



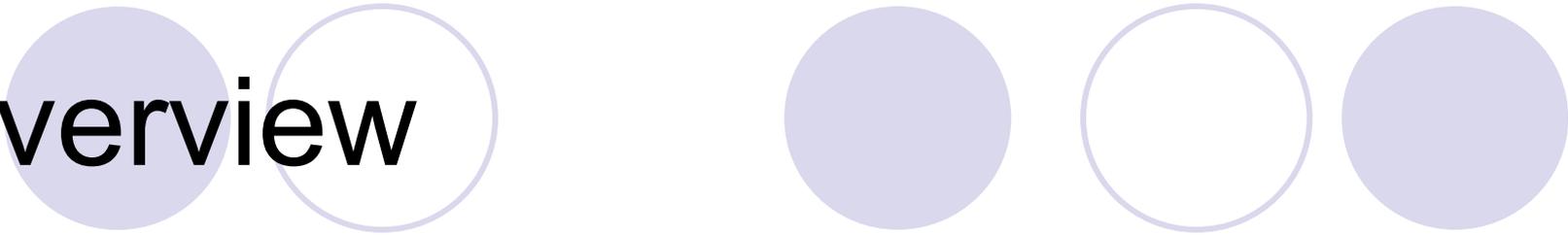
Reaching the Policy Makers

Lid King

National Director for Languages

Without a hat/sans chapeau

Overview



- Some background
- Shadows on the Wall
- The three eyed monster
- Policy Drivers
- Over to you
- A conclusion?



bem-vindo/a benvenuti benvidos
benvinguts bienvenidos bienvenue
добре дошли καλώς ήρθατε merħba
ongi etorri sveiki tere tulemast
tervetuloa välkommen velkomin
velkommen welcome welkom
willkommen witaj

www.linguanet-europa.org



Education and Culture

Socrates
Lingua

Languages for All: Languages for Life: A Strategy for England

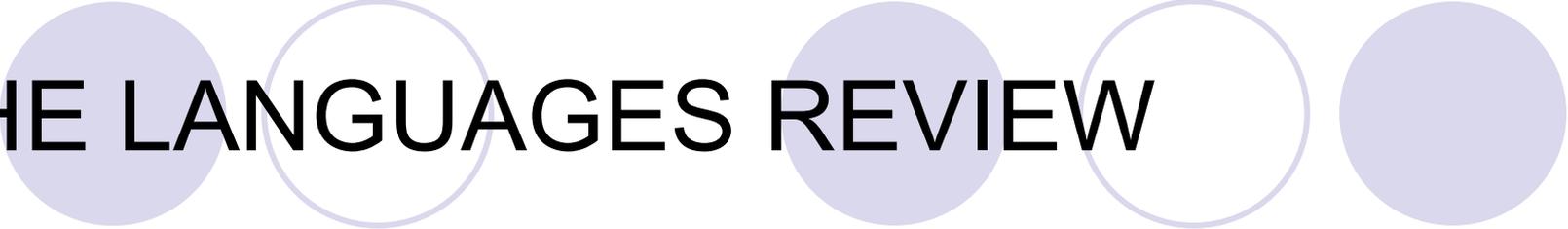
Languages for All: Languages for Life
A Strategy for England



Support for the
education and skills
strategy available in English, Welsh, Scottish Gaelic and Irish

Three overarching objectives:

- To improve teaching and learning of languages
- To introduce a recognition system
- To increase the numbers of people studying languages



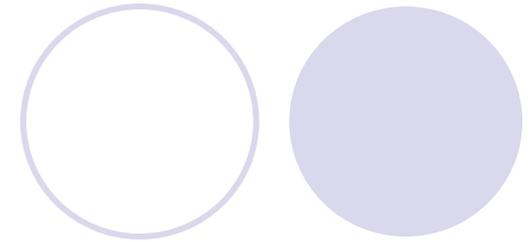
THE LANGUAGES REVIEW

It became clear..that the problems of Key Stage 4 Languages could not be solved in isolation from earlier and later stages of learning...What was needed was a coherent place for languages in the school curriculum and beyond. Much progress has been made since the launch of the National Languages Strategy in 2002, but if we are to address the challenges of the unwanted fall off in languages post 14, we need a significant reshaping of the languages offer

