

Presidential Address

A Rich Curriculum for All

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ALL President, 2020 - 2022

Language World 2021





modern language study has a uniquely valuable contribution to make in the apprenticeship of citizens of a multi-cultural Britain and a polyglot world.
(Hawkins 1987:xii)

Challenges and Opportunities

Challenges

- national policy
- teacher supply
- Brexit
- global English
- curriculum content
- historical silos for languages education

Opportunities

- focus on curriculum and deeper learning
- advances in technology and expertise
- multilingual learners
- increasingly diverse cultures
- access to new resources to draw on
e.g. NCELP/Elapse/ADiBE

1+2 approach to language learning in Scotland

- 'Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens'.
- The 1+2 approach to language learning model for the learning and teaching of languages in Scottish schools <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/principles-and-practice/>
- Absence of a national, All-party Policy for MFL in England means we lag behind Scotland and European countries.
- The British Academy 'Towards a national languages strategy' is a step forwards

The plenary following this talk looks more closely at national priorities

Challenge of Teacher Supply: Where will the teachers come from?

Could ML disappear from the curriculum 7-14?



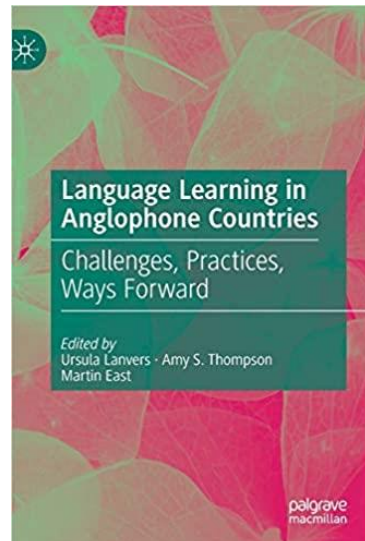
- Starting point: shortfall in teacher recruitment (72% of target)
- 50 university language depts have closed since 2000 (Kelly, M. 2018)
- reduction in bursaries and SKE funding
- EU students typically make up 50%-75% of some ITE cohorts.
- Foreign nationals bring enormous benefits – particularly as the need to develop intercultural awareness in schools, as well as linguistic ability, is increasing in post-Brexit pluriliterate Britain.
- active engagement (e.g. with providers, government, APPG, Ofsted)

Challenge:
decreasing trend
in motivation for
LOTES (languages
other than English)

- The Importance of Languages in Global Context: *An international Call to Action* (UK, USA, Australia, Canada)
- **global *crisis* (?)**
- Anglophone contexts ***and*** beyond
- impact on border/heritage etc. **LOTES**



JOINT STATEMENT
British Academy
American Academy of Arts and Sciences
Australian Academy of the Humanities
Academy of the Social Sciences in Australia
The Royal Society of Canada

