



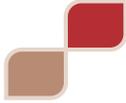
Language learning in secondary schools in England

Findings from the 2011 Language Trends survey

Research report

Teresa Tinsley

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The All-Party Parliamentary Group on Modern Languages

The purpose of the All-Party Group on modern languages is to explore the educational, skills-related, employment, competitive and cultural benefits of learning and using modern languages throughout the UK; to provide a parliamentary forum for information exchange, discussion and consultation; and to encourage and support policies and action to improve the take-up of modern languages in schools, further and higher education, in the workplace and in the community. The group is supported by members of both Houses and is chaired by Baroness Coussins, an independent crossbench peer. The vice-chairs are Paul Maynard MP (Conservative), Luciana Berger MP (Labour) and Baroness Sharp of Guildford (Liberal Democrat).



Association for Language Learning (ALL)

The Association for Language Learning (ALL) is the major UK subject association for teachers of languages, with around 5,000 members (individuals and schools) in all sectors of education. It provides a range of benefits to members (professional development, networking, information, publications and representation) and engages in relevant project work in the UK and abroad. ALL acts as a public voice on behalf of members, celebrating language learning, raising issues of importance; and works with the Government in the development of effective policy. It is a national charity and an independent organisation, wholly self-funded through membership fees and other forms of enterprise.



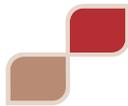
Independent Schools' Modern Languages Association (ISMLA)

The Independent Schools' Modern Languages Association (ISMLA) aims to facilitate discussion among modern languages departments in independent schools, to gather and disseminate information for the benefit of all interested parties, to give teachers of modern languages in independent schools a voice at regional and national level, to promote the study of modern languages and to further the professional development of teachers of modern languages. The contribution made by independent schools to the teaching of modern languages in this country has led to ever-greater involvement for ISMLA when consultation has taken place with government and awarding bodies over public examination changes and discussions on policy. ISMLA is keen to contribute to these discussions for the greater good of language teaching and learning in the UK.



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Since we were founded, we have worked in more than 40 countries around the world. Our work involves teacher and leadership training, curriculum design and school improvement services. The majority of staff provide services direct to learners: in nurseries, schools and academies; through projects for excluded pupils; in young offender institutions; and in advice and guidance centres for young people.

We have worked successfully to implement reform programmes for governments throughout the world. Government clients in the UK include the Department for Education (DfE), the Office for Standards in Education, Children's Services and Skills (Ofsted), and local authorities. Internationally, we work with education ministries in Dubai, Abu Dhabi and Brunei among many others.

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About the authors

Teresa Tinsley

Teresa Tinsley established and developed the Language Trends series of surveys which have charted the health of languages in various sectors of education since 2002. As well as producing and analysing information on the situation of languages in English secondary schools, the surveys have also covered provision for community languages across the UK, and language learning in Further and Adult Education. Teresa has also been closely involved in research on the labour market for languages and the use of languages in business. In 2005/06 she directed the widely quoted pan-European 'ELAN' survey on the effects of shortages of language skills on European enterprise. She co-led another international research project, 'VALEUR', which researched the extent of multilingualism across 22 countries and, as an author and co-editor of *Language Capital*, was recently involved in analysing the languages spoken by schoolchildren in London. She has also led research on the development of Mandarin language learning and is the author of numerous publications including a manual on Spanish grammar. She is currently working on international research on language learning for CfBT.

Youping Han

Youping Han is a Research Officer at CfBT Education Trust, specialising in language teaching and learning. She has been the primary researcher for numerous language projects including Language Trends in England, Community Languages in Wales, Language Rich Europe, Language Matters and the KS4 Languages Review, among many others. Prior to joining CfBT, Youping worked at CILT, the National Centre for Languages (now part of CfBT Education Trust) as its Research and Information Officer, and was responsible for research and statistical projects including the annual Language Trends survey. Before coming to the UK, Youping worked as a qualified teacher trainer for English teachers in China. She holds a Masters of Philosophy in English and Applied Linguistics from the University of Cambridge.



Foreword

from **Baroness Coussins**

Recent ministerial comments have recognised the importance of learning a language, but there is still much to be done in schools to ensure that languages education is given priority alongside other key curriculum subjects and to persuade school leaders, parents and others that 'English is not enough'. There is growing evidence that, without foreign language skills, British businesses and British employees are at a disadvantage in the competitive global world in which we live and do business.

This report reflects the reality of language teaching today in a representative cross-section of more than 850 schools and the opinions of more than 850 language teachers in England. Whilst it is very encouraging to see the steps being taken in many schools to increase the take-up of languages, a number of significant issues remain to be addressed in the areas of assessment, continuity between key stages and the time allocated for the study of languages in the curriculum.

The findings of this report highlight the need for higher expectations of languages education in secondary schools and for continued support as well as greater commitment in order to achieve them. This requires languages to be prioritised in educational policy and practice at all levels.

This report represents an important step forward in informing and influencing the policies which now need to be put in place. Its findings provide evidence of issues and concerns which are impeding the raising of standards in language teaching and learning and which need to be addressed by government, school leaders and educational organisations. It is vital that these should now begin to be addressed for the ultimate benefit of our young people, our place in the world and our economy.



Baroness Jean Coussins

Chair, All-Party Parliamentary Group for Modern Languages



1. Executive summary

Language Trends 2011 is the latest in a series of reports charting the health of language learning within the secondary curriculum in English schools. Based on large-scale annual surveys of heads of language departments, successive Language Trends reports¹ have provided a vivid and authoritative picture of the struggle for effective and widespread participation in languages within the context of increased student choice and the pressures of performance tables. Past surveys have been carried out by CILT, the National Centre for Languages, which since April 2011 has been part of CfBT Education Trust. CfBT's Education Committee is supporting the continuation of the Language Trends research, in conjunction with the two relevant subject associations, the Association for Language Learning and the Independent Schools' Modern Languages Association.

Examination data shows that the number and proportion of entries for languages at both GCSE and A Level have been in decline over the last decade or so and since 2003 the annual Language Trends surveys have gathered information on the processes at work in schools which have led to this situation. The survey initially gathered data mainly about Key Stage 4 (KS4 hereafter) in maintained schools. Over the years, it has expanded to include information on Key Stage 3 (KS3 hereafter), post 16 and independent schools so that it measures the relative health of languages being taught at different Key Stages and in different types of secondary schools.

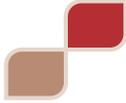
The 2011 Language Trends survey was carried out during the autumn term of 2011 by means of an online questionnaire sent to a random sample of secondary schools in England (1,500 maintained schools and 500 independent schools). The maintained schools were selected to be representative by region and by performance, and the achieved sample also reflects this. Findings are based on responses from 856 schools of which 656 were maintained and 200 independent, representing a response rate of 43%.

Key survey findings

Languages provision, take-up and qualifications at Key Stage 4

There has been a notable increase in the take-up of languages in the current Year 10 (2011/12) cohort. This follows the publication of the 2010 Schools White Paper (DfE, 2010)² and changes to Performance Tables from 2010 onwards to include the English Baccalaureate (EBacc hereafter) as a performance measure which recognises students' achievement at GCSE (C Grade or higher) in English, mathematics, sciences, a language and a humanities subject³.

Compared to more than a third (36%) last year, just over half (51%) of maintained schools now provide language teaching in Year 10 to 50% or more of their pupils. Although there is little evidence of schools returning to compulsory languages in KS4 for all pupils, 59% of schools where languages are optional report increases in take-up, among which 62% see this as a significant development rather than a simple fluctuation.



40% of maintained schools responding to the survey reported making changes to their languages provision following the announcement of the EBacc, and another 14% have plans to introduce changes within the next year or two. However, it should be noted that 46% of maintained schools had no plans to make any changes in response to the EBacc. While many schools maintain that participation in language learning in their school is already high or at an appropriate level, some schools are yet to be convinced about the value of the EBacc and others regard it as contrary to an ethos of free choice within a broad range of subjects.

In parallel with moves to increase take-up, schools are dropping the offer of alternative qualifications in languages such as NVQ and Asset Languages. After a period of growth in alternatives to GCSE the proportion of maintained schools offering alternative accreditation to GCSE has dropped from 45% in 2010 to 33% in 2011.

Languages at Key Stage 3 and post 16

The issue of providing continuity with Key Stage 2 (KS2 hereafter) language learning is proving very challenging for secondary schools due to inconsistent practice between primary schools, uncertainty about the status of languages in KS2 and the constraints of timetabling/grouping pupils within secondary schools. Schools report working with feeder primaries in order to try and overcome differences in prior language learning at the start of KS3, although this remains a challenge.

At post-16 level, schools are experiencing an overall decline in language take-up. This is affecting both the maintained and independent sectors. The drop in German is particularly notable, although the number of pupils learning Spanish is increasing. Teachers report the unwillingness of students to choose languages rather than other subjects as being closely related to the unsatisfactory nature of assessment at both GCSE and A Level, and also as an unfortunate by-product of campaigns to encourage more students into STEM (Science, Technology, Engineering and Mathematics) subjects.

The languages curriculum, language teaching and learning

The offer of languages in secondary schools remains fairly narrow, especially in the maintained sector, where most pupils study French, Spanish or German. Pupils in independent schools have more opportunities to learn a wider range of languages both in and outside the curriculum, including Latin and Ancient Greek.

Although language teachers welcome the increased profile given to their subject as a result of the EBacc, they have some fundamental concerns which need to be addressed if languages are to flourish. These include the amount and distribution of time for languages within the curriculum, the nature of the GCSE and the way it is assessed and, in some schools, an ethos which is not favourable to languages.

Teachers in both independent and maintained schools feel strongly about the deficiencies of the current exam and option systems and their influence on timetabling and priorities throughout the school. They want more contact time, arranged in shorter, more frequent lessons, in order to promote 'deep learning' rather than pressure to cover the syllabus and prime children to pass exams which they regard as flawed. They want more time to develop children's speaking skills and a genuine appreciation of the languages they are studying.



Conclusion

The results of the Language Trends 2011 survey demonstrate the power of performance tables to create an immediate impact on school-level policy making. The most striking finding of the survey is the turnaround in take-up for languages in Year 10, which is likely to be linked to the introduction of the English Baccalaureate as an accountability measure for schools in January 2011.

Since this year's survey was completed, the Expert Panel for the National Curriculum has recommended that languages should be a compulsory subject once more at KS4⁴, and that language learning should start in primary schools from Year 5 or earlier. The issues raised by respondents to this survey are serious ones, strongly felt by teachers in maintained and independent schools alike. Whilst we take heart from the 'quick win' that the EBacc policy has provided, we must also address the challenges of providing a consistent, high quality language learning pathway from primary through to Sixth Form, so that the increase in participation is accompanied by fundamental improvements in the standards of languages learning and teaching in England.



2. Introduction

2.1 Structure of the report

Chapter 2 outlines the historical and current policy contexts for languages at secondary schools in England. Together with Chapter 3, which summarises the school exam data (GCSE and A Level) from the 1990s to 2011, the two chapters provide readers with contextual information against which the Language Trends survey has been conducted.

Chapter 4 reports briefly the research design and data collection process for Language Trends 2011. Chapters 5–7 report the findings from the survey with the data collected, analysing languages provision and key issues at KS4, KS3 and post 16 as well as looking at the current status of the languages curriculum and teachers' aspirations in relation to language teaching and learning. The concluding chapter (Chapter 8) summarises the most important findings of the survey and highlights both the current positive developments and key challenges faced by languages in secondary schools in England.

Please note that where comments from respondents are used, (I) refers to the independent sector and (M) to maintained schools.

2.2 The historical picture

Foreign languages were first established as a foundation subject – compulsory for all pupils up to the age of 16 – in the Education Act of 1988⁶ and the first cohort of 16-year-olds completed their full five years of language study a decade later in 1998. The 2002 Green Paper on 'Extending opportunities, raising standards 14-19'⁷ aimed to free up the curriculum post 14 in order to introduce a wider range of qualifications that pupils would find motivating and relevant. One of the consequences of this was that languages ceased to be a compulsory subject at Key Stage 4 (KS4). The drop-out from languages study in KS4 was immediate, although under the terms of the 2002 Education Act languages did not officially become an optional subject until September 2004. The 'Language Trends' survey was established to monitor the situation in schools and bring to light the reasons behind the dramatic decline in language learning from 78% of the cohort sitting a GCSE in languages in 2001 (CILT 2011)⁸, to just 40% in 2011 (DfE, 2012)⁹ (see further analysis of examination data in Chapter 3).

The reasons that emerged through the Language Trends surveys were both attitudinal (parents, students and in some cases school leaders not being sufficiently convinced of the value of languages) and structural (barriers to take-up within the system, the burgeoning numbers of alternative qualifications offering other routes to the 'five A*-C at GCSE' required by league tables). Successive Language Trends surveys showed that the attitudinal issues became less severe over time due to the efforts of schools and national bodies to promote the benefits of language learning. However, from the beginning, there was a significant discrepancy between language colleges, maintained schools in middle class areas, independent schools and grammar schools on the one hand, where provision and take-up of languages remained relatively stable, and comprehensive and other schools where take-up of languages went into severe decline. The perception – and, many argued, the reality – that languages were a 'hard' subject was a significant negative factor in the culture of league tables and school targets.

By 2005 – a year which saw one of the biggest falls in numbers taking languages GCSE (CILT 2011)¹⁰ – the Government was persuaded to put pressure on schools to do more to stop children dropping languages by instituting a ‘benchmark’ for schools of between 50% and 90% of their cohort continuing with a language in KS4 and putting the onus on school management to deliver this¹¹. However, the benchmark was widely disregarded in a context where the main thrust of the 14-19 curriculum reform was focused on new Diplomas linked to employment sectors such as Construction, Engineering and ICT (DfES 2005)¹².

The Government then appointed Lord Dearing to review languages provision along with the National Director for Languages at the time, Dr Lid King. Their report, the ‘Languages Review’¹³, was published in 2007 and from it came a series of measures to boost take-up in KS4 – including reforming the GCSE exam and developing alternatives to it to provide a better match with the needs and interests of different groups of learners. The Review held back from recommending that languages should once again become a compulsory subject, but said that this should remain an option for Government if the measures introduced failed to have any impact.

At A Level the trend in languages entries also declined, but less steeply – see Chapter 3. A high-profile inquiry into languages provision (Nuffield)¹⁴ concluded in 2000 that the level of uptake for languages post 16 was already too low and insufficient for the nation’s needs. Since then, the introduction of modular A Levels, via the Curriculum 2000 initiative (Select Committee on Education and Skills 2000)¹⁵ may have been a factor influencing the reduction in take-up for languages. The reform meant that, instead of being examined at the end of a two-year course, students were expected to complete modules as they proceeded. This can be seen as more difficult to achieve with languages than with other subjects since language learning is more holistic and does not break down conveniently into topic areas. On the other hand, Curriculum 2000’s other aim has perhaps been at least partially favourable towards languages. This was to encourage students to take a broader range of subjects in the first year of their A Level course (AS), narrowing their studies in the second year to those subjects they would pursue to the full A2 standard. Although AS figures are difficult to analyse because of peculiarities in reporting arrangements, they indicate that this policy has perhaps encouraged more students to continue with a language in the Sixth Form, if only for one year, than would otherwise have done so.

2.3 Recent policy initiatives

Since coming to power in May 2010, the present Government has introduced a range of new policy initiatives which aim to impact in different ways on the status of languages in schools and the demand to study them beyond the compulsory phase of KS3.

The English Baccalaureate (EBacc), as outlined in the 2010 Schools White Paper, was conceived as a ‘new award’ for any student who achieves a good GCSE in English, maths, science, a humanities subject and a modern or ancient language. It was introduced as an accountability measure for schools from January 2011.



At the same time, the Government has initiated a review of the national curriculum across all Key Stages to determine which subjects should be compulsory and how national requirements should be specified. Following the first round of consultation, the Government's Expert Panel has recommended that languages should be a foundation subject within the new National Curriculum from ages 9 to 16 and wishes to seek further advice on whether languages should start from the beginning of KS2¹⁶.

The 2010 Schools White Paper also set out the Government's aim to reform vocational education and to overhaul vocational qualifications on the grounds that 'too many young people are following courses because they are easy for schools and colleges to deliver or because they confer advantages in the accountability system'¹⁷ (DfE 2011, p.49). Following Professor Alison Wolf's report into vocational education (2011)¹⁸, the Department for Education has drastically reduced the number of qualifications which count towards schools' 5 A*-C GCSE performance measure. Language qualifications such as Asset Languages and NVQ language units have not met the Government's criteria to be included (DfE 2012)¹⁹.

2.4 The value of language skills

Given the dominance of English as an international lingua franca, does it matter that fewer children in English schools are learning languages? In the context of high-profile campaigns promoting the study of science and maths subjects, it is worth linking this report with some of the most significant evidence about the importance of language learning for English speakers. The arguments are two-fold:

Firstly, the importance of English on the global stage can be much overstated. It is estimated that only about 6%²⁰ of the world's population speaks English as a first language (CILT 2010). Linguists play a vital role in oiling the wheels of international relations and in the transfer of knowledge globally, and employers emphasise that it is not just language specialists who are needed to make their businesses successful in a global age. They want people who are internationally aware, who are able to build relationships across cultures and, crucially, combine languages with other skills (UCML 2011)²¹. Arguments for science and technology skills are usually made with reference to the need for British people and companies to compete globally, and often overlook the vital point that unless we can also communicate globally, and understand other cultures, such skills may not deliver the hoped-for potential (e.g. DIUS 2007)²². The CBI's latest Education and Skills survey (2011) found that only a quarter of businesses have absolutely no need for foreign language skills in their company and made the strong point that 'operating effectively in a global economy relies on the right language skills'²³. Small and medium-sized enterprises (SMEs) are regarded as the engine of future growth for the economy; however, a study of British SMEs' approaches to exporting found that they see language and cultural issues as the major barrier they face, along with foreign regulations and the time and effort it takes (Barclays and Kingston University 2011)²⁴. These and other sources of evidence make a strong economic case for the value of learning languages for a wide range of future jobs (see in particular Education and Employers Task Force 2011)²⁵.

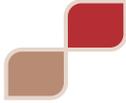


The second argument is an educational one. Learning a language contributes to a student's intellectual development, his or her knowledge of the world and cultural understanding in a unique way. Research in the United States has found a direct positive correlation between language study and higher performance in maths, English and cognitive skills more generally (Caccavale 2007)²⁶. It is also widely accepted that learning a foreign language benefits literacy in the first language, not only in terms of vocabulary and transferable skills such as reading or using a dictionary, but by providing an opportunity to 'step back from' the first language and reflect on it as a system in comparison with another language (e.g. Liddicoat 2001)²⁷. This provides an educational dimension which is not available elsewhere in the curriculum.

2.5 Language Trends 2011

We are prefacing the findings of the 2011 Language Trends survey with an analysis of GCSE and A Level data on languages for the periods before, during which and after languages were a compulsory subject in KS4. They include figures from the latest examinations in summer 2011. Examination data tells us about the outcomes of educational provision when pupils reach the age of 16 or 18, and sets the scene for the survey data – which captures what is happening in schools at an earlier stage and explores the processes at work.

We are very grateful once again to Linda Parker of the Association for Language Learning and to Nick Mair of the Independent Schools' Modern Languages Association for their support in encouraging schools to respond to the survey, as well as for their insights in helping us to analyse the data. We would also like to acknowledge the time and effort of all those who completed this year's survey and provided such detailed comments. Such information is vital in understanding the national picture and in developing the capacity of all of us to improve provision.