The Languages Review

- **Supporting secondary schools in making available a wider range of more flexible language courses, and accreditation....**
- **Further strengthening the incentives for schools and young people themselves to continue with languages after 14;**
- **Working with FE and HE, to look at what more might be done to widen access to and increase interest in language learning ...;**
- **Working with employer organisations, to consider what more they can do to promote the value of language skills for businessand employability;**
- **Developing a broader communication effort to get across the importance of language skills to all sections of the population.**

The Three.....I s

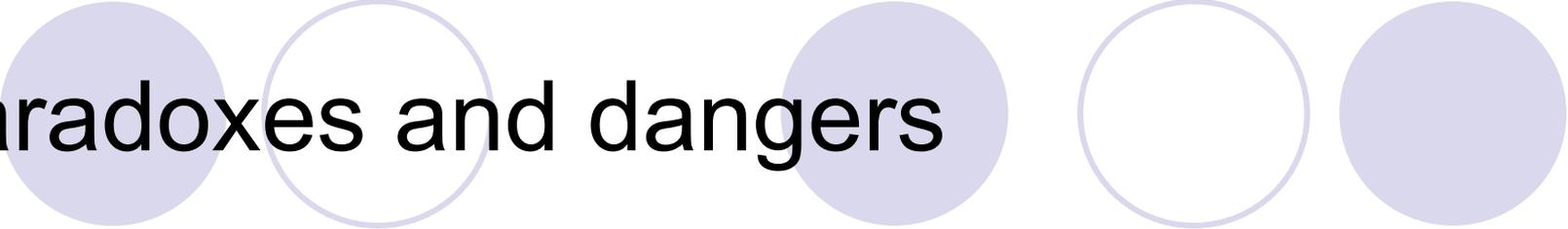


- **Information**
- **Ideology**
- **Interest**

LANGUAGES AS A RESOURCE



- Intellectual
- Economic
- Cultural
- Social



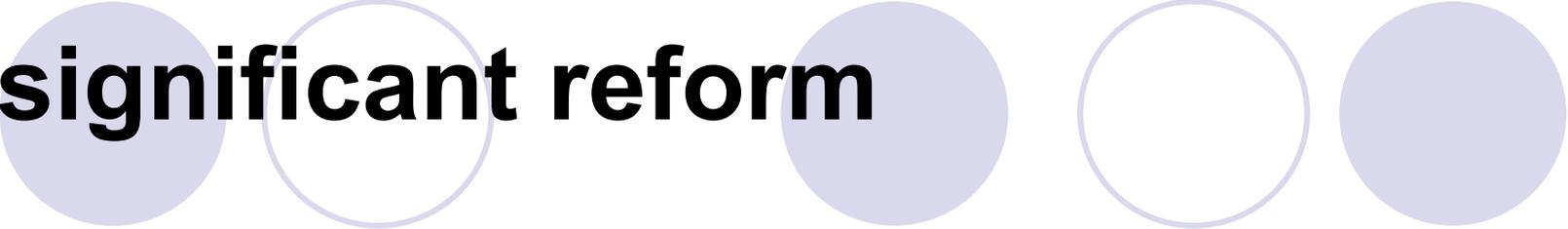
Paradoxes and dangers

- The role of English
- The new linguistic elite?
- Which citizenship model?
- Post 9/11 threats to multiculturalism

Evening Standard

- **GCSE PUPILS ABANDON FOREIGN LANGUAGES** (24/09/04)
- **ALARM AS PUPILS SHUN FOREIGN LANGUAGES** (5/11/04)
- **Schools drop languages to move up tables** (6/12/04)
- **SCHOOL WHERE THEY SPEAK 58 LANGUAGES** (20/04/05)

A significant reform



- **Languages in Primary Schools**



Guidance

Curriculum

Headteachers,
teachers and
practitioners

Status: Recommended

Date of issue: 10/2005

Ref: 1721-2005DCD-EN

“The Key Stage 2 Framework for Languages”