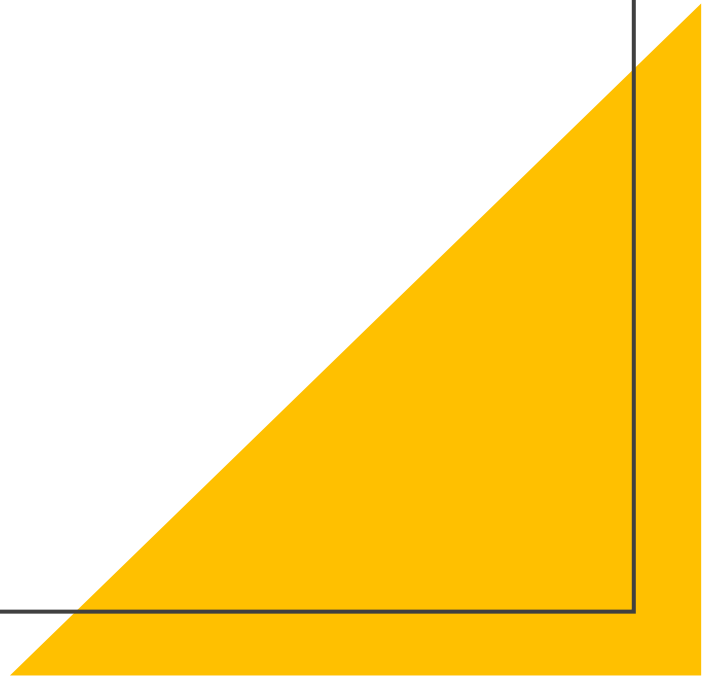




Curriculum content

- 32% of young people in UK feel confident reading and writing in another language, compared 89% in the EU
- narrow focus on **outcomes** at 16 (policed by stringent inspection regime) **trumps innovation**
- *a dull topic-based diet which captures neither their [learners] interest nor their imagination (Bell, 2004:7)*

Student voice on the curriculum:
a 16-year-old boy's rationale for
not taking GCSE languages





Is this new?

Q: A quoi sert un aspirateur?

A: un aspirateur sert à nettoyer les tapis et les planchers de la maison

Q Was sind Zwillinge?

A: Zwillinge sind zwei Geschwister, die an den selben Tag geboren sind



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(Hawkins 1987:xii)

Policy-driven opportunities

Ofsted: unintended consequences of drive to raise standards

- enormous pressure on schools and therefore on teachers to 'teach to the test' – limits innovation (Bower, 2020)
- new focus on 'pursuit of real, deep knowledge and understanding of subjects' (Spielman, 2018).

Towards a richer curriculum


Time to embrace the move towards rich curriculum and deep learning

Opportunity for languages to consider what this looks like:

- intercultural competence
- new, age-relevant content
- integrate languages into the wider curriculum via CLIL approaches
- integration of the 'silos' of English/ EAL/MFL departments
- combine pedagogies - teachers as designers of learning



Towards
intercultural
competence

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Culture: the very core of language teaching

"If...language is seen as social practice, culture becomes the very core of language teaching. Cultural awareness must then be viewed as enabling language proficiency ...

Culture in language teaching is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading and writing"

Kramsch, C. (1993), Context and Culture in Language Teaching, OUP

A series of four yellow curved dashes in the bottom right corner, arranged in a diagonal line from bottom-left to top-right.



Language
itself is
defined by a
culture

We cannot be competent in the language if we do not also understand the culture that has shaped and informed it.

We cannot learn a second language if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture.

It is not only therefore essential to have cultural awareness, but also intercultural awareness.

British Council



Intercultural communicative competence

Intercultural communicative competence is an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes


British Council

Exploring otherness: ideas for the curriculum, Barry Jones

<https://www.all-languages.org.uk/wp-content/uploads/2017/02/Exploring-otherness-new-Word.pdf>