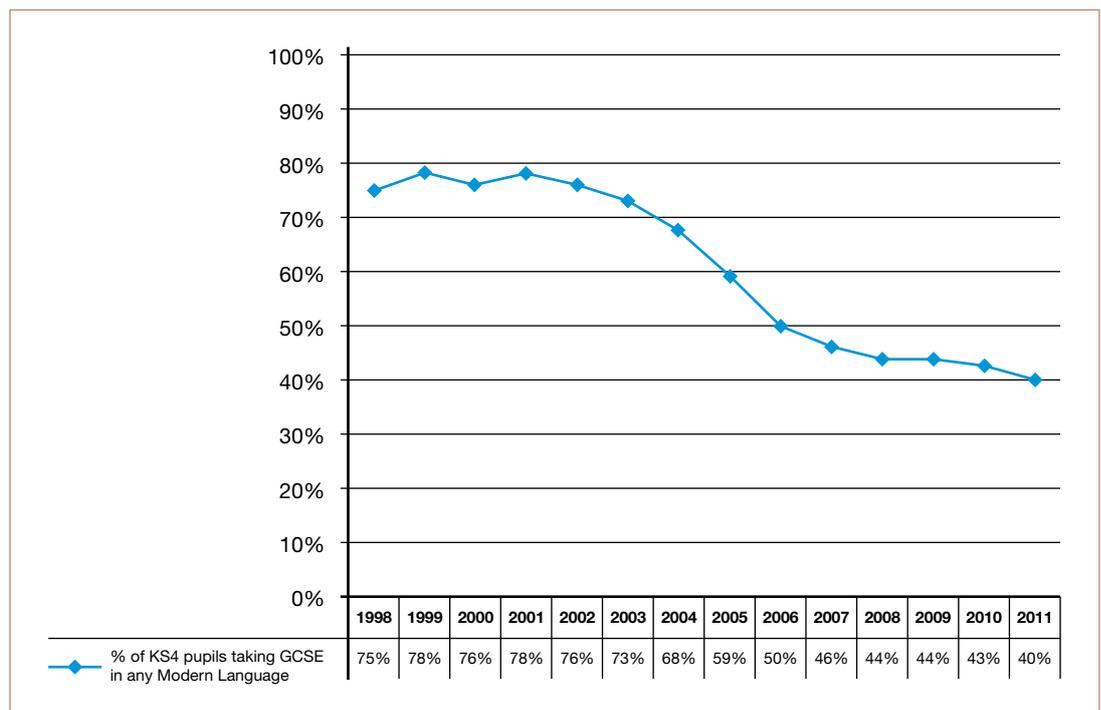
3. School examination data in England

The data summarised below is the Department for Education examination entry figures and covers all GCSE entries for KS4 pupils and A Level entries of 16-18 year old pupils in secondary schools and colleges, maintained and independent. The latest figures are provided for the summer exam results in 2011²⁸. DfE figures for both GCSE and A Level have been collated into the collection of time series tables below which range back to the 1990s and are updated annually by CfBT²⁹.

3.1 GCSE

Between 1998 and 2002, more than three quarters of KS4 pupils in England sat GCSE examinations in a modern language, but by 2011 this had declined to 40%, as shown in Figure 1 below:

Figure 1: Percentage of Key Stage 4 pupils taking a GCSE in any Modern Language, England, 1998–2011



The most dramatic declines took place in the period immediately after languages became an optional subject, between 2004 and 2006. Following that, the decline slowed and appeared to have been halted; however, the 2011 results show a further drop.

As can be seen from Figure 2 overleaf, the decline impacted particularly on the two most commonly taught languages, French and German. Numbers sitting examinations in these subjects dropped by 56% over the ten-year period 2001-2011. Meanwhile, from a relatively smaller base, the number of pupils taking Spanish for GCSE rose by 29% over the same period.

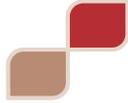
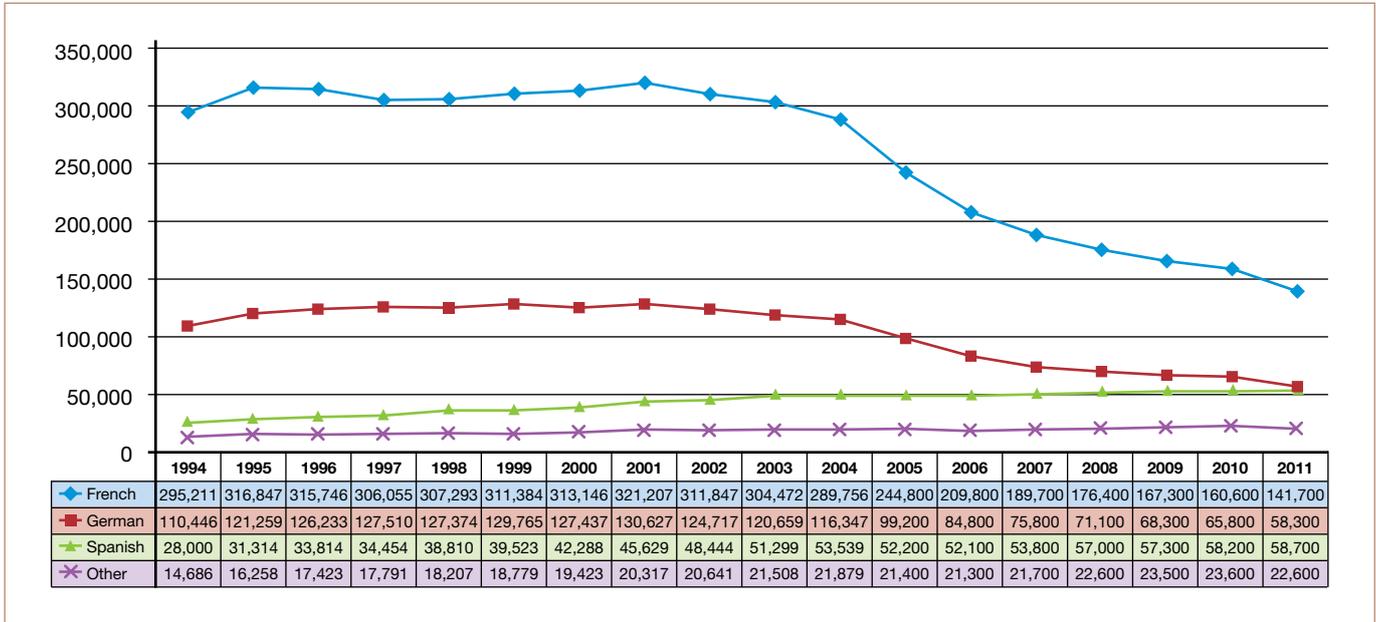


Figure 2: Number of students taking GCSE by language, England, 1994-2011



3.2 A Level

While the total number of entries for A Levels across **all subjects** rose by 26% (from 620,164 to 782,779) between 1996 and 2011, entries for A Level **languages** for 16-18 year olds in schools and colleges across England declined by 26% over the same period (from 39,554 to 29,241) (CfBT's analysis of original data from DfE). This brought the proportion of language entries for A Level down to 3.7% of all entries in 2011, compared with 6.4% of entries in 1996.

Considering that there was a total of 712 independent schools and 2,890 maintained schools in England in 2010/11 (DfE)³⁰, independent schools account for a disproportionately large proportion of A Level entries in Modern Languages. As shown in Figure 3, the independent sector takes up about a third of A Level entries in modern languages.

Figure 3: Distribution of A Level entries in Modern Languages by institution type, England, 2011

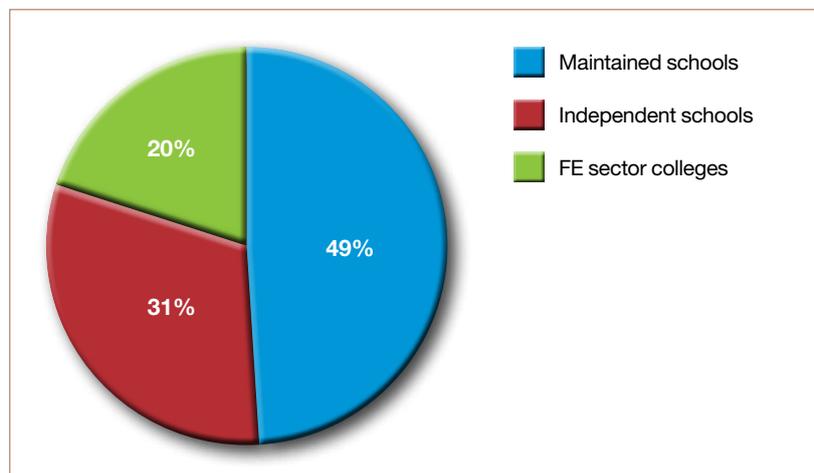
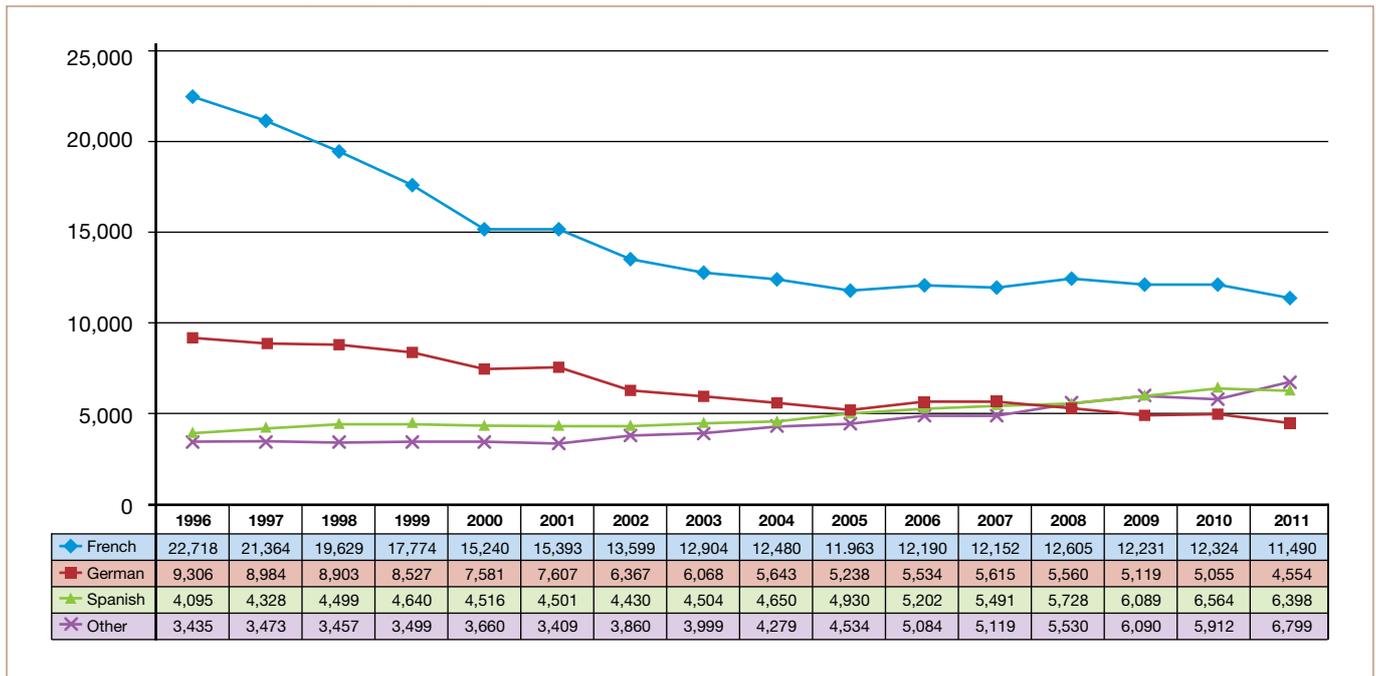


Figure 4 shows the decline in uptake of French and German at A Level. Whilst entries for Spanish and other languages have risen from much smaller bases, this increase does not equal the decline in French and German. Also from a small base, the total entries for other languages have increased over the years although different languages have had different trends.

Figure 4: A Level entries by language, England, 1996–2011



3.3 Summary

Exam entries for languages at both GCSE and A Level have declined since the late 1990s, both in numerical terms and as a proportion of the age group. GCSE entries declined most steeply after the period 2002-2004 in which languages became an optional subject at KS4. The steepest drop for A Level entries had been before this date. Although numbers have remained more stable since then, they have declined as a proportion of total entries. At both GCSE and A Level, French and German have been the languages which have seen the most dramatic declines, while Spanish and other languages have increased from smaller bases.

4. Research design and data collection

The Language Trends survey has been carried out annually since 2002 to track developments in languages provision and take-up in secondary schools in England³¹.

4.1 Development of the questionnaire

An online questionnaire was developed in August and September 2011 by the languages team at CfBT (formerly CILT, the National Centre for Languages) in consultation with ALL and ISMLA. A focus group was set up with a number of Heads of Languages to test the validity and refine the wording of the questions. The pilot version of the questionnaire was sent to a group of heads of languages in schools to seek feedback and allow further improvement of the questionnaire.

The core questions explored secondary school languages provision, take-up, aspects of the languages curriculum and language teaching and learning in the areas indicated below. To enable longitudinal comparisons, many of the questions in the questionnaire were the same or similar to those in previous years' surveys, with some new questions (noted as **NEW** below) to reflect the latest developments in languages policy and practice since the most recent Language Trends survey carried out in 2010 (CILT, 2011)³².

Key Stage 4

- Whether languages are optional or compulsory for pupils at KS4 in the school
- The proportion of pupils currently studying any language in Year 10 and Year 11 in the school
- Current school trends in language take-up at KS4
- Impact of the EBacc³³ on languages provision in schools **NEW**
- Alternative accreditation offered for languages, apart from GCSE, A Level and AS
- Impact of the EBacc on alternative accreditation **NEW**

Post 16

- Current school trends in language take-up post 16
- The impact of the Russell Group of Universities guidance^a (2011)³⁴ on the school **NEW**

Key Stage 3

- The take-up of languages at KS3 and changes to languages provision at KS3
- Transition from KS2 to KS3

The languages curriculum, language teaching and learning

- The range of languages offered in schools at KS3, KS4, post 16 and outside curriculum time
- The proportion of pupils studying more than one language at KS4
- Time allocation for languages in KS4 **NEW**
- Enrichment activities with languages and/or international themes that schools organise as well as in-school, local, international resources and links that schools use **NEW**
- ICT resources that schools use for language teaching and learning **NEW**
- Schools' priorities on improving language teaching and learning following the publication of the Ofsted Languages Report^b (2011)³⁵ **NEW**
- Schools' priorities on improving the languages curriculum **NEW**

^a In the Guide, languages are among those 'facilitating subjects' which are particularly effective in increasing a student's chance of gaining a place on the most competitive university courses.

^b The report summarises good practice in language teaching, but also highlights important weaknesses and the barriers preventing good language learning in secondary schools.



Professional development

- How languages departments develop professional practice specific to language teaching and learning **NEW**
- Areas where teachers most need external support to develop language teaching and learning in schools, in the light of the significant changes under way to models of CPD support (e.g. the setting up of Teaching Schools Alliances)³⁶ **NEW**

To read the whole questionnaire, please see Appendix A.

4.2 Data collection

A random sample of 2,000 schools was selected from the Department for Education database (EduBase – www.education.gov.uk/edubase). In line with the split of previous years' Language Trends surveys, 1,500 of the sample were maintained schools and 500 independent schools. The state-funded sample was selected to be representative by region and performance quintile (based on the average total point score per pupil as published in the 2010 Secondary School Performance Tables) and the independent schools to be representative by region. The sample excludes middle schools deemed secondary and special schools.

In September 2011 an invitation to complete the online questionnaire was sent out to schools in the sample, addressed to the Head of Languages. Information regarding alternative ways of responding to the survey including faxing, emailing or telephoning was also sent to schools.

A number of reminder letters and emails were sent to Heads of Languages throughout the term. In order to allow schools more time to complete the survey, the deadline was extended to 16 December 2011, when the term ended for most schools.

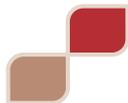
A total of 656 maintained schools and 200 independent schools responded to the survey, yielding an overall response rate of 43%. This response rate is higher than that in the past two years (36% in 2010 and 33% in 2009).

Comparisons of the achieved sample with the national population of schools have been carried out and the results show that maintained schools in our sample have a similar profile to that of the whole population of maintained schools in England with most variables. Analysis was carried out on region, admission policy and educational indicators of the school.

The achieved sample does not strictly mirror the spread of independent schools in the national database for some regions in the eastern part of the country; therefore, caution has to be exercised when reading about data from the independent schools. However, the achieved sample for independent schools mirrors most of the regions in the national database and we believe that the data about independent schools yielded from the survey provides very useful reference points for us to understand the health of languages provision, take-up, teaching and learning at KS4 and in secondary schools more generally.

The tables for the sample characteristics are located in Appendix B.

Throughout this report, the charts and tables show the responses of the people who answered the question. The percentage of non-response to questions is not reported.

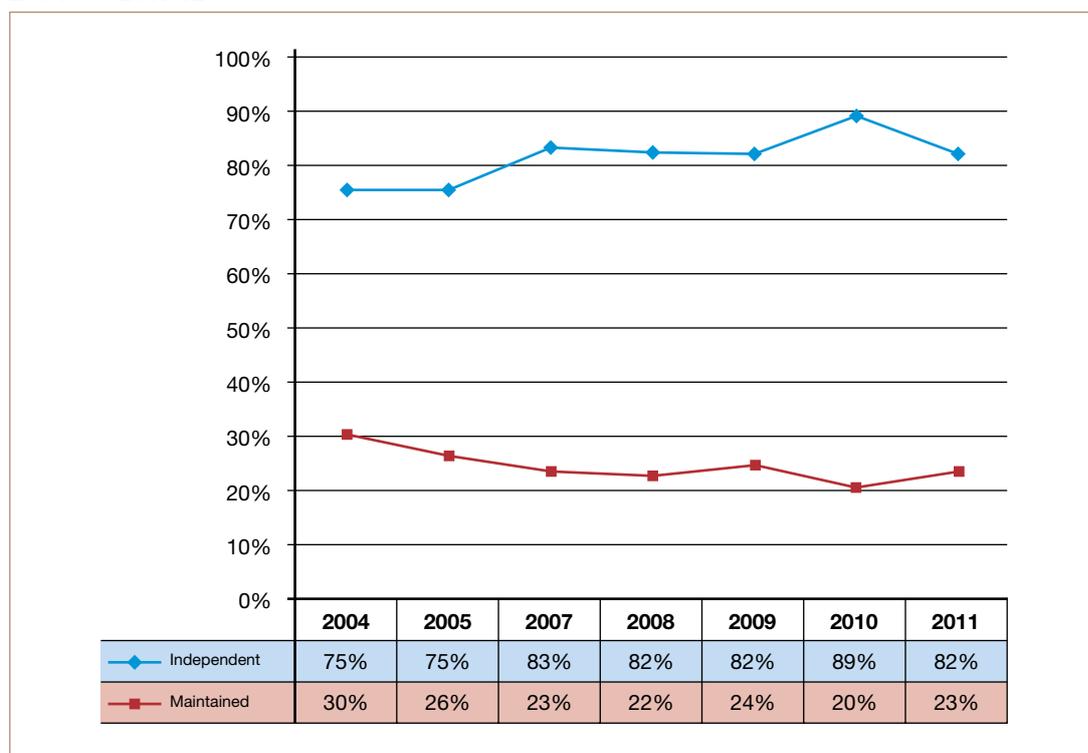


5. Languages provision, take-up and qualifications at Key Stage 4

5.1 The status of languages at Key Stage 4 – compulsory or optional?

The questionnaire asked respondents whether the study of a language is compulsory or optional for KS4 pupils in their school for the school year 2011/12. The responses show that languages are compulsory in KS4 for all pupils in 23% of maintained schools and 82% of independent schools. As Figure 5 shows, this discrepancy between the maintained and independent sectors has existed since schools were first able to make languages an optional subject at KS4 in 2004.

Figure 5: Proportion of schools where languages are compulsory at Key Stage 4, 2004/05–2011/12



Note: No figures are available for 2006 as the question was not asked in Language Trends 2006. No figure is available for independent schools for 2004 as Language Trends 2004 did not include independent schools in the survey sample. The percentage noted is the 2005 figure, re-used for indicative purposes.

