QTS Credits scheme allows students to accumulate and transfer credit towards the QTS Standards as part of a Postgraduate Programme. Priority is given to places in shortage subjects, which include languages. Subject to the outcomes of the pilot schemes, these additional capacity building routes will be maximised.

Teaching a Foreign Language

New training opportunities for Teaching a Foreign Language will be developed for people with language skills, including community language skills, to give them additional teaching skills and recognition to work with teachers in classrooms. DfES is currently consulting on proposals to develop teaching assistant training for enhanced roles such as supporting foreign language teaching in primary schools. Training would comprise short, accessible modular courses which would give foreign language speakers, including foreign nationals, parents and others within the community, curriculum and subject knowledge and teaching skills to become higher level teaching assistants. For those who want to go further and gain full Qualified Teacher Status there are a number of routes which non-UK nationals

can apply for including undergraduate, postgraduate and employment-based routes such as the Graduate Teacher Programme, the Registered Teacher Programme and the Overseas Trained Teacher programme. Subject to the outcomes of the consultation on Higher Level Teaching Assistants this additional capacity building route will also be maximised.

LEAs

LEAs have a key role in the implementation of the strategy as co-ordinators of primary language learning programmes and of the introduction of a primary entitlement to language learning. They will need to support headteachers and governing bodies to ensure that every Key Stage 2 pupil is offered the opportunity to study at least one foreign language by the end of this decade and in producing School Development Plans (SDPs) which reflect this. Their role will involve close working with headteachers, local SLCs, other schools with language strengths, HEIs, business and language speakers within the community and other education institutions.

With their local knowledge, LEAs will be best placed to co-ordinate the phasing in of the primary entitlement in individual schools and across the LEA. They will also continue to support secondary school teachers in delivering high quality language learning. LEAs will need to

consider how supporting language learning should be reflected in their list of school improvement activities set out in Annex 2 of the Educational Development Plan (EDP).

LEAs will need to consider how to provide expertise to support training, professional development and networking between schools. A number of LEAs already have dedicated MFL advisers and the capacity to support languages in partnership with schools. Recruitment and retention are issues to discuss with their local schools when LEAs are considering how their resources can be deployed to support the implementation of the languages strategy.

Employers

Business has a critical role to play in influencing young people's career choices, extending opportunities and promoting the value and importance of languages in the workplace. Recent skills audits commissioned by Regional Development Agencies show that although about 60% of UK companies use at least one foreign language in their business and 10% use five languages or more, an alarming 20% of UK companies believe they have lost business because of lack of language or cultural skills – and 25% experience problems in handling international business. Yet fewer than 25% of firms have organised or facilitated language training for their staff in the last three years.

Employers must begin to address this issue, building on the talent within the workforce. Employers should consider enabling employees with language skills to utilise them through delivering language learning in schools and promoting languages as a valued and useful skill.

The problem is particularly acute with front line staff such as such as telephonists, receptionists and sales staff. There are language skills shortages in the public sector too, for example in interpretation and translation. Support is available through bodies such as Trade

Partners UK, The British Council and the Languages NTO. Examples include Trade Partners UK's National Languages for Export Campaign and Languages NTO's internet-based Business Languages Information Service (BLIS) providing a database of language trainers, cultural consultants and translation and interpretation services. **learnirect** also offers information on self-learning packages and FE and HE courses available locally to businesses and individuals as well as corporate services to business to develop bespoke provision to meet specific business needs.

Modern Apprenticeships

Following the publication of the Government's 'Language Learning' pamphlet, a survey sought to establish attitudes towards language skills amongst those young people who had chosen to pursue the work-based route. More than two-thirds of the sample believed that as more employers are involved in overseas business, it was very important (11%) or fairly important (57%) for someone like themselves to be able to speak one or more foreign languages. 43% said they thought engineering apprentices should definitely have the chance, if they wished, to learn a foreign language during their training, with a further 40% saying they should probably have the opportunity. However, only 6% said they had been given the chance to learn a language during their own apprenticeship.

