

SPEAKGLOBAL Results feedback

Dear SPEAKGBOLABAL user,

This reports feeds back on the outcome of the testing of this programme.

In 2014, three researchers (of whom two former language teachers) delivered the programme in three comprehensive schools: two schools in the North of England and one in Scotland. School 1 is set in a small urban town, school 2 in semi rural location, and school 3 in urban location. In each school, the programme was administered to the year selecting GCSE (or equivalent) options. Here are the participants:

	School 1	School 2	School 3	
Ability setting	Middle-low	Middle-high	mixed	
year	9	8	8	
age	14/15	13/14	13/14	
No.	44 (2 classes)	35	20	
total				99

We devised a questionnaire with statements (with scale from 1-5 to say to what extent they agreed with a statement) that closely link to the content of SPEAKGLABAL. After testing our questionnaire for reliability, we distributed the SAME questionnaire with questions relating to

- multilingualism
- cognitive benefits of language learning
- the image of languages as a subject and image of language learners

one week before starting the teaching and then again one week after we finished. We wanted to know if student score differently after our programme in respect of attitudes towards these three aspects (multilingualism, cognitive benefits of language learning, image of languages as a subject). We also wanted to know if boys and girls scored differently, and if students who said they had a different first language to English scored differently.

Here are the results:

- Valuing multilingualism: sig <.005 (before/after increase)
- Confidence/ cognitive benefits : sig <.005 (before/after increase)
- Image: increase (11.17>11.34) but not sig.

For all students, the teaching of lesson 1 (multilingualism) and lesson 2 (cognitive benefits) increased so significantly that the likelihood of this result being down to chance is less than 5%. The image of languages and language learning did increase but not to a significant extent. The results show that the content of both lessons changed students' attitudes, in different schools, and with different ability students.

Boys/girls: girls scored slightly higher it all questions but the result was not significant.
Students who have a different first language than English/home language: these scores significantly higher in the following questions: Image of languages and cognitive benefits.

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We also had lots of positive comments on the back of the questionnaire where students could write down any comments they had. Some quotes:

- *I enjoyed the 2 lessons because we got to learn something new and interesting especially finding out about bilingual babies.*
- *I loved the lessons that we were taught we had an insight into psychology and language. They were really fun!*
- *Some of the information was very surprising.*
- *I think it was very interesting to learn about how multilingual people would find it easier to learn new languages.*
- *It was a great experience and inspired me to do better at languages.*
- *We found out how languages can help us in different ways.*
- *It was really interesting to see how the number of English speakers as first languages was going to do down.*
- *I have learned that English is not the most spoken language in the world and more people speak things like Chinese and Hindi/Urdu.*
- *Papua New Guinea has over 400 languages and Arabic is a main language in the world.*

Finally:

The questionnaire is tailored to the SPEAKGLOBAL pack, known to be statistically reliable, and the team is happy to share this with you.

You might want to undertake a research project in your school yourself where you see how/if your students' attitudes changed after you taught it. You would need to enter the scores into Excel and do some basic statistics. If you would like the questionnaire please email u.lanvers@open.ac.uk. Many thanks

Ursula Lanvers