Previous Language Trends surveys showed that maintained schools in which languages were a compulsory subject were either Specialist Language Colleges or schools with selective admission policies and with higher overall GCSE achievement. Figures 6 and 7 show that this is still the case: schools with selective admission policies and schools with overall higher GCSE achievement are more likely to have made languages a compulsory subject. Furthermore, Figure 10a (Section 5.3) shows that schools with lower levels of social deprivation, measured by proportions of pupils eligible for free school meals, are more likely to have languages as a compulsory subject in KS4 than schools with higher levels of social deprivation.

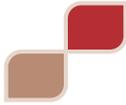


Figure 6: Proportion of maintained schools where languages are compulsory at Key Stage 4, by admission policy, 2011/12

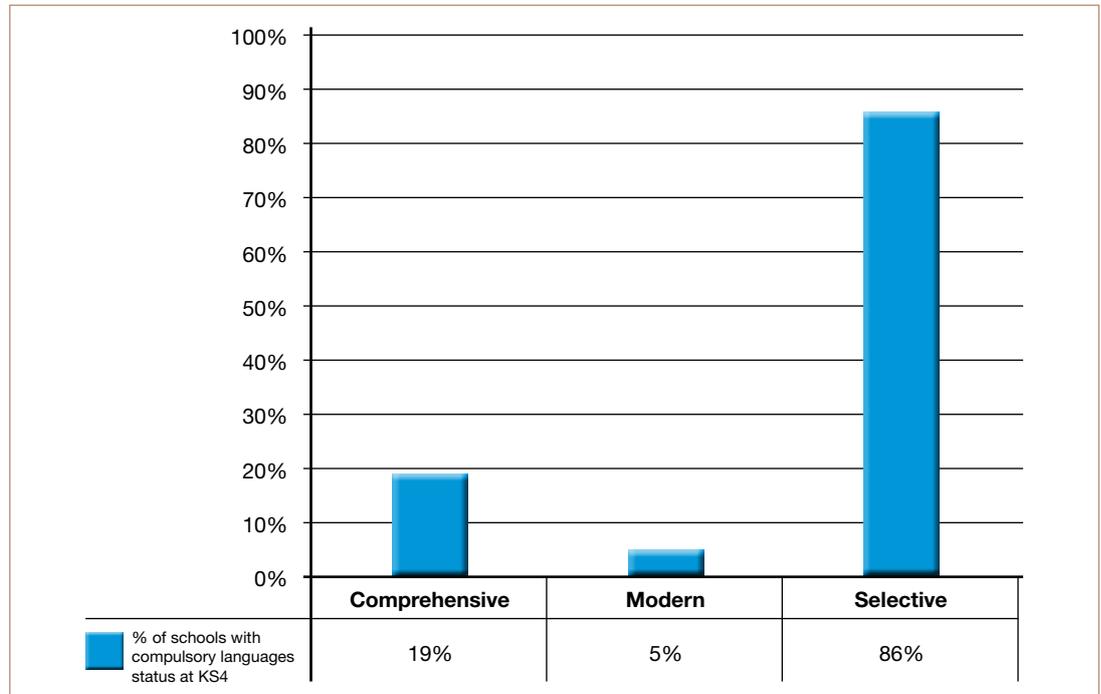
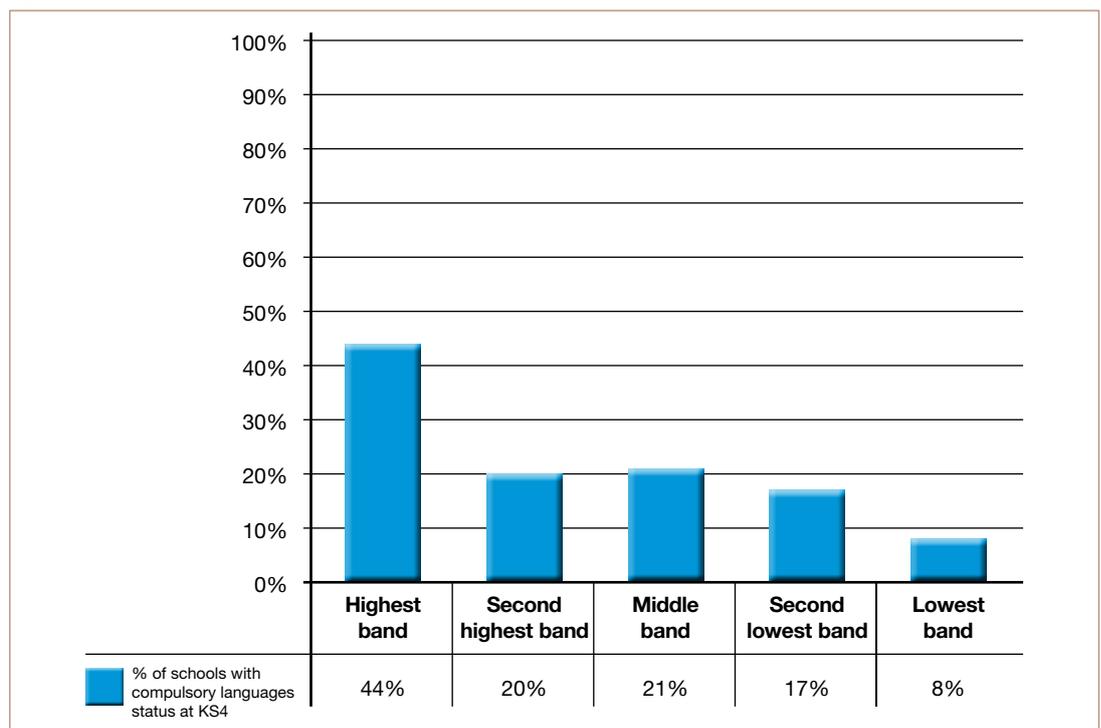


Figure 7: Proportion of maintained schools where languages are compulsory at Key Stage 4, by educational achievement^c, 2011/12



^c The indicator for educational achievement in the report is the performance quintile, based on the average total point score per pupil as published in the 2010 Secondary School Performance Tables.

5.2 Changes in languages take-up and provision at Key Stage 4 and responses to the English Baccalaureate

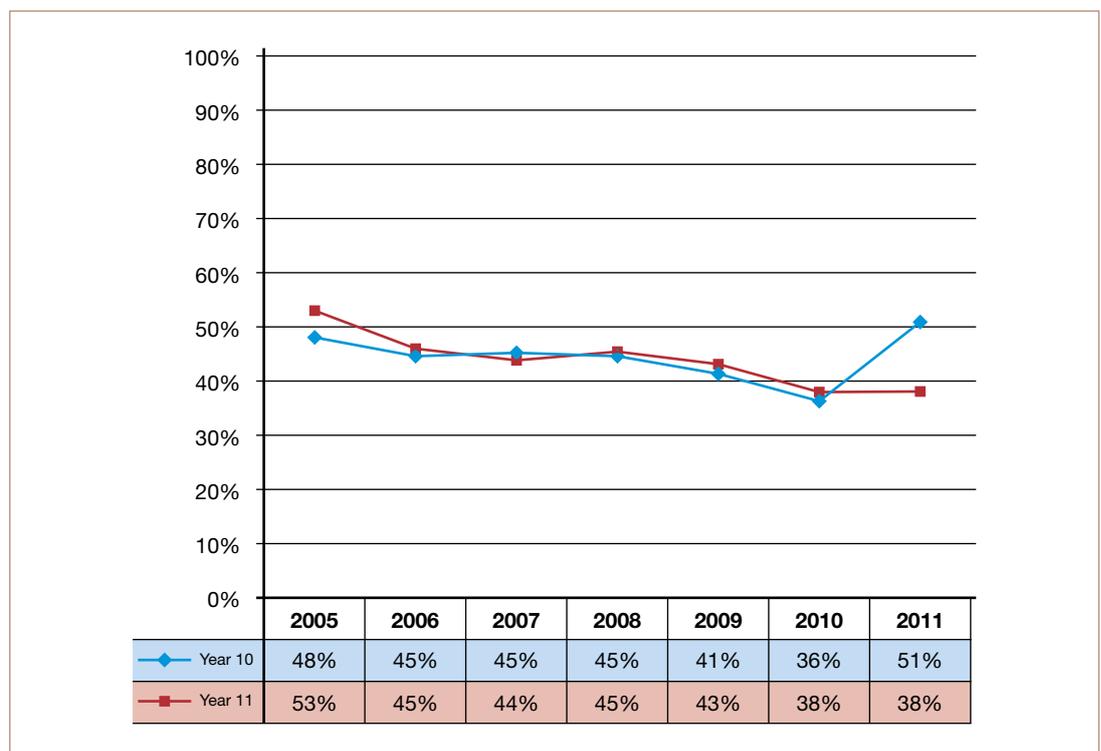
5.2.1 What is the proportion of pupils currently studying at least one language at Key Stage 4?

We asked schools to give the approximate percentage of pupils currently studying at least one language in Year 10 and in Year 11 respectively.

Maintained schools

As can be seen from Figure 8 below, the proportion of maintained schools with 50% or more pupils studying a language in Year 10 is now just over half (51%), compared to just over a third in 2010 (36%). However, there is no comparable impact on Year 11, suggesting that this is linked to the announcement of the EBacc measure, which would have impacted on the option choices of current Year 10 pupils but not on current Year 11.

Figure 8: Percentage of schools with 50% or more pupils studying a language in Key Stage 4, maintained schools, 2005/06–2011/12





Looking at how uptake has changed in different types of maintained schools, Figure 9a shows that uptake has increased in comprehensive schools, from 31% in 2010 to 49% in 2011. Figure 9b shows the impact on maintained schools with different levels of attainment. Schools in the middle quintile of attainment have experienced the biggest change – the proportion of schools in this band with 50% or more students in Year 10 studying a language has gone up by 37 percentage points from 23% in 2010 to 60% in 2011. In the second lowest quintile, the proportion has gone up by 26 percentage points and the lowest by 17 percentage points in just one year. In these three cases, this exceeds the proportions recorded in 2006; however, the proportion of schools in the highest and second highest attainment band reporting 50% or more pupils studying a language at KS4 is lower than in 2006.

Figure 10b (Section 5.3) shows how social disadvantage relates to take-up for languages. Schools with above average proportions of pupils eligible for free school meals are less likely to have 50% or more students studying a language in Year 10 than those with below average proportions of pupils eligible for free school meals.

Figure 9a: Proportion of maintained schools with 50% or more pupils studying a language in Year 10, by admission policy, 2006/07–2011/12

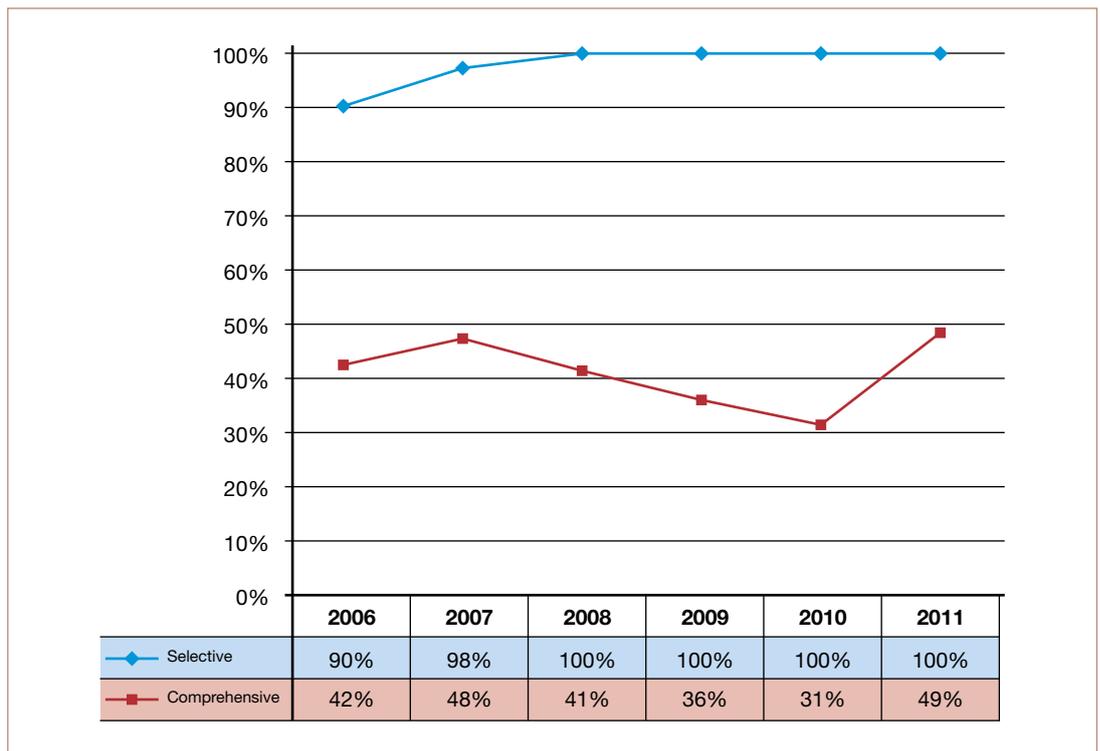
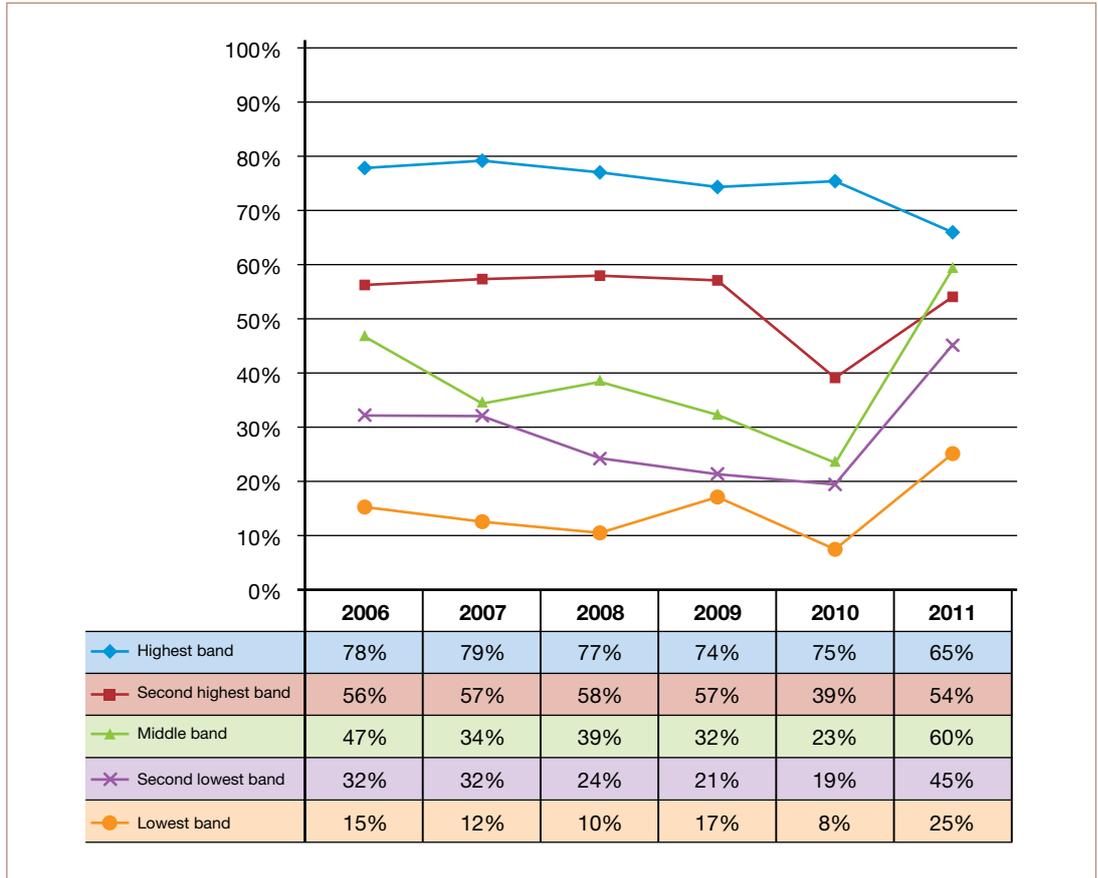


Figure 9b: Proportion of maintained schools with 50% or more pupils studying a language in Year 10, by educational achievement, 2006/07–2011/12





Independent schools

As take-up for languages at KS4 was already high in the majority of independent schools, and as they tend to have a compulsory languages policy, we have seen very little change in this sector – see Table 1 below.

Table 1: Proportion of pupils studying languages in Year 10 and Year 11, independent schools, 2007/08–2011/12

% of students studying languages in Year 10	School count 2011	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
> 75%	173	88%	88%	87%	92%	88%
50-75%	8	6%	6%	8%	2%	4%
25-49%	9	4%	2%	3%	3%	5%
<25%	6	2%	4%	2%	3%	3%
Base number: All independent schools responding to the question	196	178	195	92	144	196

% of students studying languages in Year 11	School count 2011	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
> 75%	168	88%	86%	84%	92%	86%
50-75%	14	6%	7%	11%	1%	7%
25-49%	6	3%	3%	3%	3%	3%
<25%	8	3%	4%	2%	3%	4%
Base number: All independent schools responding to the question	196	178	195	92	144	196

* 4 missing responses in 2011



5.2.2 What is the trend in languages take-up at Key Stage 4 over the past three years?

Maintained schools in which languages are optional were asked to report on trends in take-up over the past three years. In previous years' Language Trends, such schools predominantly reported a decline in take-up. However, in this year's survey the number of schools reporting an increasing trend in 2011 exceeds those reporting declines in language take-up over the preceding three years. Although there is little evidence of schools rushing to make languages compulsory at KS4 (as discussed in Section 5.1), more than half (59%) of maintained schools with languages as an optional subject reported increases in take-up over the past three years. However, more than one in five of these schools (21%) reported a decrease in uptake over the past three years (Table 2).

Table 2: Self-reported overall languages take-up at Key Stage 4 over the past three years, maintained schools with languages as optional, 2005/06–2011/12

% of students studying languages in Year 10	School count 2011	% in 2005	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Decrease	104	86%	61%	52%	48%	48%	21%
Increase	295	5%	21%	22%	26%	25%	59%
No change	104	9%	17%	26%	25%	28%	21%
Base number: maintained schools with languages as optional	503	688	511	494	429	452	503
* 4 missing responses in 2011							

* Similar questions were not asked in Language Trends 2006.

62% of respondents who reported an overall increasing trend in language take-up at KS4 believe that the improvement is a significant change rather than a year-by-year fluctuation (see Table 3).

Table 3: Do respondents regard these changes as significant?

	School count 2011	% in 2005
I'm not sure. It's too early to say.	42	14%
Not really. It's more of a general fluctuation.	70	24%
Yes	183	62%
Base number: maintained schools with languages as optional and who reported increase in language take-up over the past three years	295	100%

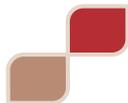
In terms of the main languages concerned (Table 4, see also Section 7.1 on the range of languages offered at KS4), 48% of maintained schools where languages are optional have seen increased uptake for French and 34% have seen increased uptake for German. Spanish continues to grow and 64% of schools have increased numbers or introduced it as a new language in the past three years.

Table 4: Proportions of schools where languages are optional at Key Stage 4 reporting changes in pupil take-up of French, German and Spanish at Key Stage 4 over the preceding three years, 2007/08–2011/12 (maintained schools)

French	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Decrease	55%	46%	46%	44%	21%
Discontinued	1%	1%	2%	1%	2%
Increase	19%	23%	23%	24%	48%
New	1%	0%	0%	0%	1%
No change	24%	29%	29%	31%	27%
Base number: maintained schools with languages as optional and who answered the question	498	462	425	441	492

German	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Decrease	44%	46%	43%	38%	25%
Discontinued	16%	2%	16%	13%	8%
Increase	15%	24%	19%	23%	34%
New	1%	0%	2%	0%	2%
No change	24%	27%	19%	26%	30%
Base number: maintained schools with languages as optional and who answered the question	322	266	258	278	284

Spanish	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Decrease	26%	24%	27%	27%	14%
Discontinued	6%	1%	5%	6%	2%
Increase	35%	38%	35%	36%	53%
New	14%	9%	10%	7%	11%
No change	19%	27%	22%	25%	20%
Base number: maintained schools with languages as optional and who answered the question	278	277	273	300	333



5.2.3 What changes have schools put in place in response to the English Baccalaureate?

In order to explore further the impact of the English Baccalaureate (EBacc) on KS4, we asked schools explicitly whether they had made any changes or are currently making changes to languages provision at KS4 following the announcement of the EBacc. Those responding positively were asked what measures they had taken and those responding negatively were asked to say why they had not made any changes.