Data from the 'National Follow-up Study of Engineering Modern Apprentices: the results of a small-scale pilot survey', EMTA National Apprenticeship Monitoring Unit, Centre for Lifelong Learning, University of Warwick, October 2002

Peugeot

The Peugeot office in Coventry has begun a reading programme in their local primary school. The company not only began a successful reading volunteering scheme, but also a language club, as a Belgian employee suggested she might be more use to the children if she taught them languages rather than read to them. She now runs a language club in French or German, once a week for an hour each time. Six or eight ten-year-olds are selected by the school to attend because the club has proved extremely popular. It has been running for two terms now, and will start with a new group in the new school year. Her time is regarded by Peugeot in the same light as the time staff give to reading volunteering and provides the same benefits of good community links and company image, as well as personal satisfaction for the volunteer.

Regional Language Network

The LNTO is setting up a Regional Language Network (RLN). The project began in 2001 and all regions will be fully covered by April 2004. Part-time regional development officers will be in post in all English Regions by the end of 2002.

The main objectives for this project are:

- ▶ to achieve a better articulation between skills needs, skills demand and skills provision within regions and sectors;
- ▶ to raise awareness of the importance of language skills for companies with international links; and
- ▶ to provide a point of contact and support structure for regional initiatives to promote language skills and in particular, to form the platform from which a scheme to promote regional or local language champions can be launched.

Regional Skills capacity audits have taken place in 5 of the regions and the remainder will be completed by September 2003. These establish the extent to which companies in the region are losing business because of language or cultural barriers, and explore the demand for improved information on current services, and improved services. Following the audits regional strategies are agreed with key partners. Already two strategies have been completed and a further three under development.

Regional Languages Network

The Regional Languages Network (RLN) in England, which is being established by the Languages NTO is well on the way to completion. Each RLN will conduct a regional languages audit to identify regional and local employer needs and then develop a strategy, with RDAs and local LSCs, to address weaknesses. It is planned to have strategies in place for all regions by the end of March 2004. The Sector Skills Development Agency, working with Sector Skills Councils, will consider how specific

business sector needs can be met and feed this information into the regional strategies. Regional Development Agencies can also ensure that languages skills needs are fully reflected in regional planning and delivery through the new Framework for Regional Employment and Skills Action (FRESA) process. The LSC and the new CILT/LNTO merged body will be asked to consider the development and piloting of good practice, drawing on the experience of regions that already have strategies in place. Pilots will run from April 2003 onwards.

The Regional Language Network model: *Breaking Through*

The Regional Language Network in the North West has developed a model, "Breaking Through". It is now being adopted by Regional Development Agencies across England as the operational blueprint for a Regional Language Network set up to develop and embed a regional language strategy.

Aim

To embed awareness of language skills as a business tool in the business strategies of international companies.

Objectives

- ▶ Increase in the percentage of companies having a language strategy as part of their business planning.
- ▶ Decrease in the percentage of companies losing business through inadequate language and intercultural skills.
- ▶ Decrease in the percentage of companies seeing language or intercultural issues as obstacles to business development.
- ▶ Increase in the percentage of companies recording satisfaction with language training outcomes.
- ▶ Increase confidence of business in use of professional language services.

Success in achieving the outcomes will be measured through a repeat of the language skills audit at the end of the project.

Virtual Language Communities

As part of the Regional Language Networks, Virtual Language Communities will be introduced across the country. Virtual Language Communities use ICT to support learning and information. They enable businesses to get the people with the language skills they need in their region and

provide information about careers using languages and language qualifications for business. HEIs will be encouraged to take an active role in Virtual Language Communities at a local level. For example, some Lingua projects have developed arrangements for university language resources to be made available to local language learners.

Training Bridge

The Training Bridge scheme, launched in 1999 and based on a 3 week work placement in German companies, provides 75 placements a year. UK companies have reported benefits in terms of improved productivity; the establishment of new partnerships; benchmarking and exchanging good practice; developing and motivating staff; and internationalising their workforce. Employees consider the benefits to include improved language skills; personal and professional development; accelerated progress towards work-based qualifications; experience of working on multi-national projects; and improved teamworking and problem-solving skills.