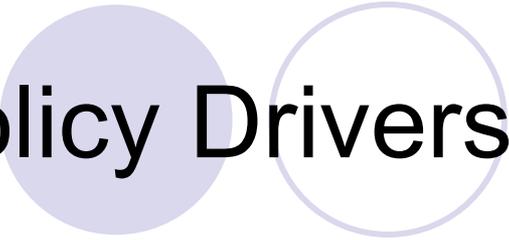


A significant reform

Languages in Primary Schools

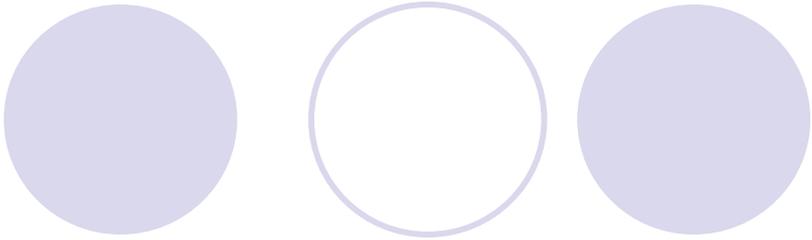
- **A personalised curriculum 11-16**
- **“Can do” assessment**
- **Engaging curricular content – the “meanings that matter”**
- **Opportunities for Teachers to reflect and develop**
- **A major publicity campaign (€10m)**

Policy Drivers



- 1 Standards
- 2 Breadth and balance
- 3 Personalised learning
- 4 Skills
- 5 Globalisation

The Strategies



Excellence and
Enjoyment

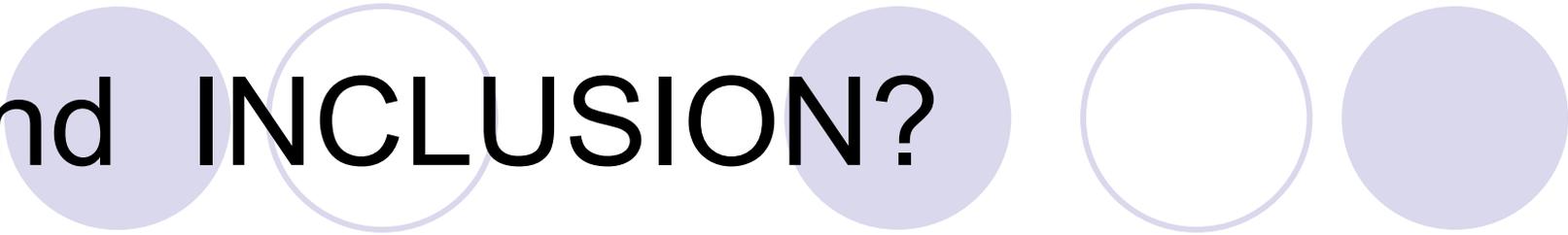
14-19 White paper

LSC (White Paper)