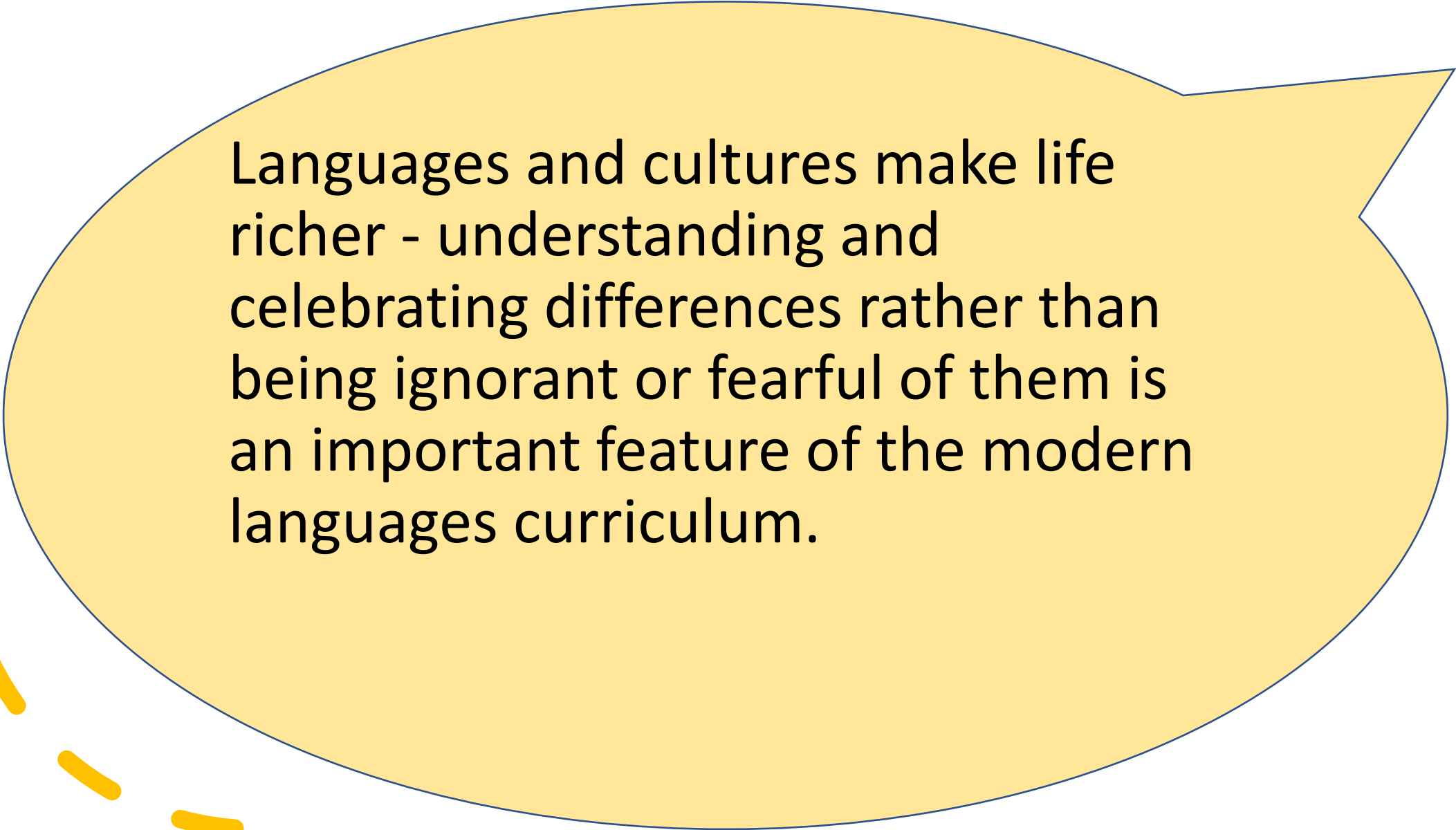
Webinar on Culture and Cultural Capital in the Language Classroom, Rachel Hawkes (ALL webinars December 2020)

[Culture and Cultural Capital in the languages classroom](#)