40% of maintained schools responding to the question reported that they have already made changes to languages provision following the announcement of the EBacc and another 14% have plans to do so within the next year or two (see Table 5 below). This mirrors findings by the Centre of Analysis of Youth Transitions (2011)³⁷ that 52% of maintained schools were taking the EBacc into account as regards their curriculum offer.

Table 5: Are schools making changes to languages provision at Key Stage 4 in 2011/2012 in response to the EBacc?

	Maintained school		Independent school	
	School count 2011	% in 2011	School count 2011	% in 2011
No	300	46%	154	81%
Not for the year 2011/12, but we have plans to do so in the next couple of years	92	14%	28	15%
Yes	257	40%	7	4%
Base number: maintained schools with languages as optional	649	649	189	189
* 7 missing responses from maintained schools and 11 from independent schools				

Further analysis of maintained schools by level of social disadvantage shows that those with higher levels of social disadvantage are more likely to have made changes in response to the EBacc measure than those with lower than average proportions of pupils eligible for free school meals – see Figure 10c in Section 5.3.

As shown in Table 6 opposite, of those maintained schools making or planning to make changes, 35% have already or will soon make languages compulsory for *some* pupils and 9% have made or will make languages compulsory for *all* pupils. However, the most common change is not compulsion but modification of option blocks and/or advice to pupils. Around a quarter of schools have also improved advice or opportunities for pupils to take a qualification in their ‘home’ language other than English and one in ten such schools have introduced intensive one-year GCSEs.

Table 6: Measures introduced or planned in response to the EBacc, maintained schools, 2011/12 (multiple responses permitted)

	School count 2011	% in 2011
Option blocks have been modified to guide some pupils into taking a language	193	55%
Advice to pupils about which subjects to choose has been modified	193	55%
Languages have been made compulsory for some pupils	122	35%
Improved opportunities or guidance for pupils to take a qualification in their 'home' language	84	24%
Intensive one-year GCSE course for students who previously opted out of languages	39	11%
Languages have been made compulsory for all pupils	32	9%
Other	29	8%
Base number: maintained schools reporting changes or intentions to change provision	349	100%

5.2.4 Why do some schools not intend to change languages provision at Key Stage 4 following the announcement of the EBacc?

As might be expected, given the status of languages as a compulsory subject at KS4 in the majority of independent schools (Section 5.1), and the existing relatively high level of uptake at KS4 in independent schools (Section 5.2.1), the EBacc measure has had very little impact in this sector. As can be seen from Table 5 in Section 5.2.3, only 4% of independent schools have made any changes to languages provision in response to the EBacc and only an additional 15% plan to do so in the next few years.

However, in the maintained sector, a substantial proportion of schools (46%) indicate that they have not made any changes and have no plans to do so. Coded responses received in response to an open question indicated several factors that had stopped maintained schools from taking action, as shown in Table 7. More than half of the schools that answered the question said that participation in language learning in their school is already appropriate and high. However, some schools are yet to be convinced about the value of the EBacc and do not intend to address low language take-up.

Table 7: Why do schools not intend to make changes to languages provision at Key Stage 4 as a response to the EBacc? Maintained schools only, 2011/12

	School count 2011	% in 2011
The school believes that there is appropriate languages provision in place already	77	53%
The school believes that the EBacc is against the ethos of free choice within a broad range of subjects	21	14%
The school is not changing provision, but takes measures to encourage language take-up	17	12%
The school is awaiting further development in relation to the Ebacc and the new curriculum	16	11%
The Ebacc is of low priority in the school agenda and the school is focusing on other subjects	11	8%
The school lacks curriculum time with little flexibility in the curriculum	3	2%
Base number: open responses received and coded	145	145
This question (7c) is open and optional. The above categories are based on coded responses to the question.		

The following comments from respondents give further insight into the reasons behind schools' decisions not to respond to the EBacc measure:

The school policy is that students study the subjects at KS4 that best suit them rather than those that suit the EBacc. (M)

SLT don't want to force students into a difficult subject. They would like it to grow naturally and organically. (M)

We are not interested in the Ebacc qualification. Anyone can see from a student's GCSE results certificate the subjects they have taken so they don't need another piece of paper called an EBacc. If a language is inappropriate for certain students, it's inappropriate. The EBacc doesn't change that. (M)

No actual changes, but students and parents are made aware of the EBacc in options information and on information evenings. However, students still have free choice of option subjects. (M)

SLT are reviewing the curriculum. However, it is not felt that GCSE languages is a suitable option for our cohort and also that there is so great a lack of clarity about the new curriculum that it is unlikely the EBacc will continue to exist. (M)

We have a deprivation factor of -0.3 and many pupils struggle with literacy. Current drive is on increasing literacy and boosting English GCSE results. (M)

Lack of curriculum time. Small school therefore very little flexibility in curriculum. (M)

5.3 Languages provision and take-up at Key Stage 4 in relation to social disadvantage

In previous Language Trends surveys, patterns of languages provision and take-up were shown to be strongly linked with social advantage/disadvantage.

In order to track developments in relation to languages and social disadvantage, the responses to three survey questions were analysed according to whether schools had higher than average or lower than average levels of social deprivation, as measured by the proportion of pupils eligible to receive free school meals (FSM).

Figure 10a shows that schools with higher levels of social deprivation (above average FSM) are less likely to have languages as a compulsory subject at KS4.

Figure 10a: Whether languages are compulsory at Key Stage 4, by level of social disadvantage, 2011/12

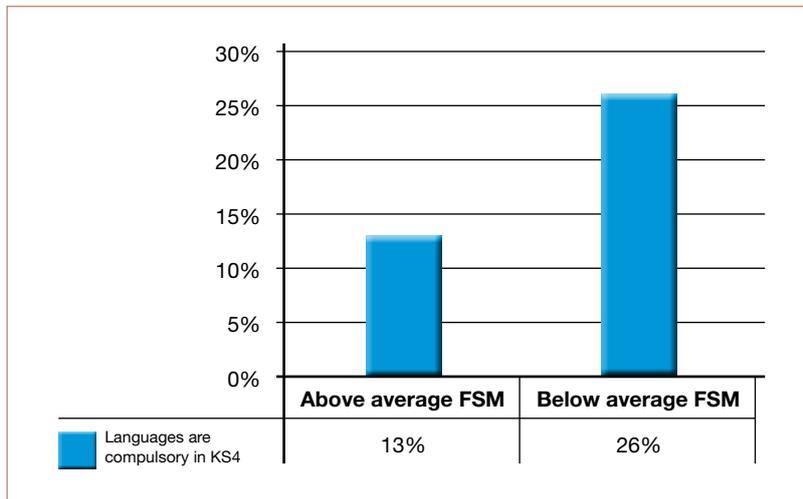




Figure 10b shows that schools with higher levels of deprivation (above average FSM) are less likely to have 50% or more of their pupils studying a language in KS4.

Figure 10b: Whether schools have 50% or more pupils in Key Stage 4 studying a language, by level of social disadvantage, 2011/12

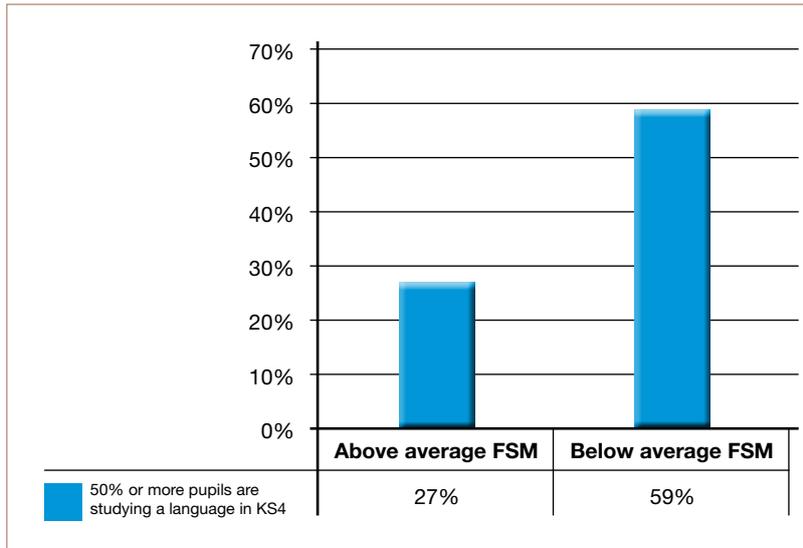
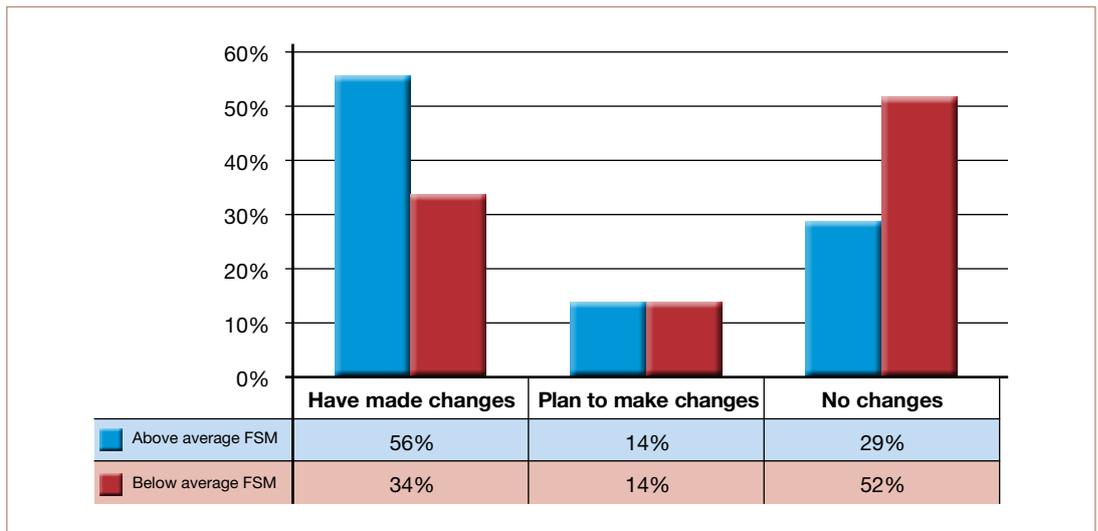


Figure 10c shows that a greater proportion of schools with higher levels of social deprivation (above average FSM) are making changes to their languages provision in response to the EBacc.

Figure 10c: Whether schools are making changes, or considering making changes in response to the EBacc, by level of social disadvantage, 2011/12





These three charts show that, although lower levels of take-up for languages are still associated with social disadvantage, schools with higher levels of social disadvantage have been more responsive to the EBacc measure.

5.4 Changes to the offer of alternative qualifications at Key Stage 4

We asked whether schools offer alternative qualifications to GCSE (e.g. Asset Languages, NVQ language units and FCSE) and found that, after a period of growth in these qualifications, their take-up has decreased. The proportion of maintained schools offering alternative accreditation to GCSE and A Level has dropped from 45% in 2010 to 33% in 2011 (as shown in Figure 11). In addition, fewer schools are considering offering such alternative qualifications (11% as compared to 22% in 2010/11, Table 8). In contrast, the proportion of independent schools offering alternative qualifications has been rising steadily up to 28% in 2011.

Figure 11: The proportion of schools offering alternative qualifications to GCSE and A Level languages, 2006/07–2011/12

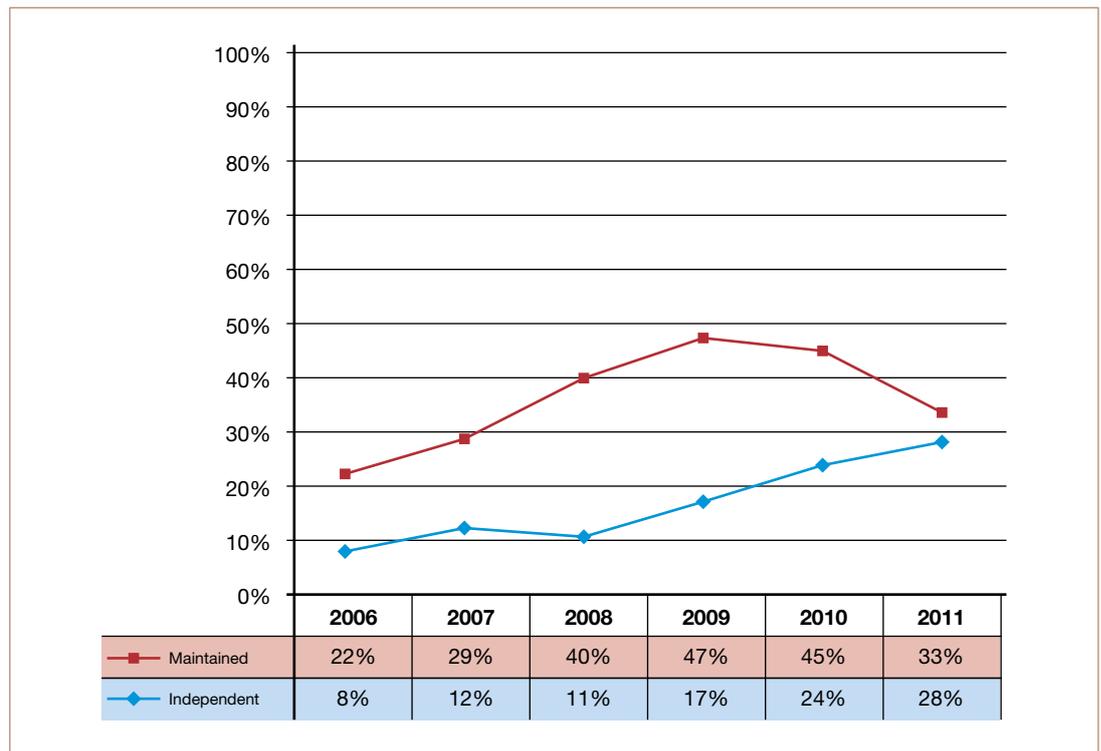




Table 8: Offer of alternative accreditations to GCSE and A Level languages, 2006/07–2011/12

Maintained schools							
	School count 2011	% in 2006	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Yes, we offer alternative qualifications	211	22%	29%	40%	47%	45%	33%
No, but we are considering this	74	N/A	44%	34%	43%	22%	11%
No	361	N/A	27%	26%	10%	33%	56%
Base number: all responding maintained schools that answered the question	646	873	674	646	562	559	646

Independent schools							
	School count 2011	% in 2006	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
Yes, we offer alternative qualifications	53	8%	12%	11%	17%	24%	28%
No, but we are considering this	20	N/A	24%	27%	26%	12%	11%
No	116	N/A	64%	67%	58%	64%	61%
Base number: all responding independent schools that answered the question	189	180	180	194	90	142	189

* 11 independent schools did not answer this question.

We further asked whether the provision of alternative accreditation for languages had been affected by the announcement of the EBacc. As shown in Table 9, one in five maintained schools reported that the EBacc had affected the school's management decision on alternative accreditation. However, almost all independent schools said it had not affected their school's offer of alternative qualifications.

Table 9: Whether the EBacc has affected the school's offer of alternative accreditation for languages, 2011/12

	Maintained schools		Independent schools	
	School count 2011	% in 2011	School count 2011	% in 2011
No	517	80%	187	99%
Yes	126	20%	2	1%
Base number: all schools responding to the question	643	100%	189	100%
* 13 maintained schools and 11 independent schools did not answer this question.				

Comments confirmed that the wider qualifications are still valued by schools for enhancing provision and motivation for different groups of pupils and that changes are the result of management decisions relating to the Performance Tables:

NVQ German was very successful at my school but I am no longer allowed to teach it. SLT say that all students must do the GCSE. (M)

The FCSE is excellent. It is very rewarding for both staff and pupils. Pupils find it extremely motivating and progress is good. The gap between boys and girls has significantly decreased. (M)

We use the Asset languages Russian Breakthrough tests at the end of Year 9 to encourage students to take the language further. (M)

As can be seen from the figures and tables in 5.4, in the independent sector, where the main alternative qualifications offered are Asset Languages, the IGCSE and the International Baccalaureate, the offer of alternative qualifications has not been affected by the announcement of the EBacc, and has indeed increased.

IGCSE is much better than GCSE – more stimulating as no eternally dreary controlled assessment. (I)

We embrace IB languages' holistic approach and international attitude comes through the course. (I)

Asset Languages gives us a yardstick for measuring pupil performance, and as an externally-marked test gives objective data. (I)

5.5 Summary

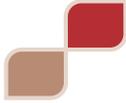
Chapter 5 looks at languages provision and take-up at KS4 and explores the impact of the English Baccalaureate on KS4 languages.

Languages are compulsory at KS4 in just under a quarter of maintained schools – a slight increase on last year. Encouragingly, more than half of maintained schools where languages are optional at KS4 report increasing numbers of students taking languages at KS4. The fact that this increase is evident in Year 10 but not in Year 11 indicates that it is likely to be a result of the introduction of the EBacc performance measure.

The increase in uptake for languages in Year 10 has been more common in comprehensive schools than in selective or independent schools, which already have high levels of take-up or a policy of compulsory languages at KS4. The increases in uptake are most marked in schools in the middle and second-lowest bands of attainment and more notable in schools with higher than average levels of social deprivation.

40% of maintained schools say that they have made changes to languages provision following the announcement of the EBacc and another 14% have plans to do so within the next year or two. These changes mostly involve modifying option blocks and advice to pupils in order to guide them into taking a language. However, almost half of maintained schools and more than four in five independent schools said that they would not be making changes to languages provision in response to the EBacc. While many of these schools maintain that participation in language learning in their school is already high or at an appropriate level, some schools are yet to be convinced about the value of the EBacc and others regard it as contrary to an ethos of free choice within a broad range of subjects.

The EBacc has also appeared to affect schools' offer of qualifications other than GCSE and A Level. Fewer maintained schools are offering alternative accreditation or considering the offer of alternative accreditation. This is in spite of the belief that qualifications such as NVQ and Asset Languages cater well for the needs of different pupil groups.



6. Languages at Key Stage 3 and post 16

6.1. Languages at Key Stage 3

6.1.1 What is the current situation of languages provision at Key Stage 3?

All or almost all pupils in the vast majority of schools (97-98%) study a language for the whole of KS3 (Table 10). Four out of five maintained schools and three out of five independent schools have made recent changes to provision at KS3 (Table 11).

Table 10: Take-up of languages at Key Stage 3, 2007/08–2011/12

Maintained schools						
	School count 2011	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
No, not all pupils study a language at KS3	18	2%	2%	3%	4%	3%
Yes, all or almost all pupils study a language at KS3	629	98%	98%	97%	96%	97%
Base number: all maintained schools responding to the question	647	675	648	554	554	647
* 9 missing responses						
Independent schools						
	School count 2011	% in 2007	% in 2008	% in 2009	% in 2010	% in 2011
No, not all pupils study a language at KS3	4	2%	0%	1%	1%	2%
Yes, all or almost all pupils study a language at KS3	185	98%	100%	99%	99%	98%
Base number: all independent schools responding to the question	189	178	189	90	140	189
* 11 missing responses						

Table 11: Recent changes to Key Stage 3 languages provision in the past three years, 2011/12 (multiple answers permitted)

	Maintained schools	Independent schools
Yes, we have had changes to our KS3 provision	79%	63%
One or more languages have been introduced	29%	32%
One or more languages have been discontinued	15%	10%
Accreditation has been introduced	15%	3%
Weekly lesson time has been reduced for KS3 languages	22%	19%
KS3 has been shortened to two years	21%	4%
Modification has been made to KS3 languages provision or teaching approaches in order to ensure higher numbers of pupils gain the EBacc	21%	3%
Lower-ability pupils have been disapplied*	19%	7%
Other changes	9%	10%
No, there has been no change	21%	37%
Base: all responding schools	647	189
*Officially released from the statutory requirement to study a language		

As can be seen from Table 11 above, the most common changes at KS3 include the introduction of new languages and the reduction of lesson time for the subject. These trends are similar in both maintained and independent sectors. However, another change – the shortening of KS3 from three to two years – is much more evident in the maintained sector, affecting one in five schools. This is clearly a particular concern where pupils do not continue studying a language in KS4.