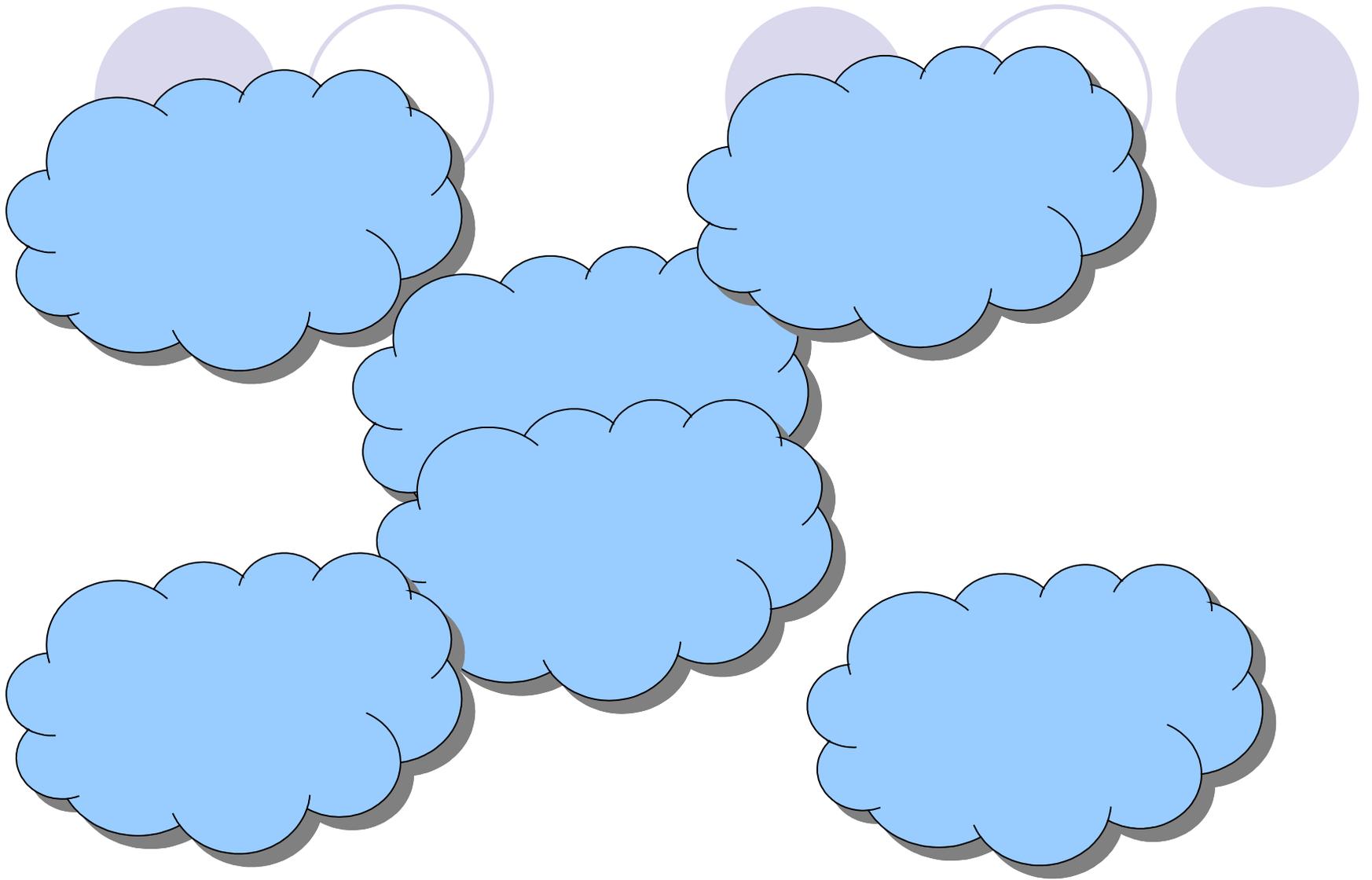
Trade .

Barcelona

And INCLUSION?



- Education - “Every Child matters”
- Social - The search for Cohesion and stability
- Post 9/11 political initiatives



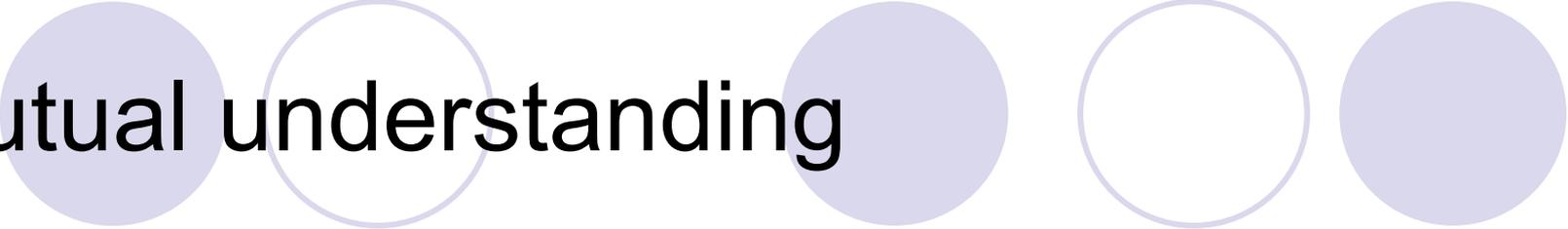
OVER TO YOU.....1)

What are your drivers?