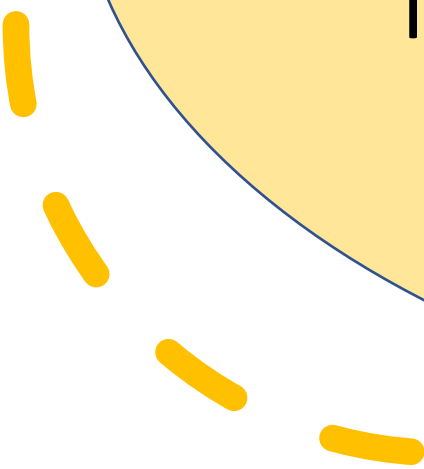


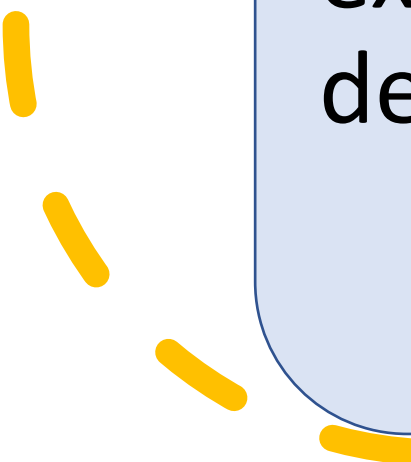

Attitudes and skills that make up Intercultural awareness competence

- observing, identifying and recognising
- comparing and contrasting
- negotiating meaning
- dealing with or tolerating ambiguity
- effectively interpreting messages
- limiting the possibility of misinterpretation
- defending one's own point of view while acknowledging the legitimacy of others
- accepting difference

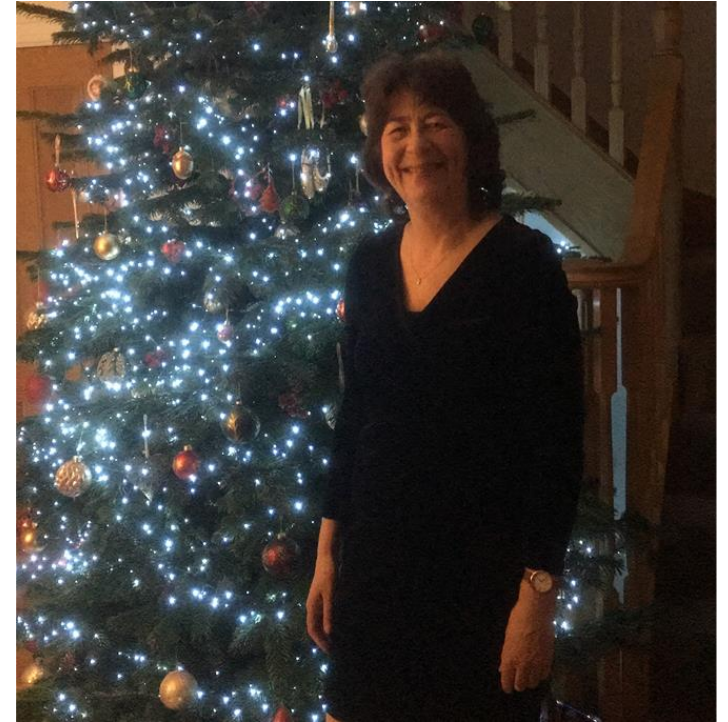


Languages and cultures make life richer - understanding and celebrating differences rather than being ignorant or fearful of them is an important feature of the modern languages curriculum.





A defining moment in my own development was my first exchange aged eleven; my ambivalence to French changed when I experienced another culture and began to develop a deep intercultural awareness ...



**Am Heiligabend
then and now
(2020)**

... furthered by an ongoing
German exchange

technological advances, the global village and links and exchanges

- ALL London Branch CPD webinars **past and present** Helen Myers
<http://www.all-london.org.uk/site/index.php/webinars/> wonderful resources
- SMS
- zoom / teams (share files)
- Turing scheme
- **Virtual exchange possibilities:** A class in each country selects a theme that both classes study, e.g. the Romans year 8. Joint planning with history and languages colleagues. Sharing of activities and work. Post-pandemic study undertaken in a French/UK Roman town e.g. Arles – exchange partners room and work together

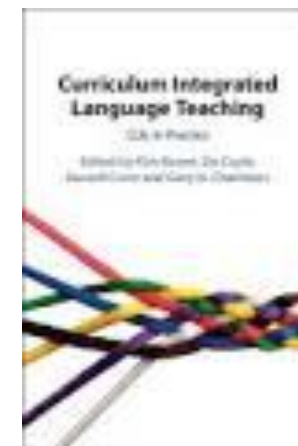


Towards new,
age relevant
content

Opportunities to integrate languages into the curriculum – a series of lessons to a subject