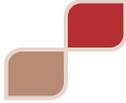
In addition, more than one in five maintained schools have made changes to KS3 languages provision with a view to ensuring that more students gain the EBacc. These schools were asked to comment further on what changes they had made. A small number of language departments said they had been given an increase in curriculum time, which they welcomed; others are starting the GCSE course in Year 9, either for fast track entry in Year 9 or 10 or simply to allow longer to prepare. A small number of schools are entering pupils at the end of Year 9. Some respondents referred to new arrangements for lower ability pupils, some of whom are ‘disapplied’ or have their teaching hours reduced.

I have demanded that lower-ability pupils be allowed back into languages on account of the fact that we cover more literacy/grammar than the English department. (M)

We plan to give EAL pupils who come to the school in Year 8 or 9 extra English rather than French or German, unless they seem particularly gifted or keen. (M)

Several schools mentioned a reduction in the numbers of pupils studying two languages at KS3 (see also Section 7.2 for more information about pupils studying more than one language) For example:

Pupils now only study one MFL at KS3 for 3 hours a week ensuring they reach a good standard. Before they studied two languages for 2 hours and 1 hour a week. (M)



6.1.2 What have secondary schools done to build on pupils' prior language learning at Key Stage 2?

The majority of maintained schools (84%) have now started receiving significant numbers of Year 7 pupils who have studied a language in Key Stage 2 (Table 12).

Table 12: Whether schools have started received significant numbers of Year 7 pupils with language learning experience at Key Stage 2, 2011/12

	Maintained schools		Independent schools	
	school count 2011	% in 2011	school count 2011	% in 2011
No	103	16%	37	20%
Yes	544	84%	152	80%
Base number: all schools responding to the question	647	647	189	189
* 9 missing responses from maintained schools and 11 from independent schools				

Most such schools further reported that they have taken measures to respond to pupils' prior learning to ensure continuity and progression (Table 13). Although Year 7 is not such a crucial transition point in the independent sector, we have included responses from private schools for comparison.

As can be seen from Table 13 overleaf, more than half of maintained schools (62%) say they are in contact with their feeder primaries, but only one in five (20%) are involved in joint planning with them. Around half (54%) say that they cater for pupils' varying needs through differentiated activities and slightly less than half (49%) have adapted their scheme of work to build on pupils' prior learning. About one in five schools (19%) have a policy of enabling pupils to continue with the same language they learnt at KS2 and 15% have a policy of introducing a new language from the one learnt in primary school. The main differences with the independent sector are that independent schools are more likely to test pupils on entry, and to set them in groups later in the year.



Table 13: Measures taken to build on pupils' language learning at Key Stage 2 (multiple answers permitted)

	Maintained schools	Independent schools
	% in 2011	% in 2011
Yes, measures have been taken	84%	87%
All pupils are able to continue with the same language that they have learnt in KS2	19%	29%
All pupils begin a new language in Year 7*	15%	27%
We have adapted our Year 7 curriculum or scheme of work to build on pupils' learning in KS2	49%	34%
We cater for individual pupils' needs through differentiated activities	54%	51%
Pupils are tested upon entry and set according to ability and prior knowledge	9%	23%
Pupils are placed in groups later in the year, e.g. after some introductory or taster sessions	18%	26%
We are in contact with our feeder schools, but mainly to gain student information	62%	45%
We are involved in joint planning with our feeder schools	20%	18%
No measures have been taken	16%	13%
Base: schools which report significant numbers of Year 7 pupils having already studied a language	544	152
*This may or may not build on prior learning, but is one way of organising provision which takes into account what has been taught in primary school		

Comments from respondents indicate that secondary schools are becoming more aware than previously of the need to take prior learning into account. Individual respondents highlighted some specific examples of good practice, as follows:

We link up with feeder schools as part of a network. Involves updating and co-ordinating Schemes of Work, occasionally joint activities. (M)

We are a language college. Initially we had a significant teaching commitment in our feeder primary schools. We have now moved to all Year 6 teachers trained in delivery of a foreign language, delivering a scheme of work that the high school has created in order to ensure continuity. We are currently working collaboratively on common levelling between KS2 and KS3. (M)

We begin with a Global Discovery Course in Year 7 which taps into all prior learning and experience and we explore importance of languages, jobs that involve languages, how language evolves... we offer French to all until May half term when we do PLTS^d- based projects in German and Spanish. Spanish runs as an after-school club every week. Year 8 do half a year of German, half a year of French, at the end of which they opt for their GCSE which can be French, German or Spanish. (M)

6.1.3 What have been seen as barriers by secondary schools to the effective transition from Key Stage 2 to Key Stage 3 language learning?

Despite the range of measures that secondary schools report taking and some success stories as highlighted in Section 6.1.2, the issue of providing continuity with KS2 language learning is proving challenging for secondary schools. An analysis of comments relating to this question finds that:

- Many schools highlight the difficulty of planning for widely differing experiences in primary school, in different languages. This is seen to be particularly tricky when schools recruit from a large number of feeder primaries, for example:

We have about 60 feeder schools and they do not all follow the same programme or the same language. Hence, we still assume no prior knowledge at the start of Year 7. (M)

Although most have had some access to language learning at KS2 it is still very mixed as to the depth and content across the feeder primaries. As a result all students start at the same point and activities are differentiated according to individual needs. (M)

- Some schools point to logistical difficulties in coordinating transition even when a smaller number of primaries are involved.
- Some secondary schools commented that they have had difficulties in establishing appropriate contacts, and that both sides are under time pressure.
- Where schools set in Year 7, this is usually related to ability or previous attainment in maths, English and sometimes science, so language departments have no possibility of teaching other than in mixed groups.
- There is also a widespread observation – though perhaps a superficial one – that children are only learning a ‘low level of language’ or ‘vocabulary’ or ‘oral skills only’ in primary school and this, combined with the above-mentioned disparity, means that some secondary teachers feel they have little choice except to ‘go over ground already covered’.
- Furthermore, some schools note that the impact of languages not having been made statutory at KS2 has sapped momentum for languages in primary schools:

We used to have more input with our feeder primary schools, but as MFL has not become statutory, we have noticed a real decline in interest from many of our feeder primaries. We are now concerned that they are probably offering less MFL than a couple of years ago. (M)

Unfortunately after several years of improving provision, the teaching of MFL in the primaries has become less of a priority for them. (M)

^d Personal Learning and Thinking Skills



6.2 Languages post 16

The survey asked about trends in language take-up post 16. The results show that schools are experiencing an overall decline in take-up for languages post 16 which is affecting both the maintained and independent sectors, with particularly notable drops in German and an increase in uptake in Spanish (Table 14).

Table 14: Schools reporting changes in take-up for languages post 16 over the last three years

Maintained schools	French	German	Spanish	Overall
Decrease	25%	34%	20%	33%
Discontinued	7%	12%	6%	N/A
Increase	19%	14%	24%	25%
New	4%	2%	7%	N/A
No change	46%	39%	43%	41%
Base: maintained schools with Sixth Form that answered the question	392	275	228	410

Independent schools	French	German	Spanish	Overall
Decrease	26%	47%	17%	30%
Discontinued	1%	2%	1%	N/A
Increase	22%	10%	32%	24%
New	0%	0%	3%	N/A
No change	51%	41%	47%	45%
Base: independent schools with Sixth Form that answered the question	163	138	137	164

In May 2011 the Russell Group of universities published a guidance document for schools and students, *Informed Choices*, which named languages as one of the ‘facilitating subjects’ which increase students’ chances of obtaining a place on the most competitive university courses³⁸. Respondents to Language Trends were asked whether their school had changed its advice to students as a result of this report. About a third of schools in both sectors said they had done so, or plan to do so, as shown in Table 15.

Table 15: Impact of Russell Group report on advice to students regarding A Level options, 2011/12

Have you changed your advice to students following the Russell Group report?	Maintained schools	Independent schools
No	63%	63%
Not for the year 2011/12, but we have plans to do so in the next couple of years	20%	16%
Yes	17%	21%
Base: all responding schools with Sixth Form that answered the question	409	164

These schools confirmed that they were encouraging students to look at their A Level choices in the light of which subjects are considered to be taken more seriously by certain universities.

Schools which had not changed their advice to students and did not intend to said, in some cases, that this was because they felt that their students were already well informed about possible options and students already got into their first-choice university courses. In other cases it was because students did not aspire to go to Russell Group universities.

The kind of students we get in the Sixth Form are not very academic, hence they are not interested in doing a language. (M)

Because our students tend to go to local universities – none of which are Russell Group universities. (M)

In the context of successful campaigns to promote STEM subjects, there is a perception by some language teachers that languages are ‘losing out’ to science and maths:

Our school is very science and maths based. It seems as if students are being herded into these subjects as it’s an all boys school, and also parental pressure. (M)

In the media, science and maths are promoted to the exclusion of most other subjects and these are the most popular choices. (M)

Some teachers felt that their headteacher’s attention was focused on the EBacc rather than on uptake at Sixth Form level or gave more importance to students following their own strengths and talents:

We don’t want linguists motivated by what universities want – they need to be intrinsically passionate as we’ve found they drop it at AS if they’re only extrinsically motivated. (M)

Languages are not a high priority post 16. It seems to be all about GCSE uptake unfortunately. (M)

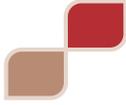
Some schools commented on the A Level examination. Teachers from both sectors judge languages to be a hard subject at A Level and that severe grading is a barrier to schools doing more to increase take-up post 16:

The severe grading of languages at A Level is leading the school to recommend against languages as students are almost certain to achieve higher grades in other subjects. There is no confidence that universities acknowledge (either currently or in the future) this severity. (M)

The grading issue was seen to be a powerful deterrent, even for able students:

Some academic students who like French are choosing other subjects over it as they think they will get higher grades more easily and without as much time devoted to their studies. (M)

Pupils seem to get their ‘worst’ grade of their set of results in languages. The subject is marked harshly in comparison to the efforts and learning required in other subjects for equivalent grades. (M)



The recent introduction of the A* has also worked as a disincentive as far as languages are concerned:

A far too hard to get when compared with other subjects. This is a major disincentive and urgently needs rectifying. We have native speakers not getting A*s here. (I)*

Inconsistent marking and unpredictable grades are also seen as a problem by schools:

The AS examination is far too early and seems increasingly to be marked erratically. (M)

Harsh marking of the written papers and unreliable, erratic marking of the oral at both AS and A2 have meant that many pupils are less willing to carry on with their languages at A2 even though they enjoy them. (I)

The timing of the AS examination is a further barrier:

The step up is enormous and the earliness of exams makes success incredibly difficult to achieve. (M)

In addition, the nature of the current GCSE is seen as unsatisfactory preparation for A Level and this hinders both take-up and ultimate success:

Controlled Assessments at KS4 are having a damaging effect on the level of competence of students at A Level. (M)

They find languages more difficult than other subjects as the step up from GCSE is greater. (I)

6.3 Summary

Chapter 6 looks at languages provision and take-up at KS3 and post 16 in general and explores some key current issues in the two phases. Information on these two phases, taken in conjunction with the data on KS4, provides a fuller picture of the efforts that secondary schools in this country have made to improve languages provision and take-up as well as the challenges that they face.

All or almost all pupils in the vast majority of schools study a language for the whole of KS3. Over the past three years, some schools have reduced the weekly lesson time for KS3 languages or shortened KS3 to two years. At the same time, schools have also been introducing new languages to KS3. Transition from KS2 to KS3 languages learning remains a key issue for maintained schools although there are also some examples of successful practice. Schools report working with feeder primaries in order to try and overcome differences in prior language learning at the start of KS3, although this remains a challenge.

Around a third of both maintained schools and independent schools report that the numbers of students taking languages post 16 have been declining over the past three years and it is clear that this is now becoming a major concern. With the publication of the Russell Group guidance (2011), about a third of schools have made changes or plan to make changes to the advice they give students about A Level choices. Some teachers link the decline in languages take-up post 16 to the unsatisfactory nature of the assessment system at A Level, and the status of languages in their school compared with other subjects. As can be seen in Section 7.8, improving the continuation rate from KS4 to A Level is the area in which many schools would like outside support.

7. The languages curriculum, language teaching and learning

7.1. Range of languages taught in secondary schools

French, Spanish and German remain, in 2011/12, the most widely taught languages at all levels in both maintained and independent sectors. While almost all schools offer French, Spanish is now established as the country's second foreign language after French, with more schools offering it than German, in both independent and maintained sectors. As can be seen from Figure 12 below, the opportunity to study a language other than the main three European languages (including ancient languages) is greater in the independent sector.

Figure 12: Percentage of schools offering different languages, mainstream and independent sectors, 2011/12 (multiple answers permitted)

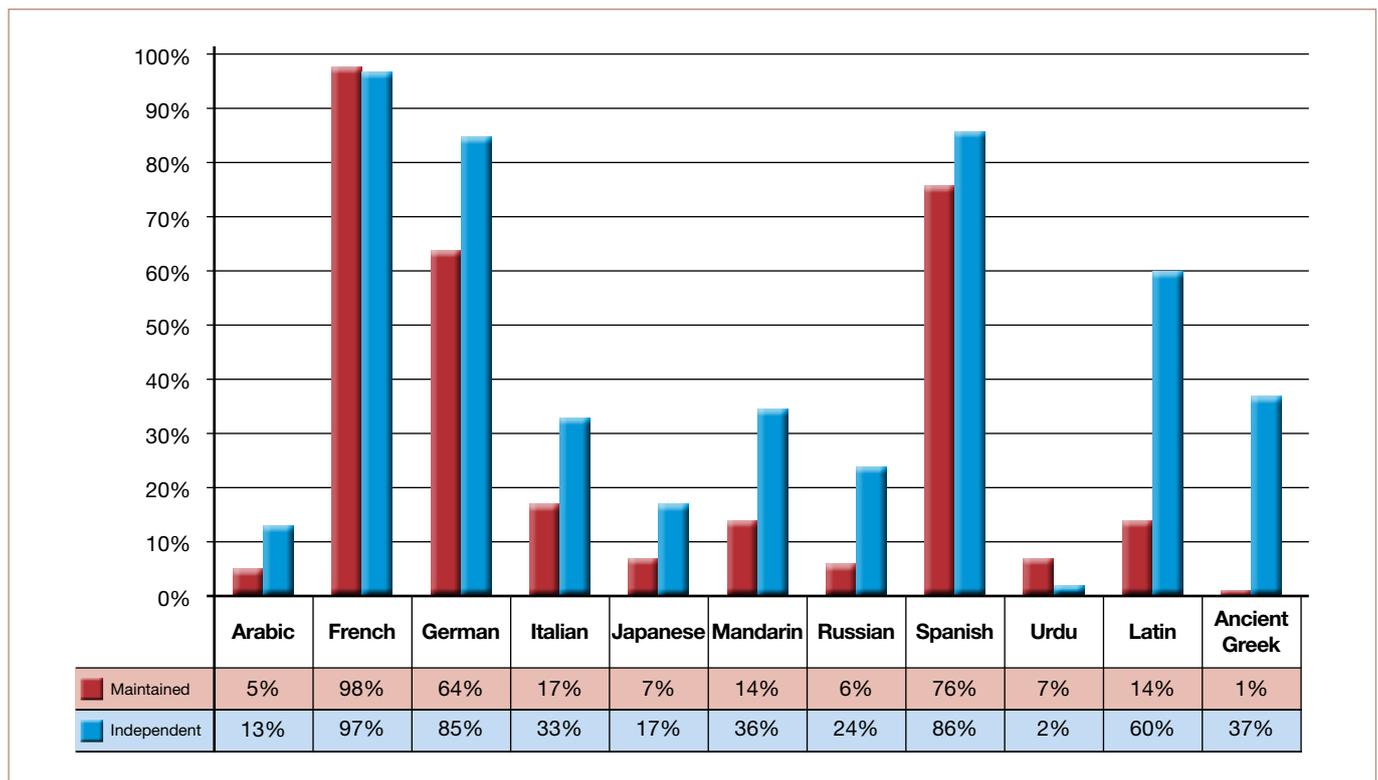
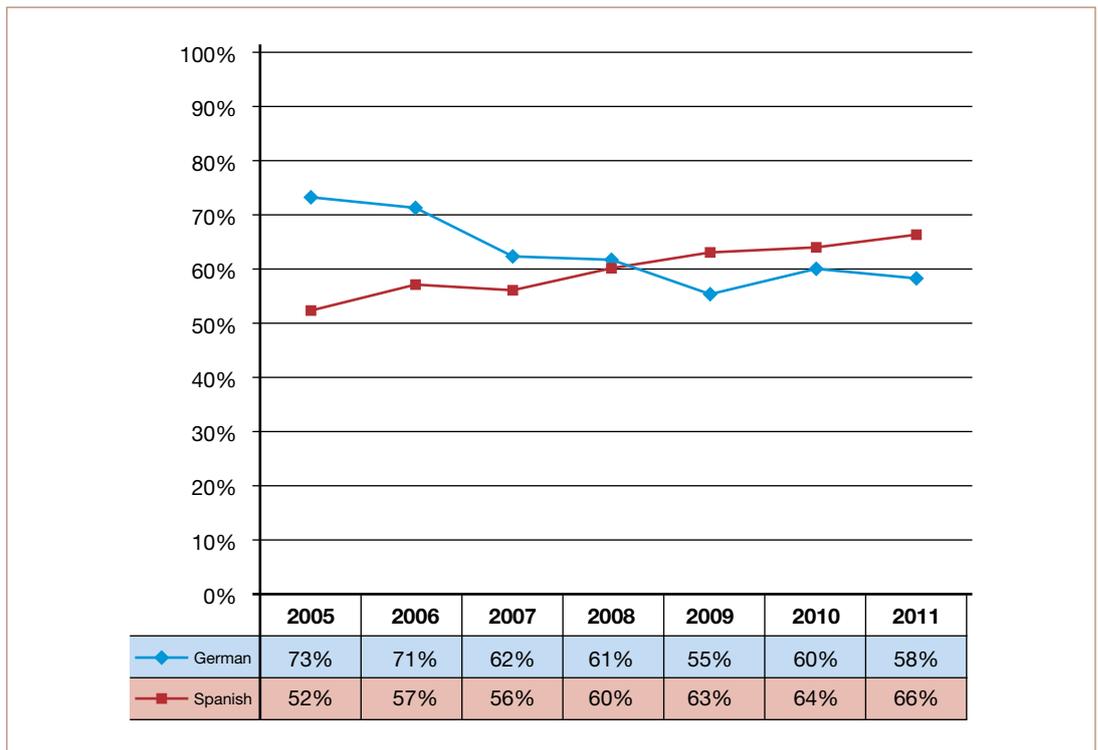
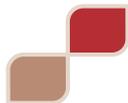


Figure 13 shows the changes in the offering of German and Spanish at KS4 in maintained schools. In 2005, German was offered in more schools than Spanish; however, since then there has been a decline in the number of schools offering it at KS4 while Spanish continues to increase in popularity. The picture is similar for KS3 and post 16, in both maintained and independent sectors.