LANGUAGES AS A RESOURCE



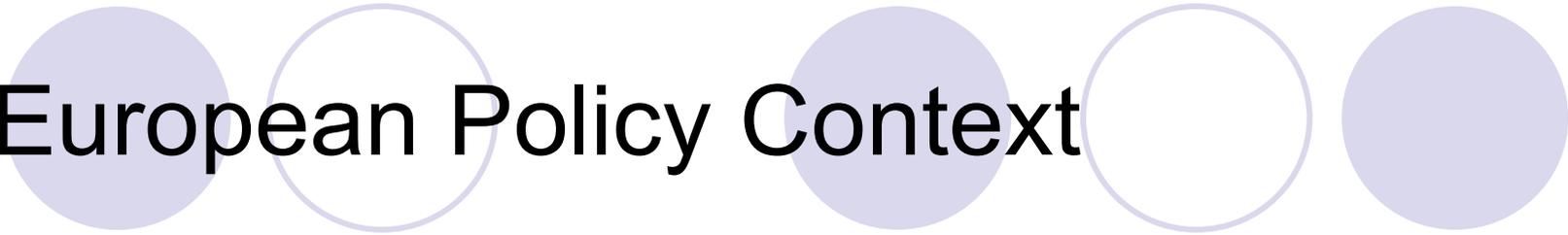
- Intellectual
- Economic
- Cultural
- Social



Mutual understanding

the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

it is only through a better knowledge of European Modern Languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation and overcome prejudice and discrimination.



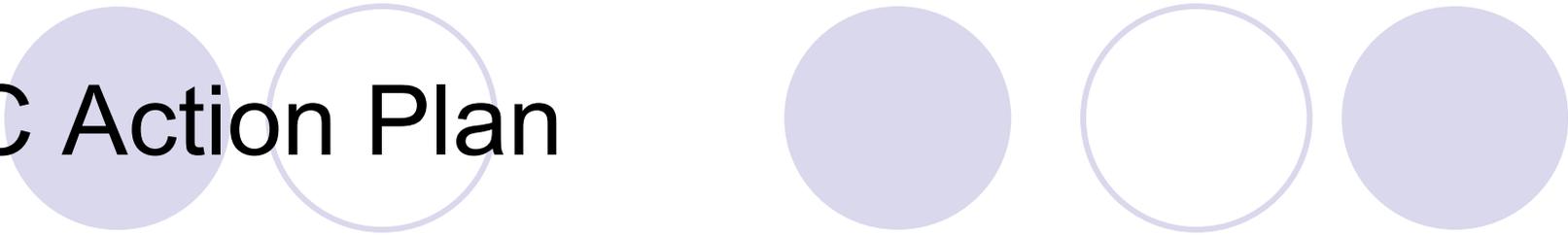
A European Policy Context

- **The EC Action Plan (2003) states that:**

‘The European Union is built around the free movement of its citizens, capital and services. The citizen with good language skills is better equipped to take advantage of the freedom to work or study in another Member State (It will have) 450 million citizens from diverse ethnic, cultural and linguistic backgrounds. It will be more important than ever that citizens have the skills necessary to understand and communicate with their neighbours’ (p3).