- CLIL approaches: resources, ideas, CPD - ELAPSE, ADiBE, Curriculum Integrated Language Teaching (Bower et al.2020)
- Elapse+ immersion weeks (29 participating schools)
- Resources from Australia: see Marie's talk on Saturday a.m.
- CLIL 2021 **free** online conference 'Addressing diversity in bilingual education' **Saturday 19th June 2021**

ADiBE



<https://doi.org/10.1080/07908318.2019.1667367>

CLIL 2021
Curriculum Integrated Language Teaching
Friday 18 – Saturday 19 June 2021



I don't necessarily want to learn about what's in people's pencil cases, but I like learning about world things that you can actually say and would be useful to you in French

Learner, age 12

the really clear difference for the children is when they are doing something which clearly links to another subject, you don't need to spend any time whatsoever on the relevance. The relevance is there for all to see

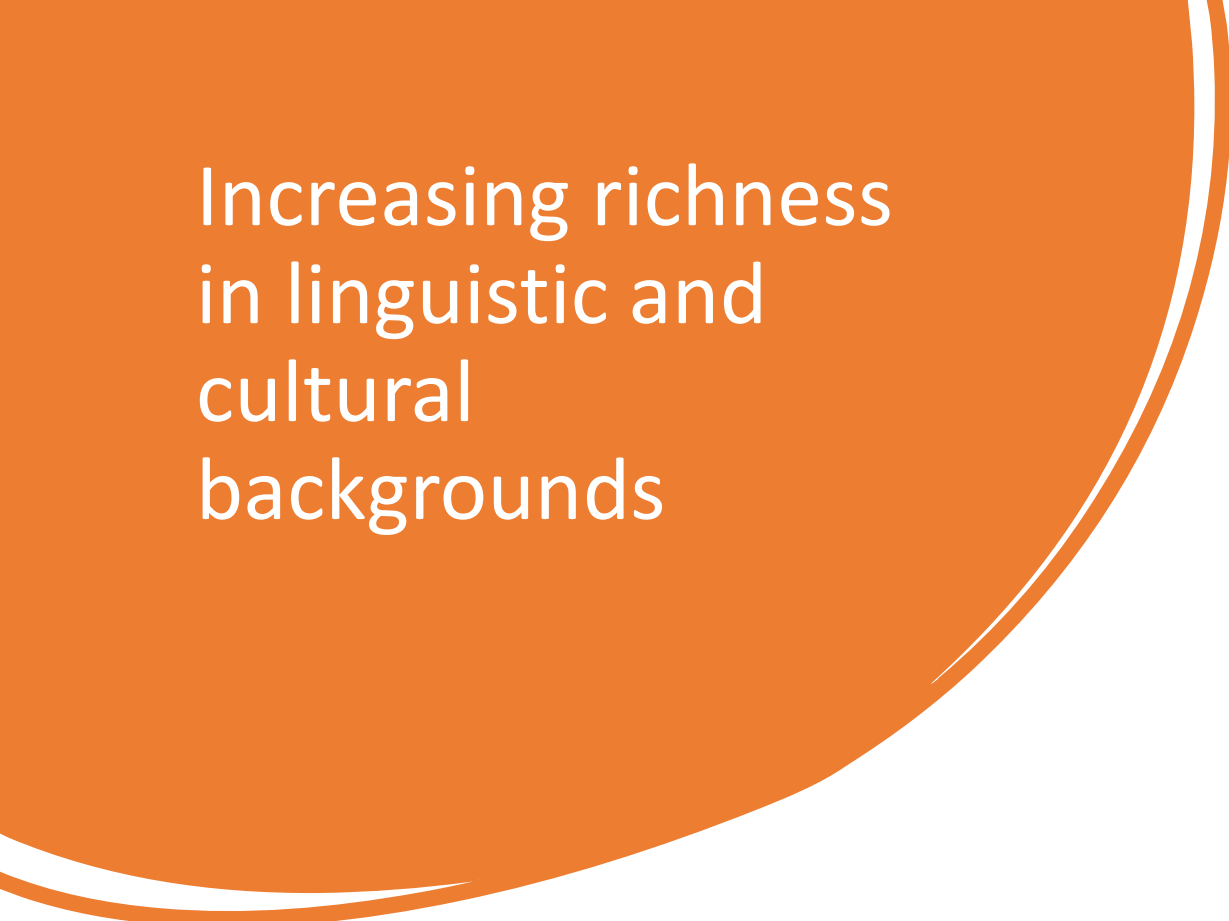
Headteacher on the benefits of CLIL



towards
combining
pedagogies

Languages education

Is it time to
integrate the
'silos' of
EAL/MFL/ English
departments?

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Increasing richness in linguistic and cultural backgrounds

- a rapid growth of migrants to the UK
- People from different countries, languages, cultures, histories and religions now live and work side by side (Conteh and Meier 2014)
- increasing numbers of students from linguistically and culturally diverse backgrounds, need to learn English (EAL)
- 1,620,000+ EAL students in maintained schools in England speak/engage with other languages at home (DfE 2020)

A fantastic resource.
English as an additional language: how many learners already speak another language in England.

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>


- **Over 1 million** learners in **primary schools**
- **584,600** learners in **secondary schools**
- The proportion of EAL learners increased steadily overall in recent years:
- In **primary** schools, the proportion was 21.3%, **up slightly** from 21.2% 2019.
- In **secondary** schools, the proportion was 17.1%, **up** from 16.9%.
- In state-funded **special** schools and **pupil referral units**, the proportion was **down** 0.1%

Attainment of pupils with English as an additional language

Ad-hoc notice
June 2019

Newly-Arrived Migrant (NAM) v.