Securicor Omega Express (SOE), the distribution arm of Securicor, linked up with Deutsche Post, its sister company, to organise employee exchanges under Training Bridge. Project aims were to exchange best practice and look at differences in quality standards, level of customer care, and health and safety regulations. As an initial pilot, four SOE staff, working towards NVQ level 3 qualifications, were selected to take part. They represented all parts of the business: operations; customer service; personnel; finance and administration. While in Germany, the SOE employees were based at Deutsche Post's International Freight Station in Hannover.

Feedback from participants was very positive and they put forward a number of recommendations to managers on their return. One trainee reported that he had already implemented a new unloading system, based on the Deutsche Post model, which would improve efficiency during busy periods. Another suggested new ways of dealing with lost or damaged parcels which would improve customer service.

Other participating UK employers include Aristoc, BAE Systems, BASF, BNFL, Courtaulds Textiles, CORUS Group Ltd, Marconi Marine, Leeds County Council, Nortel Networks, North Nottinghamshire TEC, Pretty Polly, Raychem Ltd, Raychem Credit Union, Rochdale Borough Training Services, Sherwood Energy Village, Vauxhall Motors Ltd and Virgin Trains.

Training programmes

Programmes such as Training Bridge, a British Council led international placement programme for students on Modern Apprenticeships or employees on work based training programmes will continue and may be expanded into other countries.

Recognition

The introduction of a new recognition system will motivate learners, help to raise standards of teaching and learning and help to broaden participation in language learning. The Government is working with QCA, CILT and the Nuffield Languages Programme to develop a new voluntary recognition system which:

- ▶ can recognise achievement by learners in schools, universities, further education colleges and adult education, as well as those who choose to learn a language whilst in employment;
- ▶ recognises a wide range of languages, including community languages;
- ▶ recognises not only newly-acquired language skills but also an individual's proficiency in their mother tongue, apart from English;
- ▶ complements and sits alongside existing qualifications frameworks, including the Common European Framework, so equivalent attainment can easily be identified;

- ▶ makes the best use of ICT, in particular enabling an individual to assess and record their achievements;
- ▶ makes language learning more accessible and brings achievement within the reach of more people; and
- ▶ raises the profile of language learning and the status of learner achievement.

A thorough analysis has been carried out of existing qualification frameworks, including the Common European Framework, the National Language Standards and the National Curriculum attainment targets.

Grades

The ladder of recognition will start at a basic grade of competence for new learners such as primary school children or adults embarking on a new language and stretch beyond schooling to sit alongside GCSE, A level and NVQ national qualifications. Small steps of achievement will be recognised at beginner level to provide a motivator for continued learning. Using descriptors that align with national qualification frameworks and the Common European Frameworks will be crucial to ensure that there is credibility in all sectors.

Each grade of achievement will take account of an individual's attainment in speaking, listening, reading and writing. The descriptors will take the form of simple, positive "I can" statements, such

as at the second grade for listening, "I can understand familiar spoken phrases and letters/symbols of the alphabet", and at the sixth grade for speaking, "I can give a short prepared talk, on a topic of my choice, including simple opinions". So that achievement in different environments is recognised, the descriptors will be enhanced with school, adult learning and work examples that clearly illustrate what is expected of learners if they are to gain recognition. Attainment could be recorded through the existing European Languages Portfolio, which tracks achievement.

Assessment

Key partners, such as teachers' representatives, subject associations, LEAs, QCA and awarding bodies will be

consulted on how assessment of an individual's achievement might best be carried out. Recognition will be supported by a wide use of ICT so learners can carry out self-assessment before their achievement is formally recognised.

Trialling and National Rollout

The system will be trialled, evaluated and refined before it is rolled out at a national level, beginning in 2003/4. Development of the recognition system will focus in the first instance on seven to eleven year olds (Key Stage 2) in primary schools, eleven to fourteen year olds (Key Stage 3) in secondary schools and on adult learners. National awarding bodies will be invited to tender for development, management and national roll-out from 2005.

