





## Language Trends 2010 Secondary

No.

## Thank you very much for taking part in the survey.

The Language Trends survey is run jointly each year by CILT, the National Centre for Languages, the Association for Language Learning (ALL) and the Independent Schools Modern Languages Association (ISMLA). In this period of rapid change and policy development, it is vital to have an up to date picture of current issues for languages. Therefore, this year's survey will also form part of a wider exercise with Links into Languages to map the sector and identify priorities for development.

The survey will take up to 15 minutes to complete. We really appreciate your time on this.

Please fax, e-mail or post your response by Friday 19 November 2010 to:

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	KS3 (Year 7-9)	KS4 (Year 10–11)	post-16	outside curriculum t
Arabic				
French				
German				
Italian				
Japanese				
Mandarin				
Russian				
Spanish				
Urdu				
Other – please specify:				

This se	ction relates to KS4 (Year 10 and 11) only.					
2	Is the study of a foreign language compulsory or optional for KS4 (Year 10 and Year 11) pupils in y school?	our/	3a		g <b>one or more</b>	rcentage of pupils languages in Year 10
	Compulsory for all*				Year 11 %	Year 10 %
	Optional for all			10% or below		
	Optional for some but not all			11%-24%		
	*By compulsory we mean that school policy is t	hat		25%–49%		
	all pupils must take at least one language (althouse there may be a small number of exceptions).	ough		50%-75%		
	there may be a small number of exceptions).			76%-90%		
				Above 90%		
3b	Are any of these pupils studying one or more la	inguages?	ı			
	☐ Yes ☐ No					
3c	Is the second language studied in curriculum tir	ne?				
30	Yes No					
	Arrangements vary (Please specify your arrar	ngements :	in the sna	ace helow.)		
	Throughout vary (recase speerly your arran	- Igements				
4	Please indicate any changes over the last 3 year	s in <b>pupil</b>	take-up	<b>at KS4</b> for each la	inquage offered	d at your school.
4	Please indicate any changes over the last 3 year Please tick all that apply					
4	Please tick all that apply New		take-up	at KS4 for each la	Decrease	d at your school.  Discontinued
4	Please tick all that apply  New  Arabic					
4	Please tick all that apply New					
4	Please tick all that apply  New  Arabic  French					
4	Please tick all that apply  New  Arabic  French  German					
4	Please tick all that apply  New  Arabic  French  German  Italian					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu					
4	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu					
5a	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu  Other – please specify:  Overall, has your school experienced an increase	Ind		No change	Decrease	
	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu  Other – please specify:  Overall, has your school experienced an increase decrease in pupil take-up for languages at KS4 of the control	Ind	crease	No change	Decrease	Discontinued  Discontinued
	Please tick all that apply  New  Arabic  French  German  Italian  Japanese  Mandarin  Russian  Spanish  Urdu  Other – please specify:  Overall, has your school experienced an increase	Ind	crease	No change	Decrease	Discontinued  Discontinued

This section relates to post 16/Sixth Form only. Please go to Question 9 if your school do not have post 16/Sixth Form pupils.

6	Please indicate any changes over the last 3 years in <b>pupil take-up at post 16/Sixth For</b> m for each language offered at your school. <i>Please tick all that apply</i>					
	your school. Theuse thek all that apply	New	Increase	No change	Decrease	Discontinued
	Arabic					
	French					
	German					
	Italian					
	Japanese					
	Mandarin					
	Russian					
	Spanish		Ц			
	Urdu					
	Other – please specify:					
7	Overall, has your school experienced last 3 years?		decrease in pupi	take-up for langu	ages at post 16,	/Sixth Form over the
	☐ Increase ☐ No change ☐ Decre	ease				
8	Which of the following measures do y choose NO MORE THAN three.  More collaboration with neighbor Better careers advice Better qualified and more experied More relevant qualifications/cour More time for languages in the collaboration of the	uring schools/oenced teaching ses urriculum t/exchanges ab	colleges/universit staff proad		up of languages	post 16? Please
	Greater support from Senior Mana	•	<u>J</u>			
	Other – please specify:	J 2 2 1 0 0 11				

The next group of questions is about any recent measures that your school may have taken in relation to improving take up or pupil motivation.