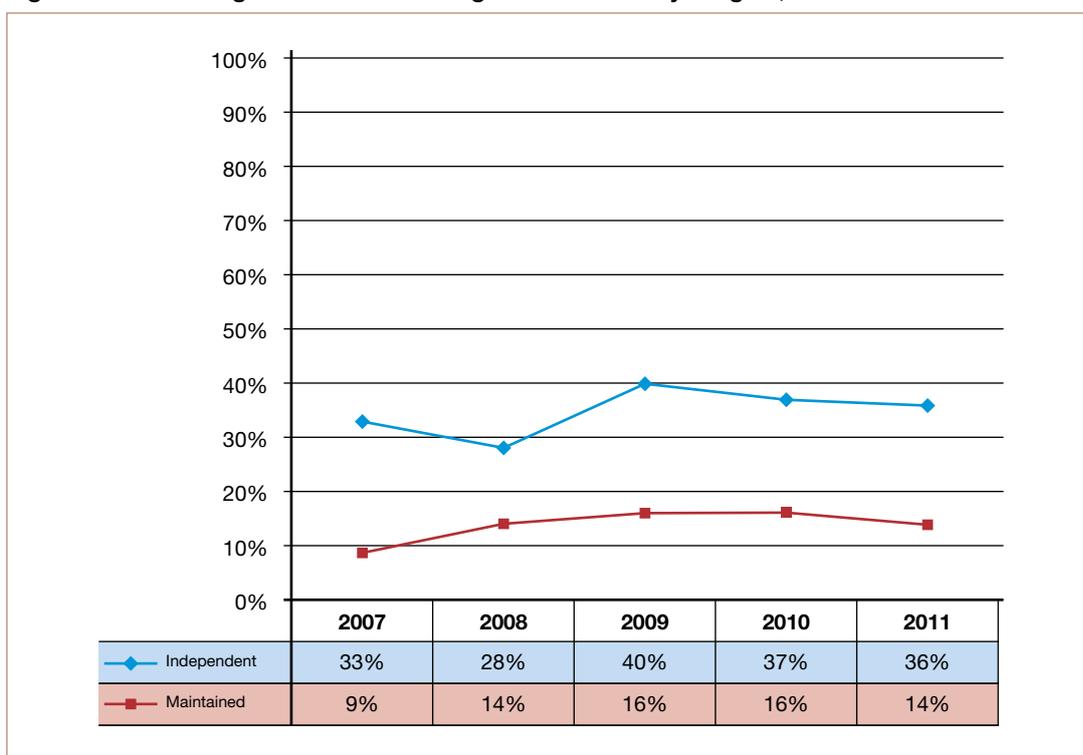
Figure 13: Percentage of maintained schools offering German and Spanish at Key Stage 4, 2005/06–2011/12





The proportions of schools offering other languages show little change to previous years. In particular, there has been no great breakthrough in regards to the world's most widely spoken language, Mandarin, which is still only offered by 36% of independent schools and 14% of maintained schools (Figure 14). (It is likely that the apparent fluctuation between 2007 and 2009 in the independent sector is merely a result of the small sample size.) This could be related to a shortage of suitably qualified teachers, which was an issue identified in the 2008 Ofsted report on initial teacher training provision in a wider range of languages³⁹.

Figure 14: Percentage of schools offering Mandarin at Key Stage 4, 2007/08–2011/12



The lesser-taught languages (most commonly Arabic, Italian, Japanese, Mandarin, Russian and Urdu) are more frequently offered outside the curriculum than as a mainstream curriculum choice (see Table 16). For example, although 36% of independent schools offer Mandarin at some level in or outside the curriculum, only 11% have this available to students as a curriculum option at KS3.

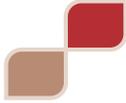
However, Latin frequently enjoys a place in the KS3 and KS4 curriculum and post 16 in independent schools. The fact that there is more choice and enrichment for pupils in the independent sector may be a factor contributing to the unbalanced social profile of students studying languages in higher education^e.

^e Of all the mainstream university disciplines, Modern Languages has the highest proportion of students from independent schools; about 40% of applications and acceptances are from the highest socio-economic group (evidence submitted by the Universities Council for Modern Languages to the Parliamentary Select Committee on Business, Innovation and Skills).

Table 16: Percentages of schools providing different languages, 2011/12

Maintained schools					
By language (% in 2011)	KS3	KS4	Post 16	Outside curriculum	At any level*
Arabic	1%	1%	1%	3%	5%
French	95%	96%	79%	8%	98%
German	56%	58%	51%	6%	64%
Italian	5%	7%	9%	8%	17%
Japanese	2%	2%	3%	5%	7%
Mandarin	5%	4%	3%	9%	14%
Russian	2%	2%	3%	3%	6%
Spanish	63%	66%	49%	10%	76%
Urdu	2%	3%	1%	4%	7%
Base number: total number of maintained schools	656	656	410	656	656
* At any level – the language is offered at KS3, KS4 or post 16, or outside the curriculum					

Independent schools					
By language (% in 2011)	KS3	KS4	Post 16	Outside curriculum	At any level
Arabic	3%	4%	4%	8%	13%
French	92%	95%	96%	8%	97%
German	70%	77%	80%	14%	85%
Italian	6%	11%	19%	21%	33%
Japanese	3%	4%	5%	14%	17%
Mandarin	11%	14%	15%	27%	36%
Russian	6%	9%	13%	15%	24%
Spanish	75%	81%	82%	12%	86%
Urdu	2%	2%	1%	0%	2%
Base number: total number of independent schools	200	200	164	200	200



Regarding other less frequently taught languages, those most commonly mentioned are (in this order) Polish, Portuguese, Punjabi, Turkish, Modern Greek, Bengali, Dutch, Hindi and others mentioned by just one or two schools. Although this list seems to reflect languages of which pupils may have some knowledge from outside the school context (rather than new languages being taught from scratch in school), schools clearly understand that it is important that children are able to develop literacy and higher level skills in these languages:

Some are community language pupils who just sit the exam, however this is changing – many Polish have now been in the UK all their childhood so have Polish lessons in curriculum to improve writing skills and higher level language. (M)

7.2 Dual linguists – to what extent are pupils studying more than one language?

The questionnaire asked to what extent pupils are studying more than one language, whether as an examined curriculum subject or as an extra. Table 17 below shows that fewer schools than in previous years have pupils studying more than one language in KS4, although 61% of maintained schools still do so, compared with 93% of schools in the independent sector.

Table 17: Percentage of schools with pupils studying more than one language in Key Stage 4

	Maintained schools					Independent schools		
	School count in 2011	% in 2008	% in 2009	% in 2010	% in 2011	School count in 2011	% in 2010	% in 2011
No pupils studying more than one language in KS4	252	32%	34%	33%	39%	13	3%	7%
Pupils studying more than one language in KS4	401	68%	66%	67%	61%	183	97%	93%
Base number: all responding schools	653	659	554	564	653	196	144	196
* 3 missing responses from maintained schools and 4 from independent schools								

Looking at this in more detail, fewer pupils are learning more than one language in the maintained sector than in the independent sector. As Table 18 overleaf shows, only 2% of maintained schools with pupils studying more than one language in Year 10 have more than 50% of pupils studying a second foreign language, whereas 20% of such schools in the independent sector do so.

Table 18: Percentages of schools with different levels of uptake for more than one language in Year 10, 2011/12

	Maintained schools	Independent schools
% of students studying more than one language in Year 10	% in 2011	% in 2011
Over 50%	2%	20%
31-50%	4%	15%
21-30%	6%	15%
11-20%	11%	21%
6-10%	20%	14%
<5% or 5%	58%	14%
Base: schools with pupils studying more than one language in Year 10	400	182
* 1 missing response from maintained schools and 1 from independent schools		

The figures for uptake of more than one language in Year 11 are roughly similar to the figures for Year 10 pupils studying more than one language.

In both sectors, the second language is usually offered in curriculum time. However, some schools cater for the needs or interests of small groups of pupils outside the normal timetable:

Japanese has small numbers so is studied outside curriculum time. Latin students take GCSE during core PE and RE time. (M)

Students can do two languages during normal school day but we also offer GCSE French and German as a twilight course, taught before school as an accelerated GCSE course. (M)

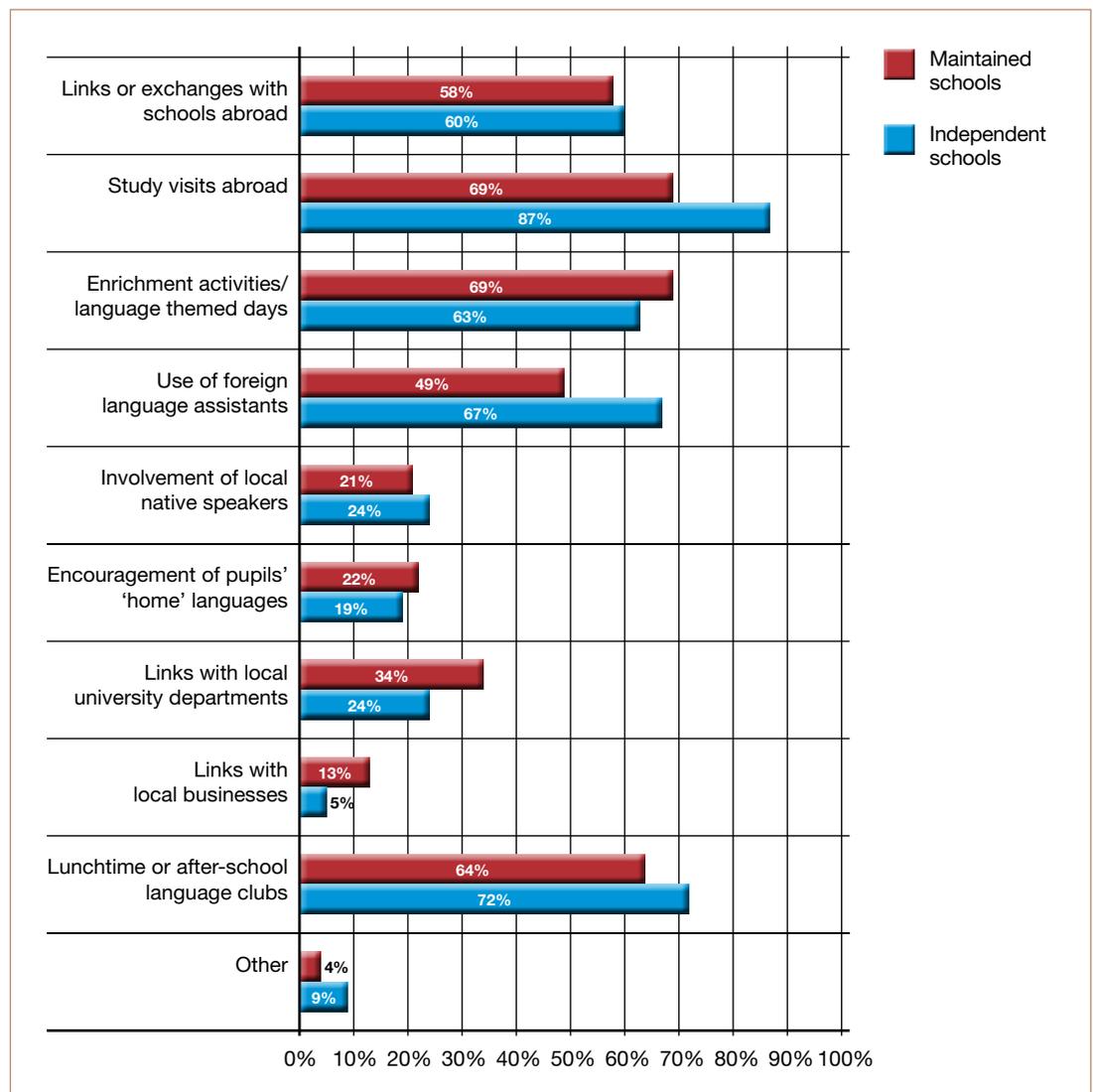
Those who study a 3rd MFL or whose 2nd cannot fit the timetable are offered Spanish as an after-school lesson. (I)

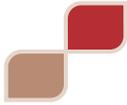
As we have seen in Section 6.1.1, there are a small number of schools where efforts to boost numbers achieving the EBacc have meant a reduction in opportunities to study a second language in KS3. Free comments indicate that this could be to ensure progression in one language rather than offering introductory courses in more than one during KS3.

7.3 Enrichment: What measures do schools take to enrich the language learning experience?

As can be seen from Figure 15 below, schools make use of a wide range of activities to enrich language learning across the school. More than half of the maintained schools reported organising study visits abroad, activities or days with languages and international themes (e.g. gifted and talented days, theatre trips, International Days), lunchtime or after-school language clubs and/ or establishing links or exchanges with schools abroad (including e-links). Compared with the maintained sector, a higher proportion of independent schools organise trips abroad, employ foreign language assistants within the school and have language clubs. Engagement with local businesses is low in both sectors and approximately one in five schools reported involving native speakers in the community for in-school events or for examination facilitation, or actively encouraging pupils' use of 'home' language skills within the school.

Figure 15: Enrichment activities and resources used by schools, 2011/12 (multiple responses possible)

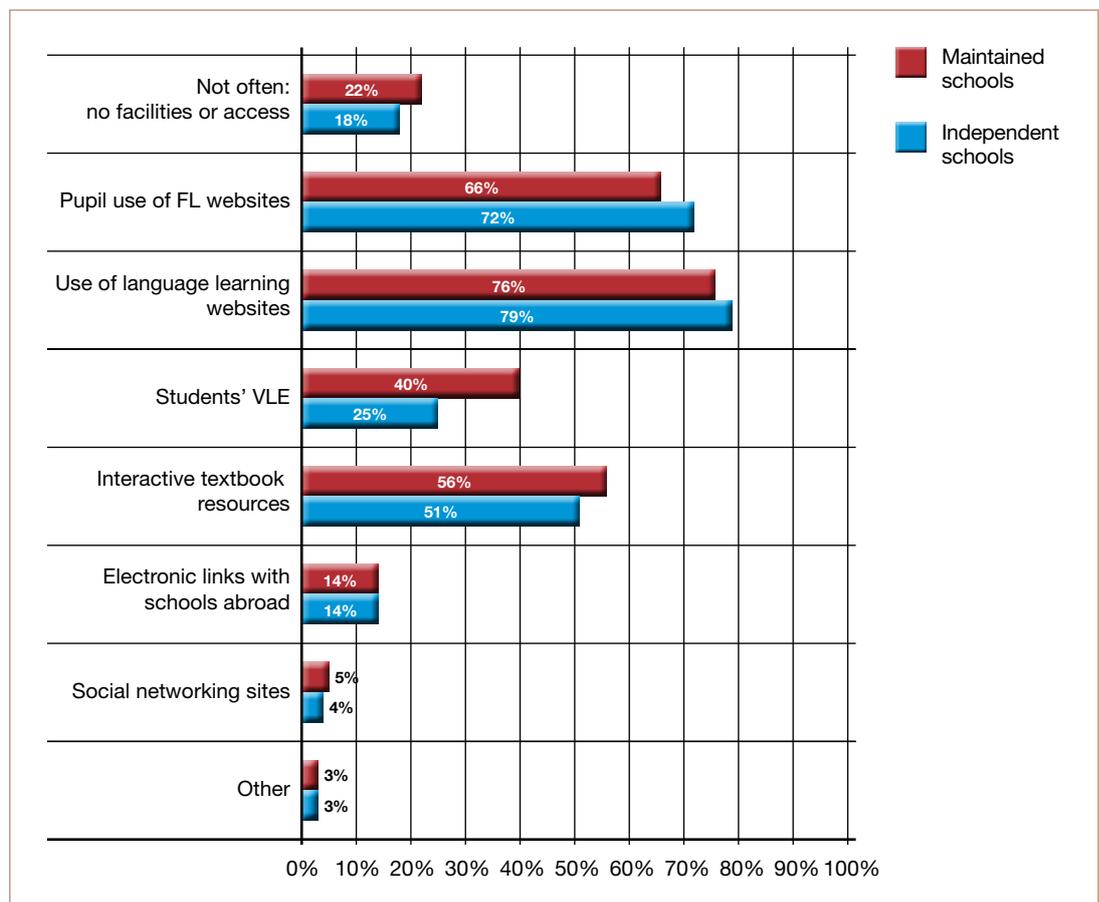


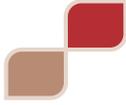


7.4. Use of ICT resources for language teaching and learning

Figure 16 shows that more than three quarters of schools use language learning resources provided online, more than two thirds of schools make regular use of foreign language (FL) websites and more than half of schools use interactive textbook resources. A higher proportion of maintained schools have a Virtual Learning Environment (VLE) for language learning than independent schools. There are relatively few schools which use electronic links with schools abroad in class time and little in-class use of social networking sites such as Twitter or Facebook.

Figure 16: Schools using different forms of ICT with pupils in class time, 2011/12 (multiple responses possible)





Teachers reported using interactive teaching software such as Boardworks and online resources such as Kerboodle and A Tantot. They mentioned use of a wide range of ICT including interactive whiteboards, language laboratories, iPads and iPods; they make use of wikis and blogs and create speaking avatars with Vokis. They also mentioned using remote voting systems, animation software, and Skype. The following comments illustrate the range of practice in the use of ICT:

We often use the internet on our interactive boards to look at music, film clips and to explore cultural aspects of the country. (M)

Students correspond with penfriends via Facebook and email. (M)

We would like pupils to access foreign websites but our network provider blocks lots of them. (I)

We have uploaded audio files and other resources on the VLE for homework/independent learning. We have created chat rooms to use in class. However our laptop trolleys are not reliable and often crash. (M)

In the meantime, as has been shown from Figure 16, about one in five schools reported that they do not often use ICT resources in class, due to lack of facilities and resources.

Many schools said they make use of ICT for language learning and a greater number make use of social networking and electronic links with schools abroad outside of lessons, although this is still a relatively small proportion.

7.5 Priorities for improvement in language teaching

Following the most recent Ofsted report on modern languages (2011)⁴⁰, respondents to the survey were asked to choose a maximum of three priorities for improvement for their own schools from a list covering all the areas in language teaching that were identified by the Ofsted report as needing improvement. The results are shown in Figure 17 overleaf.

Figure 17: Heads of languages' priorities for improvement in language teaching, 2011/12 (a maximum of three choices was allowed)

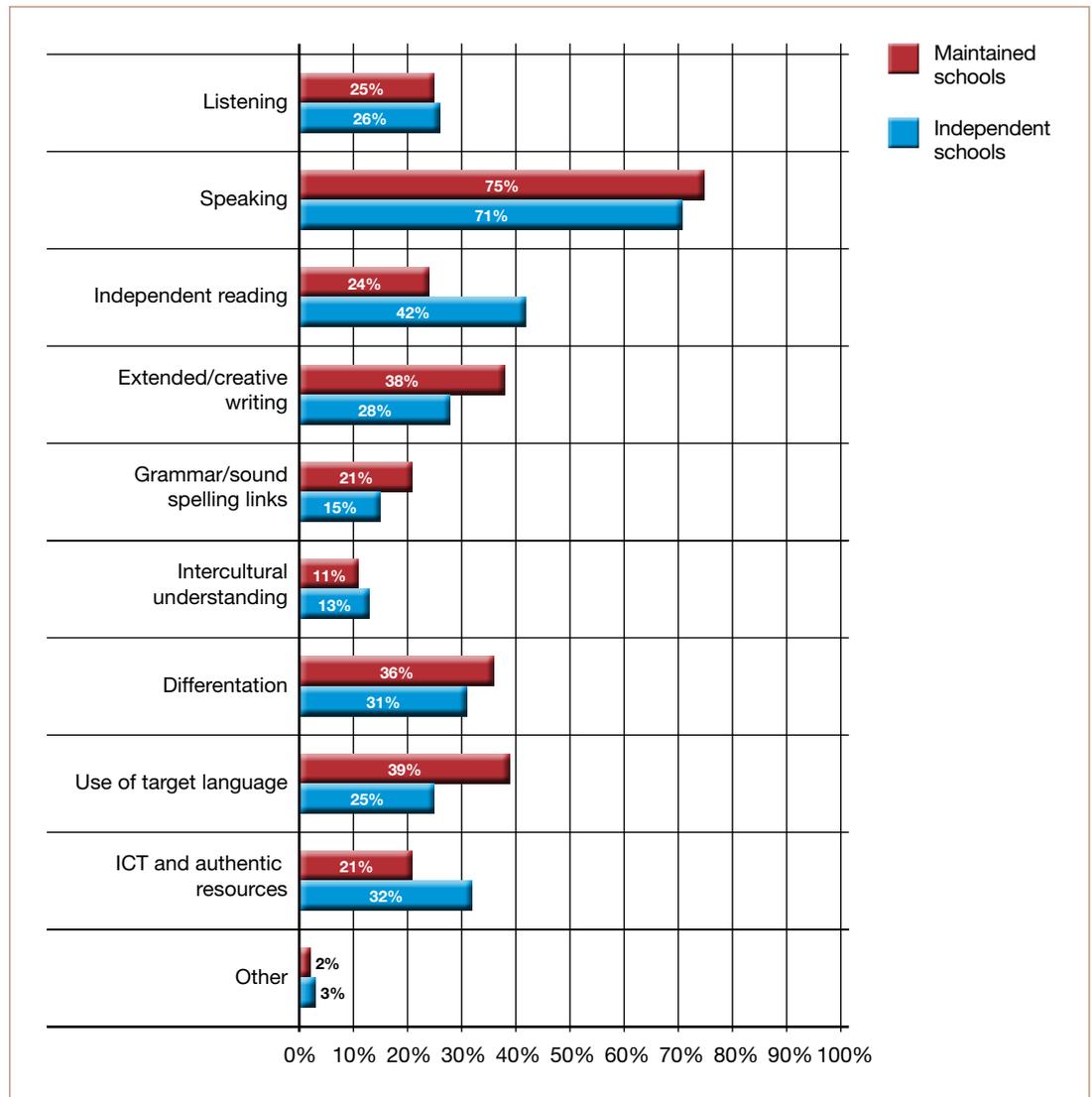


Figure 17 shows that over 70% of both maintained and independent schools' Heads of Languages believe that among all the areas identified by the Ofsted report that need improving, speaking is one of the three priorities for improvement that they would address for their school. This mirrors Ofsted's finding that speaking was the weakest skill in four out of five schools visited for their most recent report. In addition to this, respondents from maintained schools tended to highlight developing extended or creative writing, use of the target language by both pupils and teacher and differentiation as prioritised areas for improvement, while independent schools tend to see independent reading as a greater priority than maintained schools, and give a higher weight to developing the use of ICT and authentic resources. In terms of improving the teaching of grammar and developing pupils' ability to apply the rules of the language, one in five Heads of Languages from maintained schools and 15% from independent schools chose this as one of the three prioritised areas of improvement in language teaching for their school.



7.6 Priorities for improvement in the languages curriculum

In addition to prioritising areas of improvement for language teaching, the survey also asked Heads of Languages to name **the single most important** thing that they would change to improve the language curriculum in their school. This open question provides an insight into the key concerns of language teachers at a time of rapid change and development. More than 500 answers were received, which were coded according to the categories shown in Table 19. There is a remarkable degree of consistency between the aspirations expressed across both maintained and independent sectors.

Table 19: If you could change one thing in the language curriculum in your school, what would you prioritise?

	Maintained schools		Independent schools	
	School count in 2011	% in 2011	School count in 2011	% in 2011
Curriculum time for languages	98	23%	36	30%
Curriculum organisation	78	18%	17	14%
Pedagogy	73	17%	16	13%
Assessment	54	13%	20	17%
Languages offered	40	9%	5	4%
Resources	30	7%	14	12%
Class size	16	4%	2	2%
Value given to languages	13	3%	3	3%
Sixth Form issues	9	2%	4	3%
Pupil motivation and uptake	8	2%	1	1%
Foreign exchanges and links	5	1%	2	2%
Base number: schools responding to the question	424	100%	120	100%

Curriculum time for languages

The results show that curriculum time for languages is the area that the largest number of respondents from both sectors (23% from the maintained sector and 30% from the independent schools) would address as the top priority to improve the languages curriculum in their school. As can be seen from typical comments below, the issue is closely linked to concerns to see pupils derive enjoyment from language learning and make genuine progress.

We do not have enough time to include enough cultural content as we would like. (I)

More time to TEACH and not just race to pass exams or have pupils constantly out on extra-curricular activities. (M)

Teachers also linked concerns about the time available for language teaching with the desire to improve speaking skills (see Figure 17 in Section 7.5). They expressed concern that there is not enough time for speaking practice, particularly in large classes.

Furthermore, teachers made clear that the recent introduction of very time-consuming 'controlled assessments' for GCSE, which have to be done during teaching time, is reducing the time available to cover the syllabus.

There is not enough time to cover course content, grammar and fit in controlled assessments. (M)

Some comments are related to additional time for particular groups, for instance those starting a new language in Year 9 or high-fliers being primed to take languages to A Level.

In addition to the length of time available for language teaching, teachers also called for better organisation of the time available. Poor distribution of time across the week is considered a problem and lessons which are too long and infrequent are not conducive to progress:

Lessons spread out across the week rather than having two lessons on one day. (I)

Arrange curriculum time in shorter, more frequent blocks. (M)

Organisation of the curriculum – 18% of maintained schools and 14% of independent schools wanted to see changes to the way their curriculum was organised. Responses related to the organisation of the options system within the school, whether students were able to study a second foreign language, and the scheme of work itself. A number of respondents called for setting of students, either by ability or by prior learning at KS2.

Pedagogy – 17% of responses from maintained schools and 13% of those from the independent sector fell into this category – a sign that the Heads of Departments who completed the survey take this issue seriously. The most common wish was to see more emphasis on speaking skills, spontaneous talk and students' use of the language for a real purpose (see also Section 7.5). It is closely linked to the discontent expressed with the current GCSE exams and the desire for more contact time for developing genuine skills rather than simply covering the syllabus. Some teachers wanted to see increased use of ICT, but this appears to be mainly a resource issue rather than one of pedagogy. Other comments included developing more independent learning, creative writing or cross-curricular links.

Assessment

In line with previous years of the Language Trends survey, teachers said that the current assessment system is a major challenge for improving languages in schools. Changes in the assessment regime were a top priority for 13% of maintained schools and 17% of independent schools. Almost all the answers in this category concerned the arrangements for controlled speaking and writing assessments in the new GCSE, with strong criticism of these expressed by teachers in both maintained and independent sectors. The following are typical of the comments made:

I would change the GCSE structure – it's horrendous and just teaches students to learn off by heart. I would scrap GCSE altogether until this has changed, as it doesn't allow us to teach the language, but rather how to pass an exam. Linguistic awareness is really being affected. (M)

Get rid of the new GCSE – controlled assessment is a major problem for getting pupils ready for A Level. (I)

Teachers also expressed concern about the grading and content of the GCSE exam:

Campaign for politicians to stop foisting harder exams on MFL than other subjects or remove Controlled Assessment from GCSE. (I)

More cultural awareness and less focus on exams, results and league tables. (M)

Languages offered – 9% of responses from maintained schools and 4% from independent schools were concerned about which languages should be offered and at what Key Stages.

Resources – a greater proportion of teachers from independent schools (12%) highlighted this than from maintained schools (7%). Teachers wanted above all more access to ICT, and to be able to employ foreign language assistants.

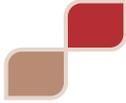
Class size – this was more of an issue in the maintained sector (4% of respondents) than the independent sector (2%), and was closely linked with the amount of time available for students to practise spontaneous speaking.

The extent to which languages are valued within the school and by parents – 3% of respondents in both maintained and independent sectors wanted to see more positive attitudes towards languages in the school. Although we do not have a numerical percentage for comparison, free comments received in earlier Language Trends surveys – for example 2005 – tended to stress attitudes towards languages as much more of a barrier.

Sixth Form – issues raised concerned take-up of languages at A Level, with several commentators calling for compulsory languages in the Sixth Form. This issue was highlighted by 2% of maintained schools and 3% of independent schools.

Take-up – relatively small numbers of teachers said that take-up was currently their main concern – just 2% in the maintained sector and 1% in the independent sector.

Links and overseas exchanges – 'Getting more students abroad' was a key wish expressed in this category, which accounted for 1% of maintained schools and 2% of independent schools.

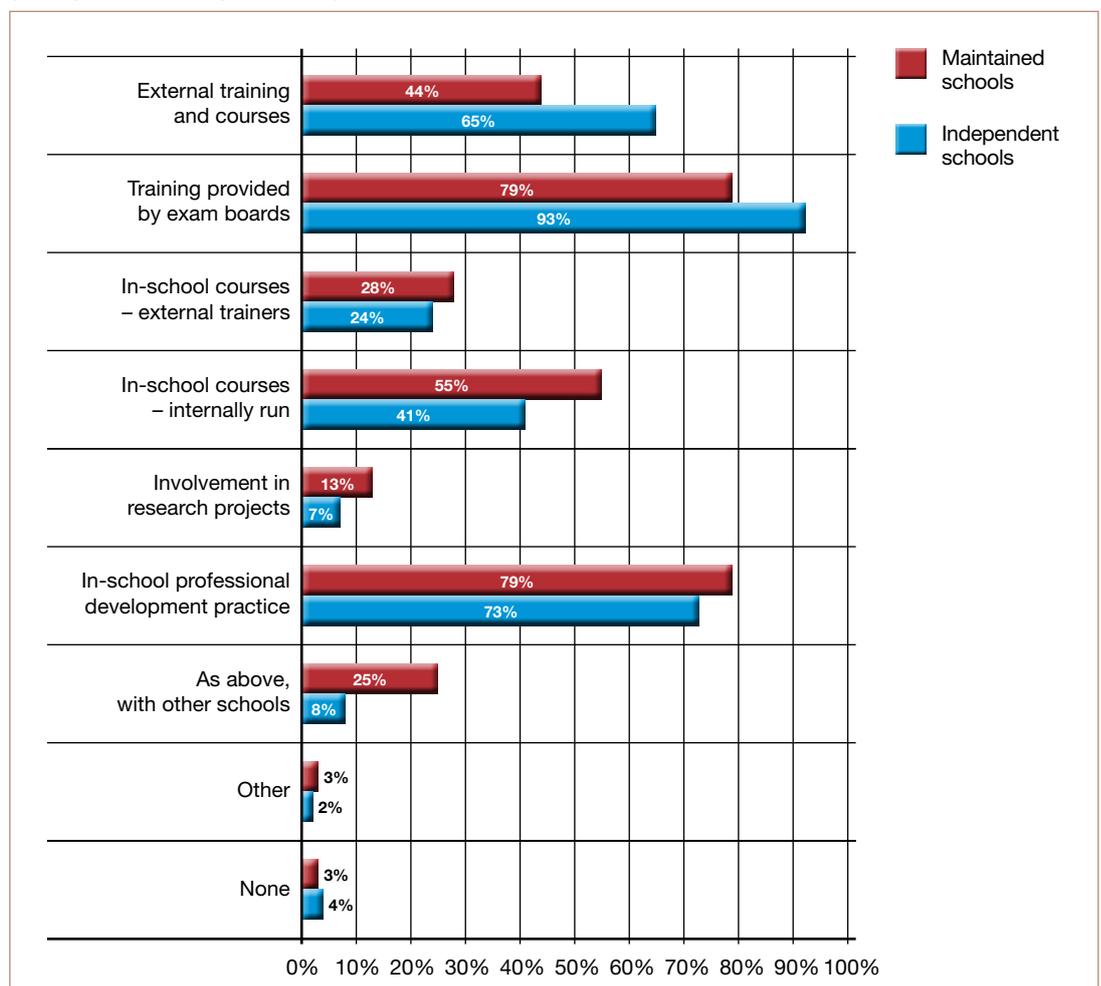


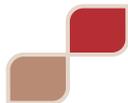
These key concerns were confirmed in responses in the ‘any other comments’ section of the questionnaire: teachers feel most strongly about the deficiencies of the current GCSE, about lack of time to do justice to their subject, and – in some, clearly not all, schools – what they see as a lack of support for languages by their senior management in putting in place measures which would allow languages to flourish.

7.7 Professional development for language teachers

The most common type of professional development practice is attendance at courses run by exam boards, followed by in-school professional development practice – see Figure 18 below. Language teachers in independent schools are much more likely than those in maintained schools to attend other types of externally-organised training, but language departments in maintained schools are more likely to organise their own in-house training, whether internally run or facilitated by external trainers. More than three quarters of schools (79% for maintained schools and 73% for independent schools) undertake regular professional development practices with staff. Such practices include peer reviews, ideas sharing and lesson observations. Although there is a relatively low level of engagement with other schools across both sectors, maintained schools are more likely to do this in conjunction with other local or similar schools than are independent schools.

Figure 18: How do language departments develop professional practice? 2011/12 (multiple answers permitted)





In the light of the significant changes under way to models of CPD support (e.g. Teaching Schools), the survey respondents were also asked to indicate in which areas they most need external support to develop languages provision in their school (Table 20).

Table 20: Areas in which schools most need external support to develop languages provision, 2011/12 (Multiple responses possible, but respondents were asked to tick no more than three options.)

% of students studying more than one language in Year 10	Maintained schools		Independent schools	
	School count in 2011	% in 2011	School count in 2011	% in 2011
Improving continuation rates from KS4 to A Level	268	42%	101	53%
Improving take-up and success at GCSE	246	38%	34	18%
Building an effective and innovative languages curriculum	193	30%	44	23%
More effective transition from primary schools	177	28%	38	20%
Making the case for languages to pupils, parents and to senior management team	171	27%	49	26%
Meeting the needs of different pupil groups (e.g. boys)	163	25%	34	18%
Monitoring progress at KS3 to ensure success in KS4	150	23%	27	14%
Engagement with business and employers	135	21%	43	23%
Improving aspects of pedagogy (e.g. use of target language in classroom, development of language skills)	85	13%	34	18%
Networking with local or similar schools	68	11%	26	14%
Leadership and management of the languages department	30	5%	6	3%
Addressing national policy priorities	29	5%	8	4%
Other	9	1%	8	4%
Base number: schools responding to this question	642	642	189	189
* 14 missing responses from maintained schools and 11 from independent schools				



As has been discussed in Section 6.2, the number of students taking A Level languages at post 16 has been declining and Table 20 confirms that this is now one of the major concerns for teachers. Around half of the respondents from both sectors would like external support to improve the rate of continuation of languages from GCSE to A Level. About a third of respondents from maintained schools reported needing external support to improve take-up and success at GCSE and in building an effective languages curriculum. A quarter of respondents from both maintained and independent schools would like to have external support in making the case for languages to pupils, parents and to their senior management team. Areas such as more effective transition from primary schools (see also Section 6.1), meeting the needs of different pupil groups, monitoring KS3 progress to ensure success at KS4 and engagement with local businesses and employers (see also Section 7.3) are also among those areas where teachers would most like external support.

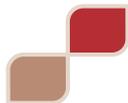
7.8 Summary

The range of languages being taught in secondary schools remains fairly narrow, especially in the maintained sector, with the most common languages being French, Spanish and German. Pupils in independent schools have more opportunities to learn a wider range of languages both in and outside curriculum time, including Latin and Ancient Greek. Pupils in independent schools are also more likely to be learning more than one foreign language. Spanish is now established as the second most commonly offered foreign language after French at all levels, replacing German which has moved into third place.

Schools make use of a wide range of activities such as trips abroad or language clubs outside class time to enrich pupils' language learning experience; however, relatively few have links with local businesses. Teachers use a wide range of computer applications and online resources to support language learning.

There is a consensus among schools that speaking is the area of language teaching and learning which is most in need of improvement. This echoes the most recent Ofsted report on languages. The areas that teachers most want to change to improve language learning in their schools are the time available for language learning, the way the curriculum is organised, pedagogy and the assessment regime.

The most common form of professional development undertaken by teachers is to attend training provided by exam boards, followed by internal professional development activities such as peer reviews, ideas sharing and lesson observations. Teachers would like to have external support in areas such as improving the continuation rate from GCSE to A Level, improving success at GCSE level and building an effective and innovative languages curriculum.



Although most teachers responding to the survey expressed concern – in varying degrees – about the health of their subject, there were also some individual stories of success. Some schools have seen more positive pupil attitudes:

They know that languages are a useful skill for employment – it is a London school with a lot of international parents – and many of our pupils combine languages with maths and science. (I)

Slowly but surely, it is becoming more apparent that our students want to have the opportunity to work in the global market where language ability is important. (I)

We are absolutely delighted to have 38 AS level students this year (across three different languages). Attitudes towards MFL in our school have become more and more positive over the past few years – especially since we took the decision to become non-compulsory at GCSE. It took away the negative vibes that a small but vociferous proportion were giving off. We are left with a significant number of students who generally love their subject and therefore wish to take it further. (M)

Boys appear to be becoming more interested in studying a language post 16. (M)

And some schools believe that the introduction of new qualifications other than GCSE has been successful:

We have moved from A Level to Pre-U and the impact has been positive; pupils are really enjoying the liberated approach and the chance to study up-to-date current topics and to study literature. (I)

IGCSE is vastly superior to the new GCSE for preparation for A Level and for maintaining standards and a grammatical approach. NVQ is a good tourist Italian qualification as an extra in the sixth form. (I)



8. Conclusions

The results of the Language Trends survey 2011 demonstrate the power of performance tables to create an immediate impact on school-level policy making. The most striking finding of the survey is the turnaround in take-up for languages in Year 10, which is likely to be linked to the introduction of the EBacc as an accountability measure for schools in January 2011. Compared to just over a third (36%) of maintained schools reporting 50% or more pupils studying a language in Year 10 in 2010/11, in the current school year the proportion has increased to just over half (51%). This is similar to levels in 2005/06. The decline in the offer of alternative qualifications, as shown by the survey results, was also linked to the introduction of the EBacc by some schools. Given also that pupils currently in Year 10 would have selected their GCSE options in spring 2011, we can conclude that we are likely to see an increase in GCSE entries for languages in summer 2013 after a decade's decline in the number of KS4 pupils taking a GCSE in languages.

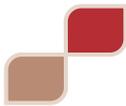
Although the gulf between schools with high and low levels of take-up for languages is still wide and associated with levels of social deprivation, with the level of achievement across all subjects, and with the admissions policy, the biggest increases in take-up have been seen in lower performing schools, comprehensive schools and those with higher levels of social deprivation, for example:

- 49% of comprehensive schools now have 50% or more pupils studying a language in Year 10 compared with 31% in the 2010/11 school year.
- In 2010/11, only 23% of maintained schools in the middle quintile for attainment and 19% in the second-lowest quintile had 50% or more pupils studying a language in Year 10. This year these proportions have increased to 60% and 45% respectively.

This data demonstrates that the gap in uptake of languages between different school types as well as between schools with different pupil characteristics may be starting to close. A further positive indicator is that schools that have experienced increases in uptake see this as a definite change rather than a simple fluctuation.

The survey has found that 40% of maintained schools have made changes to languages provision at KS4 following the announcement of the EBacc and another 14% are planning to make changes in the next year or so. Of particular interest is that schools with greater levels of social deprivation are more likely to make changes to languages provision in response to the EBacc than schools with lower than average proportions of children eligible for free school meals. The most common change in response to the EBacc that schools have implemented or are intending to implement is to modify option blocks and to improve advice to pupils when they are choosing optional subjects.

However, it is notable that just under half of maintained schools (46%) indicate that they have not made any changes in response to the EBacc and have no plans to do so. While many of these schools maintain that participation in language learning in their school is already high or at an appropriate level, some schools are yet to be convinced about the value of the EBacc and others regard it as contrary to an ethos of free choice within a broad range of subjects.