West Bromwich Building Society

In 1999, the West Bromwich Building Society began language training at Sandwell College for their staff. The training was designed to give front line staff basic training in Punjabi, so that they could meet and greet customers in their own language, before passing them on to other colleagues who were fluent. The course consisted of two-hour lessons for two month periods and was 'tailor made' for the building society. Using basic literacy and audio materials staff were taught to develop constructive speaking and listening skills. They learnt the Punjabi alphabet, days of the week, months and basic vocabulary, as well as numbers and savings and investment terms. Staff practised speaking with discussion and conversation work in pairs, gave presentations, undertook role-plays and did question and answer sessions. One-to-one tutorials were used to assess progress. In addition, staff also learnt about the culture of the Punjab, and the Indian region in general, including information on Sikhism. The course proved to be popular with staff and the reaction from Punjabi customers was extremely positive.

The Nuffield Feasibility Study

In September 2001 the Nuffield Languages Programme commissioned a study into the feasibility of developing a national framework to recognise and define language competence, which would:

- ▶ allow people with, or wishing to acquire, language skills to obtain recognition of their achievement without unnecessary complication;
- ▶ offer a step-by-step approach to language learning; and
- ▶ provide benchmarks and points of comparisons for learners, employers and providers.

The feasibility study began in December 2001, under the guidance of an expert steering group representing a range of sectors and relevant national bodies. The working title chosen for the framework was 'Learning Ladder for Languages' (LLL). The key conclusions of the feasibility study include the following:

- ▶ a LLL could motivate, inform and reward learners of all ages and backgrounds, particularly in the early stages of learning;
- ▶ a LLL should have a clearly articulated and comprehensive vision, within a coherent long-term national strategy for increasing the UK's capability in languages;
- ▶ a LLL should have the dual role of profile-raising and of assessment;
- ▶ there should be a single generic LLL, expressed in functional 'can do' terms, based on the Council of Europe model to ensure coherence and transparency; and
- ▶ self-assessment should be encouraged in a LLL, with the option of taking a test for those who wish to receive certification.

Full outcomes of the feasibility study are at www.nuffieldfoundation.org/languages/home/

Complementing existing qualifications

The recognition system is not being designed to replace the existing GCSE and A level qualifications, rather it will complement those qualifications and target individual learners, learning at their own pace. It will extend existing qualification routes to enable learners to have a broader level of language skills recognised, from basic level for new

learners up to higher levels for experienced language learners. Learners, working closely with their teachers where appropriate, will decide which recognition route best meets individual needs at each stage of their language learning.

Working in Partnership

There is already a rich vein of work under way at local and regional level to support

language learning amongst young and adult learners. We must harness this capacity and spread excellent practice across the country. At a local level there is a broad range of imaginative language learning opportunities provided by schools, community members, further and higher education institutions, LEAs, training institutions and business. We want to connect these up and give them impetus, so that collectively they will have maximum impact on language learning. We welcome the work the Association of Language Learning is doing to map local partnerships and improve its partnership working with Comenius centres, Specialist Language Colleges, further and higher education institutions and Regional Language Networks. The merger of CILT and LNTO, the spread of regional language networks and the introduction of Virtual Language Communities present real potential for strengthening and supporting language learning. We will work with stakeholders and agencies at regional level to promote the languages agenda and bring together current activity.

Implementation

A National Director for Languages will develop, steer, progress and deliver the strategy and champion language learning, working closely with the other elements of the Government's overall Primary Strategy in particular.

The new UK Centre of Expertise for Languages, formed from April 2003 from the merger of the CILT and the Languages NTO, will continue to play a key role in supporting language teaching and learning. It will support language learning amongst people of all ages and all backgrounds and provide an expert service to Government, business and education.

CILT's regional networks will be maximised to support people in schools, LEAs, colleges and training institutions who are working to improve language learning on the ground. They can also provide a fertile ground to enable expertise to be shared and innovation to flourish. There are already 14 regional centres to support schools, of which ten form part of CILT's Early Language Learning Initiative. We intend to increase the number to 20 by 2005. They will have different roles including the dissemination of resources and best practice through ICT and conferences, providing professional development to teachers and other professionals, providing a professional home to peripatetic Language Assistants and offering adult language learning. These regional centres will be a key resource to support the Strategy. They will form a network to support excellence in language learning and, in particular, to those designated as Language Pathfinders.

