

# Key Stage 3 'essential'

Years 7, 8 and 9 lay the foundations for language learning

The importance of language learning at Key Stage 3, highlighted in the 2009 *Languages Trends* survey, underlines what many teachers and stakeholders have been telling us during the first two years of *Routes into Languages*.

How have the various projects and regional groups in *Routes* worked with years 7, 8 and 9? How can effectiveness be measured? Important questions to consider for us all.

As we move into a new phase of cross-sectoral partnership working, we look to the investment in time that is required throughout the school years for the acquisition of language skills. The cumulative nature of language learning, where a good memory is an asset, conflicts with the now generation.

My own French teacher was an ex-professional football player, who burst into the school with considerable energy. His strategy was to return to the basics and give a good foundation for the transition to the examination years at the local comprehensive school. Two languages wasn't an option in most timetables.

School policy decisions are highlighted as a critical factor in pupils' decisions whether to continue, or not, with languages. As we seek to measure the impact that *Routes* has had in schools and colleges in England, we're acutely aware that positive, accurate messages of the importance of languages can be absent for a range of reasons. In fact, the messages themselves appear to contradict each other, and we need to be clear that for our young people's future in the global economy, knowledge of other languages can be a distinctive feature in the careers market. British students cannot compete on a level field with European or international job seekers unless they improve their linguistic skills and their advisors become aware of the messages from industry that languages and intercultural skills are important in the workplace.

**Heather McGuinness**  
Programme Manager Routes into Languages



Routes into Languages activities taking place around the North West and Yorkshire



**For head teachers**

## myth busting Continuing on from our last newsletters...

### myth 10:

This country needs more science graduates

Yes, but language skills are also valued by employers. 'Students... need to be clear about the benefits of studying certain disciplines such as STEM or certain skills such as language proficiency.'

Source: Stronger Together; CBI report 2009

### myth 11:

Visits and trips abroad are the only way to learn languages

E-twinning, video conference links with partner schools and the International schools Award are a great way to connect across international boundaries.

Source: Languages Trends, CILT 2009

### myth 12:

School policy on languages doesn't affect take-up

The latest Languages Trends survey from CILT finds 'The role of senior leadership within the school is crucial: school's policies are the biggest determinant of increased take-up...'

Source: Languages Trends, CILT 2009

## Forthcoming events

### Languages in higher education conference

1-2 July 2010

Prospero House, London

This conference aims to bring language teachers and researchers together from across all areas of the languages curriculum to celebrate all that we have achieved so far and to share ideas on ways in which we can take languages forward into the next decade.

[www.llas.ac.uk/conf2010](http://www.llas.ac.uk/conf2010)

### CILT A Level Language Teachers' Conference

30 June 2010

SOAS, London

This national conference is a great opportunity for those who teach and advise teachers of languages.

[www.cilt.org.uk/home.aspx](http://www.cilt.org.uk/home.aspx)

### The Languages Show

15-17 October 2010

Earl's Court, London

This three day exhibition and seminar programme offers a range of opportunities for visitors. Routes will be exhibiting at this event.

[www.thelanguageshow.co.uk](http://www.thelanguageshow.co.uk)

## Keep in touch

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# 2010: a crunch year for Routes into Languages

We've been working since 2007 to encourage language learning.

Our partners at CILT, the National Centre for Languages, work with us to support the Regional Consortia and National Networks.

Our aims are to increase and widen participation in language learning, and to support the role of higher education languages as a motor of national economic and civic regeneration.

In order to reach our objectives we work in cross-sectoral partnerships with universities, schools and colleges, particularly involving Aimhigher. Many of our regional consortia work with local cinemas, and we have collaborated with Active Languages in languages and sport events.

We established National Networks in Translation and Interpreting to work with languages in higher education. The Networks produce online resources and trial new curricula at postgraduate level. By working collaboratively they are able to promote translation and interpreting careers and postgraduate study at events held throughout the country.



Professor Carol Tully, Ceri James and Ellie Jones at the Wales, Europe and the World event for school pupils aged 14-19 at Cardiff City Hall.

### We're working in Wales

The Higher Education Funding Council for Wales (HEFCW) has announced three years of funding from 2009-10 to enable HEIs in Wales to join the *Routes into Languages* programme.

The Director of *Routes into Languages* Wales is Ceri James of CILT Cymru, the National Centre for Languages in Wales. The project manager is Ellie Jones who can be contacted at [routescymru@ciltcymru.org.uk](mailto:routescymru@ciltcymru.org.uk)

Working in partnership with the central team for *Routes* and nine universities across Wales, the Wales consortium plans to use examples of best practice from England, where *Routes* has been in action since 2007. We look forward to hearing more from the Wales consortium.

[www.routesintolanguages.ac.uk/cymru](http://www.routesintolanguages.ac.uk/cymru)