British Bi-Lingual (BBL) ... eager to
learn English

‘DfE Attainment of Pupils with EAL Ad-Hoc notice June 2019’ – highlights the issue that NAM and BBL students differ considerably.



What might
that look like
where the
curriculum is
rich?



QKA Learners

- Over 60% EAL, mainly newly-arrived migrants (NAM) – majority (80%) not yet competent.
- 42 languages spoken.
- 18% suspected declared Gypsy-Roma (National Average 0.3%)
- approached as an advantage, not a problem

Rationale for curriculum

- created a values-driven curriculum to meet their learners needs
- MFL and EAL at the centre of pedagogical change across the school
- combining pedagogies EAL/English/MFL/CLIL
- historical failing school - within three years - to 'good' national inspection judgement noting that the school '**celebrates the richness of language and culture ...**'



towards
designing
learning

Teachers as designers

[OECD, 2018;](#)
[Meyer et al. 2015](#)

Making visible the multiplicity of learning design - creating tasks and activities to embrace diversity in bilingual education (Coyle, 2021)

What does designing learning mean?

- It's about designing a series of lessons which progress learning for all
 - we experienced this during our work with QKA
 - more in Do Coyle's talk 'Curriculum Making'

Coming soon ...
more on our
work on the
ADiBE project
CLIL 2021

Save the date! CLIL 2021 Saturday June 19th

In conclusion ... let's recover from the pandemic ... and move on to embrace the range of opportunities to develop a rich curriculum in languages education

Thank you for all that you have done and will do

Links

- <http://www.all-london.org.uk/site/index.php/webinars/>
- <https://www.all-languages.org.uk/wp-content/uploads/2017/02/Exploring-otherness-new-Word.pdf>
- <https://www.teachingenglish.org.uk/article/intercultural-learning-1>
- <https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/principles-and-practice/>
- <https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>
- Bower, 2020, 'School Leaders' Perspectives on Content and Language Integrated Learning in England' in Language, Culture and Curriculum
<https://doi.org/10.1080/07908318.2019.1667367>
- [OECD, 2018](#)
- Meyer et al., 2015 <https://doi.org/10.1080/07908318.2014.1000924>

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