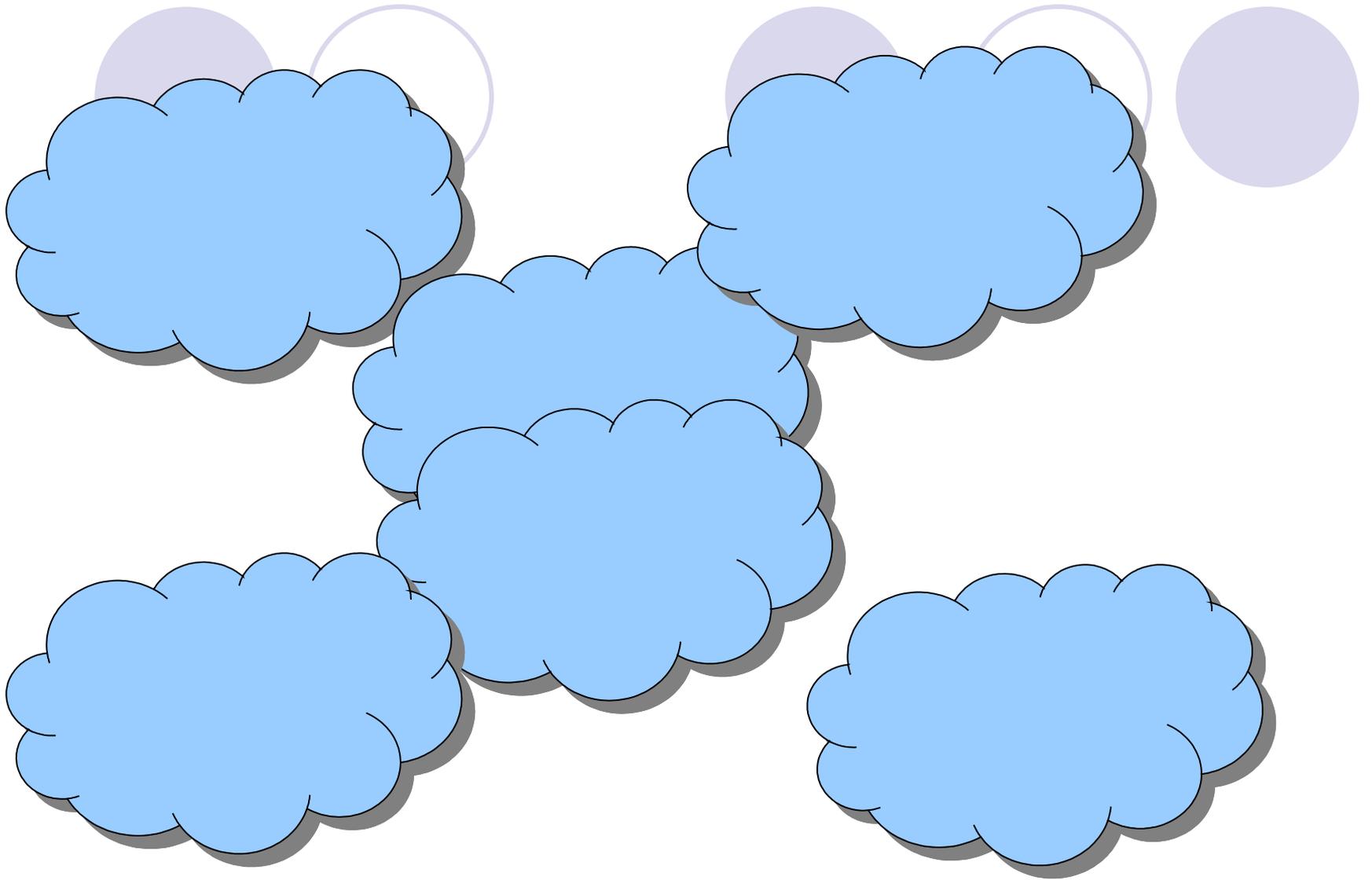
Mobility as a fundamental right of every citizen of the EU

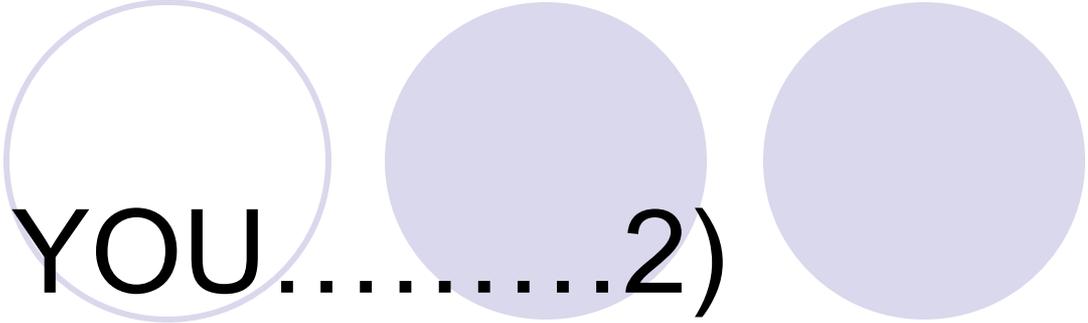
EC Action Plan



- Priorities include:

- Mother tongue + two languages from very early age (Barcelona Agreement)
- Inclusive approach to linguistic diversity
- Building languages-friendly communities
- Improving supply and take-up of language-learning
- Promotion of CLIL





OVER TO YOU.....2)



How will you support your project?

Press power 1

Learning 20

4-PAGE MIRROR ADULT Thursday January 18, 2001 Produced in association with

* Et enfin...