In terms of the provision and take-up for different languages, although the increase in take-up means that the numbers of pupils studying French and German have risen, it is Spanish, which rose consistently even while numbers overall were in decline, that continues to grow apace and is likely to continue to increase its 'market share'. Other languages remain marginal in the maintained sector with their growth limited by the supply of qualified teachers.

The Language Trends 2011 survey also highlights some of the other challenges for the languages community and policy makers in improving the health of language learning in secondary schools in this country. As far as Key Stage 3 is concerned, providing continuity from primary school remains a key issue. Schools report working with feeder primaries in order to try and overcome differences in prior language learning at the start of KS3, although this remains a challenge. There needs to be greater certainty about the status of languages at Key Stage 2, more consistent practice in primary schools and an expectation that secondary schools will build on prior learning in order for all children to achieve a higher level of language by the end of Key Stage 4.

In terms of the languages curriculum and language teaching, the time available for languages within the curriculum is a fundamental concern which tops the list of changes teachers wish to see in order to improve language teaching and learning. They believe that more contact time, arranged in shorter, more frequent lessons, would allow them to promote real learning rather than simply prime pupils to pass examinations. In common with Ofsted, they see speaking as the skill which is most in need of improvement and want more time for children to practise speaking and develop a real appreciation of the languages they are studying.

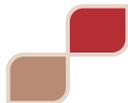
The current GCSE and A Level examinations continue to be a major issue. Previous years' Language Trends surveys (e.g. CILT 2011) raised this concern by teachers. These criticisms included 'harsh grading' (in comparison to other subjects) and the 'dull' and 'unstimulating' nature of the GCSE syllabus. New 'controlled assessments' were reported by schools as being time-consuming to administer, demotivating for students, and seen mainly as a test of pupils' ability to memorise. With the EBacc and performance tables now containing a narrower range of qualifications, this issue will become even more acute for language teaching and learning; in this year's survey, teachers have once again voiced their dissatisfaction and frustration with the current examination system. It is an issue which pervades teachers' free comments throughout the survey questionnaire. For example, the uptake of languages in Sixth Forms and the continuation rate from GCSE to A Level is becoming a major concern, despite the message that languages are a valuable subject for university entry (Russell Group 2011). Free comments from Heads of Languages about post-16 take-up indicate that examinations and qualifications post 16 are the biggest barriers to increasing uptake. Staff say that pupils are put off by the sudden increase in difficulty between GCSE and A Level, by lower and more inconsistent marks in languages than in other subjects, and by the relative difficulty of obtaining an A* grade compared with other subjects.

The free comments also indicated a similar concern at Key Stage 4, particularly with the way assessments have to be carried out for GCSE. They claim that the current system encourages rote learning, is demotivating for pupils and takes up time which could be more profitably spent on actual teaching. Teachers believe there should be a much stronger focus on educational values and genuine learning for purposes other than to pass exams in order to improve standards in language teaching and learning.



We remain convinced that reform of GCSE and A Level examinations in languages should be high on both the Government's and exam boards' agendas in order to improve the standard and quality of language teaching and learning.

Since this year's survey was completed, the Expert Panel for the National Curriculum has recommended that languages should be a compulsory subject once more at KS4⁴¹, and that language learning should start in primary schools from Year 5 or earlier. The issues raised by respondents to this survey are serious ones, strongly felt by teachers in maintained and independent schools alike. Whilst we take heart from the 'quick win' the EBacc policy has provided, we must also address the challenges of providing a consistent, high quality language learning pathway from Primary through to Sixth Form, so that the increase in participation is accompanied by fundamental improvements in the standards of languages learning and teaching in England.



Appendices

Appendix A: Questionnaire for 2011 Language Trends survey





Language Trends 2011: Secondary

Thank you very much for taking part in the survey.

In this period of rapid change and policy development, it is vital to have an up to date picture of current issues for languages. The Language Trends 2011 survey is run jointly by CfBT Education Trust, the Association for Language Learning (ALL) and the Independent Schools' Modern Languages Association (ISMLA).

The survey should take you around 15 minutes to complete. We really appreciate your time on this.

Please fax, email or phone in your responses by **Friday 18 November 2011** to:

Youping Han
 CfBT Education Trust
 60 Queens Road Tel: 0118 902 1049
 Reading Fax: 0118 902 1434
 Berkshire RG1 4BS Email: youping.han@cilt.org.uk

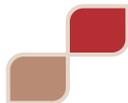
Alternatively, please complete the survey online at www.cilt.org.uk/language-trends

Full name of your school _____

No. _____

1. Please indicate, in each column below, the languages your school currently teaches in the curriculum at KS3, KS4, post-16 (if applicable), as well as any languages taught outside curriculum time. Please tick all that apply.

	KS3 (Year 7-9)	KS4 (Year 10-11)	post-16	outside curriculum time
Arabic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Urdu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ancient Greek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other – please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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This section relates to KS4 (Years 10 and 11) only.

2. Is the study of a language compulsory or optional for KS4 (Year 10 and Year 11) pupils in your school?

- Compulsory for all *
 Optional for all
 Optional for some but not all

* By compulsory we mean that school policy is that all pupils must take at least one language (although there may be a small number of exceptions).

3a. Please give the approximate percentage of pupils currently studying at least one language in Year 10 and in Year 11 respectively.

	Year 10	Year 11
10% or below	<input type="checkbox"/>	<input type="checkbox"/>
11%-24%	<input type="checkbox"/>	<input type="checkbox"/>
25%-49%	<input type="checkbox"/>	<input type="checkbox"/>
50%-75%	<input type="checkbox"/>	<input type="checkbox"/>
76%-90%	<input type="checkbox"/>	<input type="checkbox"/>
Above 90%	<input type="checkbox"/>	<input type="checkbox"/>

3b. Are any of these pupils studying more than one language?

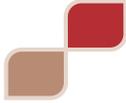
- Yes → Go to question 3c
 No → Go to question 4a

3c. Please give the approximate percentage of pupils currently studying more than one language in Year 10 and in Year 11 respectively.

	Year 10	Year 11
5% or below	<input type="checkbox"/>	<input type="checkbox"/>
6-10%	<input type="checkbox"/>	<input type="checkbox"/>
11-20%	<input type="checkbox"/>	<input type="checkbox"/>
21-30%	<input type="checkbox"/>	<input type="checkbox"/>
31-40%	<input type="checkbox"/>	<input type="checkbox"/>
41-50%	<input type="checkbox"/>	<input type="checkbox"/>
51-80%	<input type="checkbox"/>	<input type="checkbox"/>
80-90%	<input type="checkbox"/>	<input type="checkbox"/>
Above 90%	<input type="checkbox"/>	<input type="checkbox"/>

3d. Is the second language studied in curriculum time?

- Yes No
 Arrangements vary (Please specify _____)



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International Secondary Modern Languages Association



4a. How many average teaching hours per week are currently allocated to KS4 students taking a language GCSE?

4b. Do you regard this as adequate?

Yes

No

4c. Please comment further on the time allocation for languages in your school.

5. Please indicate any changes over the last 3 years in pupil take-up at KS4 for each language offered at your school. Please tick all that apply.

	New	Increase	No change	Decrease	Discontinued
Arabic	<input type="checkbox"/>				
French	<input type="checkbox"/>				
German	<input type="checkbox"/>				
Italian	<input type="checkbox"/>				
Japanese	<input type="checkbox"/>				
Mandarin	<input type="checkbox"/>				
Russian	<input type="checkbox"/>				
Spanish	<input type="checkbox"/>				
Urdu	<input type="checkbox"/>				
Latin	<input type="checkbox"/>				
Ancient Greek	<input type="checkbox"/>				
Other – please specify:					
<input type="text"/>	<input type="checkbox"/>				
<input type="text"/>	<input type="checkbox"/>				
<input type="text"/>	<input type="checkbox"/>				

6a. Overall, has your school experienced an increase or decrease in pupil take-up for languages at KS4 over the last 3 years?

Increase (10% or below) → Go to question 6b

Increase (above 10%) → Go to question 6b

No change → Go to question 7a

Decrease (10% or below) → Go to question 6b

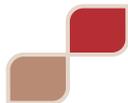
Decrease (above 10%) → Go to question 6b

6b. In your mind, do you think this is a significant change?

Yes

Not really. It's more of a general fluctuation.

I'm not sure. It's too early to say.



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7a. Has your school made any changes or is your school currently making changes to language provision in KS4 following the publication of the 2010 Education White Paper and changes to Performance Tables to reflect EBacc subjects?

- Yes → Go to question 7b
- Not for the year 2011/12, but we have plans to do so in the next couple of years → Go to question 7b
- No → Go to question 7c

7b. What policies and measures have been introduced or are going to be introduced in your school? Please tick all that apply.

- Languages have been made compulsory for some pupils
- Languages have been made compulsory for all pupils
- Option blocks have been modified to guide more pupils into taking a language
- Advice to pupils about which subjects to choose has been modified
- Improved opportunities or guidance for pupils to take a qualification in their 'home' languages
- Intensive one-year GCSE course for students who previously opted out of languages
- Other, please specify

7c. If no, please tell us briefly why.

Does your school have post-16/Sixth Form pupils?

- Yes → Go to question 8
- No → Go to question 12



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This section relates to post-16/Sixth Form only.
Please go to Question 12 if your school does not have post-16/Sixth Form pupils.

8. Please indicate any changes over the last 3 years in pupil take-up at post-16/Sixth Form for each language offered at your school. Please tick all that apply.

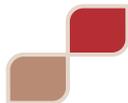
	New	Increase	No change	Decrease	Discontinued
Arabic	<input type="checkbox"/>				
French	<input type="checkbox"/>				
German	<input type="checkbox"/>				
Italian	<input type="checkbox"/>				
Japanese	<input type="checkbox"/>				
Mandarin	<input type="checkbox"/>				
Russian	<input type="checkbox"/>				
Spanish	<input type="checkbox"/>				
Urdu	<input type="checkbox"/>				
Latin	<input type="checkbox"/>				
Ancient Greek	<input type="checkbox"/>				
Other – please specify:	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

9a. Overall, has your school experienced an increase or decrease in pupil take-up for languages at post 16/Sixth Form over the last 3 years?

- Increase (10% or below) → Go to question 9b
- Increase (above 10%) → Go to question 9b
- No change → Go to question 10
- Decrease (10% or below) → Go to question 9b
- Decrease (above 10%) → Go to question 9b

9b. In your mind, do you think this is a significant change?

- Yes
- Not really. It's more of a general fluctuation.
- I'm not sure. It's too early to say.



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10. Has your school made or is it in the process of making changes to the advice it gives students about A Level choices following the publication of the Russell Group of Universities' guidance 'Informed Choices', where languages are among those 'facilitating subjects' which are particularly effective in increasing a student's chances of gaining a place on the most competitive courses?

<http://www.russellgroup.ac.uk/russell-group-latest-news/137-2011/4746-new-guidance-on-post16-study-choices/>

Yes

Not for the year 2011/12 but we have plans to do so in the next couple of years.

Please tell us more if you have ticked one of the above options

No. Please tell us briefly why

11. Do you have any further comments on languages in the Sixth Form in your school? Have you noticed any changes in attitudes on the part of sixth-formers towards language study?



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This section relates to KS3 (Years 7-9) only.

12. Do all (or almost all) pupils study a language for the whole of KS3 (Years 7-9)?

- Yes No

13. Have you started receiving significant numbers of pupils in Year 7 who have studied a language at KS2?

- Yes No

14. Please tell us what arrangements you have made to build on their prior learning to ensure continuity and progression. Please tick all that apply.

- We are in contact with our feeder schools, but mainly to gain student information
- We are involved in joint planning with our feeder schools
- We have adapted our Year 7 curriculum or scheme of work to build on pupils' learning in KS2.
Please tell us how briefly

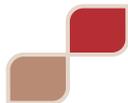
-
- Pupils are tested upon entry and set according to ability and prior knowledge
- Pupils are placed in groups later in the year, e.g. after some introductory or taster sessions
- All pupils are able to continue with the same language that they have learned in KS2
- All pupils begin a new language in Year 7
- We cater for individual pupils' needs through differentiated activities
- No special measures have been taken

Please tell us further details briefly

15. Have there been any of the following changes to languages provision at KS3 over the last three years in your school? Please tick all that apply.

- One or more languages have been introduced
- One or more languages have been discontinued
- Accreditation has been introduced
- Weekly lesson time for KS3 languages has been reduced
- KS3 has been shortened to two years
- Lower-ability pupils have been disapplied
- Modifications have been made to KS3 languages provision or teaching approaches in order to ensure higher numbers of pupils gain the EBacc.
Please comment further below
- Other, please specify
- No, there has been no change

16. Please use the space below if you have any further details/comments about language provision at KS3 in your school.



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We would like to know more about the language curriculum and language teaching in your school.

17. What kind of enrichment activities and resources does your school currently use or plan to use in the school year 2011/12? Please tick all that apply.

- Links or exchanges with schools abroad (including e-links)
- Study visits abroad
- Enrichment activities or days with languages and/or international themes (e.g. gifted and talented days, theatre trips, International Days)
- Use of foreign language assistants
- Involvement of native speakers in the community for in-school events, cultural input or for examination facilitation
- Links with local university language departments
- Links with local businesses in relation to languages
- Active encouragement of pupils' use of 'home' language skills within the school
- Lunchtime or after-school language clubs
- Other, please specify

18. What ICT resources does your school currently use for language teaching and learning or plan to use in the school year 2011/12? Please tick all that apply.

	During lessons	Outside of lessons
Not often, as we don't have the facilities or access	<input type="checkbox"/>	<input type="checkbox"/>
Pupil use of foreign internet sites	<input type="checkbox"/>	<input type="checkbox"/>
Use of websites for language learning (e.g. Mylo, BBC Languages)	<input type="checkbox"/>	<input type="checkbox"/>
Pupil use of electronic links with schools abroad via tools such as email, Skype, MSN etc.	<input type="checkbox"/>	<input type="checkbox"/>
Virtual learning environment (VLE) for students	<input type="checkbox"/>	<input type="checkbox"/>
Pupil use of social networking sites such as blogs, Twitter or Facebook for language learning	<input type="checkbox"/>	<input type="checkbox"/>
Interactive textbook resources	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Please provide us with further information briefly





19. Do you currently offer any other accreditation for languages apart from GCSE/ A Level (e.g. IGCSE, Asset Languages, NVQ, FCSE, IB, etc.)?

Yes → Go to question 20a

No, but we are considering this → Go to question 21

No → Go to question 22

20a. Please indicate the other accreditation for languages you offer and at which stage. Please tick all that apply.

	KS3	KS4	post-16
Asset Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entry level certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NVQ languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IGCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-U	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other – please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20b. Please estimate the total proportion (of the whole year group) following these qualifications.

In Year 13 _____%

In Year 12 _____%

In Year 11 _____%

In Year 10 _____%

In Year 9 _____%

In Year 8 _____%

In Year 7 _____%

20c. Please use the space below to give us your views on this alternative accreditation.



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21. If you are considering other accreditation, please specify which accreditation and for which key stage(s) in the space below.

	KS3	KS4	post-16
Asset Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Entry level certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NVQ languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IGCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-U	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other – please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Has the provision or take-up of alternative accreditation for languages been affected by recent changes to Performance Tables in relation to the EBacc?

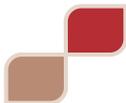
Yes No

If yes, please tell us briefly how

23. If you are asked to improve THREE aspects of language teaching and learning in your school, which of the following would you prioritise as areas for improvement for your school? Please tick NO MORE THAN THREE.

- Developing listening skills in realistic situations
- Developing speaking skills, especially in spontaneous talk
- Developing more independent reading
- Developing extended and creative writing
- Improving the teaching of rules and how to apply them (e.g. sound-spelling links, grammar)
- Building intercultural understanding in language teaching
- Meeting the needs of students with different levels of progress
- Improving the use of target language both by the teacher and by pupils
- Improving the use of ICT and authentic language resources
- Other, please specify

24. If you could change one thing in the languages curriculum in your school, what would you prioritise?



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This section looks at the external support that you need to develop language provision in your school.

25. How do you and members of your department intend to develop professional practice specific to language teaching in this current school year? Please tick all that apply.

- Training and courses (including online modules) organised by external bodies (not including exam boards)
- Training and courses offered by exam boards
- In-school CPD training events/courses led by external trainers
- In-school CPD training events/courses within the department
- Involvement of research projects (including action research)
- Regular professional development practice (e.g. peer reviews, ideas sharing and lesson observations) within our school
- As above, but with other local or similar schools
- Other, please specify

- None

26. In the light of the significant changes under way to models of CPD support (e.g. Teaching Schools), please tell us in which areas you most need external support to develop language provision in your school. Please tick NO MORE THAN THREE options.

- Building an effective and innovative languages curriculum
- More effective transition from primary schools
- Monitoring progress at KS3
- Improving take-up and success at GCSE
- Improving continuation rates from KS4 to A Level
- Improving language teachers' own competence in the target languages
- Improving aspects of pedagogy (e.g. the use of Target Languages in classroom, development of language skills)
- Meeting the needs of different pupil groups, e.g. boys
- Leadership and management of the languages department
- Making the case for languages to pupils, parents and to the senior management team
- Networking with local or similar schools
- Engaging with businesses and employers
- Addressing national policy priorities
- Other, please specify



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27. Further comments

Are there any other issues that you wish to raise in relation to the current situation of language teaching in your school and nationally?

- I am happy for the comments to be attributed to me or my school
- I would prefer these comments to remain anonymous

28. We are very keen to showcase good practice in language learning. If you are happy to be contacted by CfBT, ALL and ISMLA for further discussion, please give brief details below. Your details will remain anonymous in our report.

Your name: _____

Your position: _____

Your email: _____

Your phone number: _____

Best time to phone you: _____

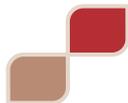
Please fax, email or phone in your responses by Friday 18 November 2011 to:

Youping Han
CfBT Education Trust
60 Queens Road
Reading
Berkshire
RG1 4BS

Tel: 0118 902 1049
Fax: 0118 902 1434
Email: youping.han@cilt.org.uk

Alternatively, please complete the survey online at www.cilt.org.uk/language/trends

THANK YOU for your time in completing this questionnaire. It is much appreciated.



Appendix B: Sample characteristics

Table B1: Region, maintained schools

	Number in achieved sample	% in achieved sample	% in issued sample	% in all schools in England
East Midlands	61	9%	8%	8%
East of England	71	11%	11%	11%
London	76	12%	14%	14%
North East	23	4%	4%	5%
North West	88	13%	14%	14%
South East	113	17%	16%	16%
South West	81	12%	10%	10%
West Midlands	76	12%	12%	12%
Yorkshire and the Humber	67	10%	10%	10%
Total	656	100%	100%	100%

Table B2: Admissions policy, maintained schools

	Number in achieved sample	% in achieved sample	% in issued sample	% in all schools in England
Comprehensive	570	87%	88%	89%
Selective	43	7%	6%	6%
Modern	43	7%	6%	5%
Total	656	100%	100%	100%

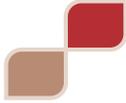
Table B3: Educational achievement

Performance quintile	Number in achieved sample	% in achieved sample	% in issued sample	% in all schools in England
Highest Band	135	21%	19%	20%
Second Highest Band	141	21%	21%	20%
Middle Band	124	19%	20%	20%
Second Lowest Band	146	22%	20%	19%
Lowest Band	110	17%	20%	20%
Total	656	100%	100%	100%

* Performance quintile is based on the average total point score per pupil as published in the 2010 Secondary School Performance Tables.

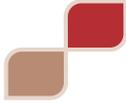
Table B4: Region, independent schools

	Number in achieved sample	% in achieved sample	% in issued sample	% in all schools in England
East Midlands	13	7%	6%	6%
East of England	27	14%	11%	11%
London	26	13%	16%	18%
North East	5	3%	3%	3%
North West	20	10%	10%	11%
South East	59	30%	24%	24%
South West	20	10%	11%	11%
West Midlands	17	9%	10%	10%
Yorkshire and the Humber	13	7%	8%	7%
Total	200	100%	100%	100%



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