Long-term Objectives

The National Languages Strategy will be supported by dedicated investment, which will rise to £10m per year by 2005-06. This will include funding to support the introduction of our primary entitlement, the development of the recognition scheme, increasing teacher supply, the provision of professional development and training, the promotion of best practice and curriculum guidance and the development of international partnerships. It will also benefit from our broader programmes to support the school workforce, invest in school improvement, and raise standards of teaching and learning, and from programmes managed by our key partners.

Primary

- ▶ Pathfinders established in a number of LEAs **By Sept 2003**
- ▶ Investment in building qualified teacher workforce capacity **From 2003**
 - Support 460 primary language trainees
 - Invest in at least 50 MFL places on the Graduate Teacher Programme
 - Invest in up to 200 MFL Advanced Skills Teachers
 - Development of enhanced professional development and retraining opportunities for existing teachers
- ▶ Investment in building non-teacher capacity **Subject to outcomes of pilot/consultation**
 - Undergraduate QTS Credits pilot
 - Teacher Associates pilot
 - Higher Level Teaching Assistant consultation
- ▶ Carry out research into current language learning provision at KS2 **During 2003**

Secondary

- ▶ Development of KS3 Strategy Ongoing
 - Distribution of KS3 Strategy MFL Framework By March 2003
 - KS3 Strategy MFL Framework – consultants trained By Summer 2003
 - KS3 Strategy MFL Framework – training rolled-out to teachers During 2003/04
- ▶ Building International Partnerships Ongoing
 - Anglo-German student/teacher fellowship programme During 2003/04
 - Twinning programme between France and England From 2003
 - Galicia Jobshadow project Ongoing
 - Educational Co-operation programme with China Ongoing
 - Russian language immersion course pilot From 2003
 - Participation in the Council of Europe’s Centre for Modern Languages Ongoing
- ▶ 200 Specialist Language Colleges in place By 2005

FE/HE

- ▶ Secretary of State grant letter to HEFCE setting out expectation of support for the National Languages Strategy For 2003-04
- ▶ LEA Adult Learning Plans by LEAs to reflect National Languages Strategy For 2003-04

Business

- ▶ Expansion of Regional Language Networks nationally By 2004
 - Regional Language Networks officers appointed By 2004
 - Regional Network Strategies in place By 2004
- ▶ Good practice pilots From April 2003
- ▶ Virtual Language Communities introduced Ongoing

Generic

- ▶ Appoint National Director for Languages By Sept 2003
- ▶ Trial National Recognition Scheme During 2003/04
- ▶ National Recognition system fully developed By 2005
- ▶ Merger of CILT/LNTO From April 2003

Outcomes

The success of the Strategy will be measured against the following outcomes:

- ▶ all learners should have the opportunity to have their learning recognised;
- ▶ primary children should have an entitlement to high quality teaching and learning that instils enthusiasm in learning languages, is based on a flexible experience and makes the most of ICT and sets a foundation for future learning and success;
- ▶ secondary pupils should have high quality teaching and learning at Key Stage 3 and a flexible curriculum and range of routes to support success during the 14-19 phase;
- ▶ schools should be able to draw on the people they need to deliver language learning, and be supported to deliver high quality teaching and learning;
- ▶ the demand for language learning from adults should increase;
- ▶ businesses should be involved in supporting language learning and championing the importance of language skills; and
- ▶ businesses should be able to recruit employees with a wider range of language skills to better meet their business needs.

The Government is determined to ensure that languages take their proper place at the heart of initiatives and activities to further the wider social, economic and political agenda. A key part of this is communicating the importance of languages, both at a national and local level. We will identify and expand opportunities for language use in printed, electronic and broadcast media and communications. We look to our key partners to play their part to build success.

Copies of this publication can be obtained from:

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PP113/D16/4457

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