SIR TREVOR McDONALD ON WHY SPEAKING A FOREIGN LANGUAGE (OR FOUR) MATTERS

by RICHARD CARMICHAEL
Education Correspondent

GETTING ALONG in the kitchen is easier than getting along in the office. Sir Trevor McDonald usually introduces his news, but he'd like to be able to do it in any of the 100 languages of the world.



It's not just the kitchen, it's the office. Sir Trevor McDonald usually introduces his news, but he'd like to be able to do it in any of the 100 languages of the world. McDonald is a man of many talents. He is a television presenter, a radio host, and a news anchor. He is also a polyglot, speaking several languages fluently. In this article, he discusses the importance of learning foreign languages in the modern world.

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Email: tes@times.co.uk

Battle of voulez-vous

IN the First World War, British soldiers were sent into battle with not only a rifle but a French phrasebook. Sitting in their muddy trenches they would mouth such phrases as *Voulez-vous m'aider à aller au poste de secours?* (Will you help me to go to the dressing station?)
More than 80 years later it is our businessmen who go into "combat" clutching their phrasebooks or translators.

...hospital in
...place tomorrow.
...Mr Smith
...to help
...more e

Ministers told, learn a language

EVERY Government minister is to be asked to take a foreign language course to match the linguistic skills of European counterparts, writes Jo Rentell.

Foreign Office minister Keith Vaz has written to colleagues asking them to find time for language lessons. He has signed up for a French course. Today he was reported as saying: "It's important we as British citizens equip ourselves fully with the language skills so common in other countries."

Only four within the Cabinet speak a foreign language. Tony Blair is fluent in French and knows some Italian.

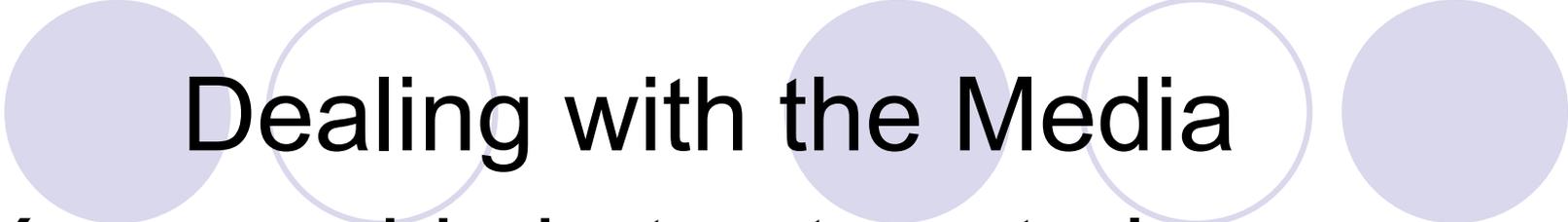
Rail

A RAIL... saved a... burning... Paddington... has been... day he was... bravery... Richard Al... Wayne Le... Bulham, has... eral days... traumatic... returning... Paddington... Now Tha... dismissed... who will... British T... award n... "I was br... thing be... this hap... Thame... "We can... ther u... have... pend in... appeal."

Press power 2



“They was telling us at school that if we don’t learn no foreign language, we’ll never get no job in future...”

The title is centered at the top of the slide. Above the text are five circles of varying shades of purple and blue, arranged in a horizontal line. The circles alternate between solid and hollow, starting and ending with a solid circle.

Dealing with the Media

- You can ride but not control
- Keep the channels open
- Learn and adapt their methods
- Don't worry about the negative
- Don't believe everything you read

Our world is a world of images



We tend to forget that our educational systems had their foundations laid in the age of relatively small independent nation states. They transmit a largely national culture and are primarily vernacular systems with much emphasis on national traditions, national values and a national language. They are even today still in the main monocultural, monolingualistic and ethnocentric.

The introduction of a foreign language into this limited monoglot world has far reaching consequences. We are, in fact, breaking with the nineteenth century tradition of literacy in terms of a national language if we propose to introduce into the concept of fundamental literacy the mastery of another language ... It has repercussions which are not confined to the primary (and the secondary) stage ...



H H Stern, West Berlin, 1964

They constantly try to escape
From the darkness outside and
within

By dreaming of systems so
perfect that no-one will need to
be good