9a	Which of the following measures does  Routes into Languages activities  Business-education partnerships,  Other externally organised activiti  Information, Advice and Guidance  Use of Languages Work materials  Introduction of new languages  New teaching approaches (e.g. grown Modifications to the option system Making languages compulsory for International links/exchanges/vistor Alternative accreditation to GCSE,  Change of awarding body/specifical Greater support from Senior Manages	e.g., Busine lies within the leater use of m some/all puits ' A level (e. ation for GC	sss Language Cl school TCT, CLIL, new upils g. Asset Langu SE/A level	nampions  scheme of work	<, etc.)	apply.	
	None None	gement rear					
	Other measures (please specify in	the box pro	ovided below)				
9b	If involved, the impact is best described as	lo impact at all	No impact but too soon to say	Impact cancelled out by other factors	Improved attitude	Increased take-up	
	Routes into Languages						
	Business-education partnerships, e.g., Business Language Champions Other externally organised activities						
	Information, Advice and Guidance within the school						
	Use of Languages Work materials Introduction of new languages						
	New teaching approaches (e.g. greater use of ICT, CLIL, new scheme of work, etc.) Modifications to the option system						
	Making languages compulsory for some/all pupils International links/exchanges/visits Alternative accreditation to						
	GCSE/ A level (e.g. Asset Languages, FCSE, etc.)						
	Change of awarding body/specification for GCSE/A level	n 🔲					
	Greater support from Senior Management Team Other – please specify:						
	process specify.						

This section is about alternative accreditation in modern languages that your school offers apart from GCSE and GCE examinations. 10 Do you offer any other accreditation for languages apart from GCSE/ A level? Yes, go to question 11 No, but we are considering this go to question 12 No, go to guestion 13 **11a** Please indicate the other accreditation for languages 11b Please estimate the total proportion (of the whole year group) following these qualifications you offer and at which stage. Please tick all that apply. KS3 KS4 post-16 In Year 13 % **Asset Languages** In Year 12 % CBLC In Year 11 Entry level certificate **FCSE** In Year 10 % **IGCSE** In Year 9 % Pre-U International Baccalaureate **11c** Please use the space below to give us your views on **NVQ** language units this alternative accreditation Other - please specify: 12 If you are considering other accreditation, please specify which accreditation and for which key stage(s) in the space below. Please indicate which Diploma(s) your school is involved in and whether it involves a language. Please click all that apply 13 Yes, it involves a language No, it doesn't involve a languag ΙT Engineering Society, Health and Development Creative and Media Construction and the Built Environment Environmental and Land-based Studies Manufacturing and Product Design Hair and Beauty Studies **Business Administration and Finance** Hospitality **Public Services** Sport and Active Leisure

Retail Business Travel and Tourism

We wo	uld like to ask a few more questions that relate to KS3	3 (Year /–9	) only.
14	Do all (or almost all) pupils study a foreign language in for the whole of KS3 (Year 7–9)?  Yes  No	17	Have there been any of the following changes to languages provision at KS3 over the last few years in your school? <i>Please tick all that apply</i> .   One or more languages have been introduced
15	Have you started receiving significant numbers of pupils in Year 7 who have studied a language at KS2?  Yes  No		<ul> <li>□ One or more languages have been discontinued</li> <li>□ Accreditation has been introduced</li> <li>□ Weekly lesson time for KS3 languages has been reduced</li> <li>□ KS3 has been shortened to two years</li> </ul>
16	What arrangements do you have to build on their prior learning? Please tick all that apply.  All pupils are able to continue with the same language that they have learned at primary  All pupils begin a new language in Year 7  Our schemes of work cater for the needs of pupils with different amounts of prior knowledge  Pupils are tested upon entry and set according to ability and prior knowledge  No measure has been taken  Other, please specify		Modifications to the curriculum to cater for Y7 pupils who have been learning a language in KS2  No, there's been no change Other, please specify  Please share any further details below:
This so	ection looks at your CPD needs.  Which of these providers of CPD for language teachers	19	Which of the following types of CPD would you be most
100	are you aware of?  Association for Language Learning  CILT  Local Authority  Links into Languages  SSAT  University  Commercial providers  Another school		likely to choose, if available? (Tick NO MORE THAN 3)  One day course  External series of sessions spread over a term/year  External weekend course  External week long summer school  National conference  In-school session led by external trainer  In-school CPD run within the department  Online course/module – self access
18b			☐ Blended learning including both face to face and

Furthe	r comments
20	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
	CILT is very keen to showcase good practice in Modern Language learning. If you are happy to be contacted by CILT for further discussion, please give brief details below. Your details will remain anonymous in our report.
	Your name:
	Your school:
	Your position:
	Your email:  Your phone number:
	Best time to phone you: