

Council of Europe

CITY REPORT

# *Sheffield's Language Education Policies*

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## Council of Europe

### City Report: Sheffield's Language Education Policies

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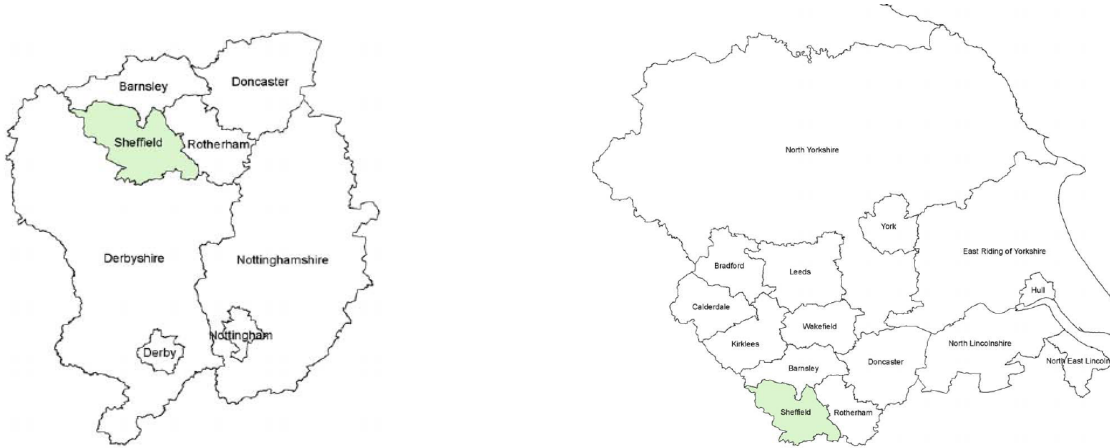
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## Section 1 – Factual description

### 1.1 Sheffield – general overview

Sheffield is situated in South Yorkshire and borders to the south on North Derbyshire and to the east with North Nottinghamshire. It is the hilliest of all major British cities, and on its southern boundary it runs into the Peak District national park, an outstanding area of natural beauty, and an important outdoor recreational resource.



A - Sheffield

Sheffield has a population of 520,700 (2006): this makes it the 5<sup>th</sup> largest city in the United Kingdom, and the largest population centre in South Yorkshire. The working population is 321,000, 62% of the total. The city population has started to rise after some decades of decline, and is predicted to continue rising to over 561,000 by 2029. A major contribution to this increase is the higher birth rate among Black and Minority Ethnic (BME) communities compared to the White communities. The percentage of BME members has risen from 7% (36,500 people) in 1991 to 13% (69,300 people) in 2005. The national average for BME communities is 8.4% of the population over 21.<sup>1</sup> Over the period 2001-05, there was an average annual increase of 3500 in the BME population, against an average annual decrease of 1600 in the White British population. An increasing number of BME members are currently from Eastern Europe (Lovatt 2006). The composition and demographics of the BME communities will be given in more detail in section 1.3.

Sheffield is considered the centre of a city region that includes the other three boroughs of South Yorkshire, Barnsley, Doncaster and Rotherham. Together they form a conurbation of over 1.25 million people. The concept of 'city region' is playing a significant part in current physical and socio-economic infrastructure planning.

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<sup>1</sup> Dept. for Communities and Local Government (Oct. 2006): *Strong and prosperous communities: the Local Government White Paper*. Cm 6939-1, p. 50

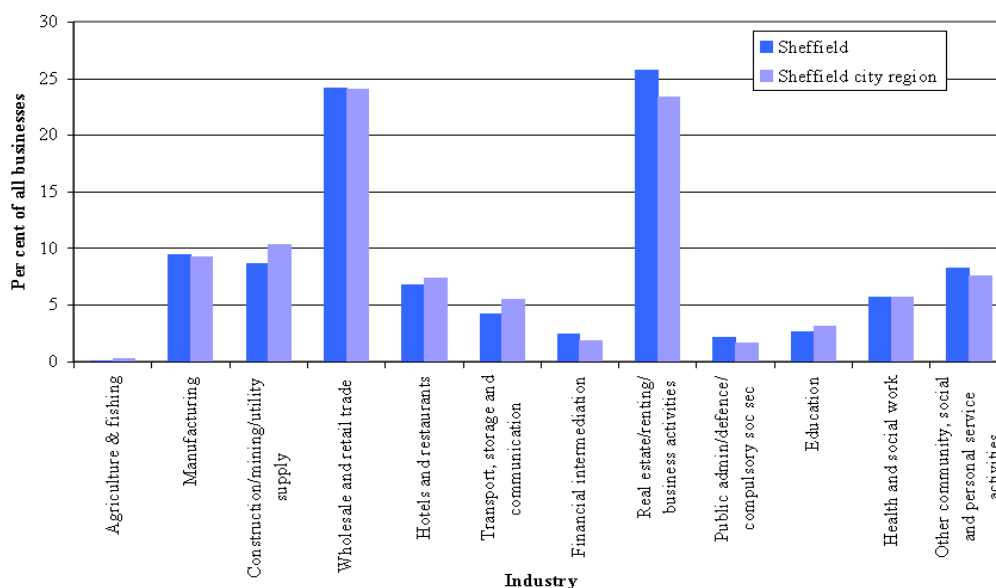
## 1.2 Sheffield – economy

In 2004, Sheffield generated a Gross Value Added (GVA) of £7.9 billion annually, which is the lowest GVA for any of the English ‘core cities’ (the others are Birmingham, Bristol, Leeds, Liverpool, Manchester, Nottingham and Newcastle). Under the Economic Masterplan that has just been produced (November 2007) by Creative Sheffield, the recently formed City Development Company, it is estimated that this figure could and should rise to £9.0 billion over the course of the next 10-15 years.

Historically, Sheffield has been associated with the manufacture of cutlery and steel; it has long had the sobriquet ‘Steel City’. Since the early 1980s, the numbers employed in the steel industry have declined by about 90%, although the volume of steel produced per annum is higher than it has ever been. After more than a decade of recession, the local economy has been picking up and since 2000, Sheffield has become one of the faster growing major cities in the UK, with unemployment now significantly lower than the average for the ‘core cities’.

Whilst steel and cutlery making remain important to Sheffield’s economy, the service economy now accounts for 84.1% of all employment. One business sector that has been developing quite rapidly since 1995 is financial and business services (4.2% of all employees). HSBC bank employs over 4,500 and is the largest single private employer in the city. This sector, however, remains at a lower level than in Leeds and Manchester. Others include the creative and digital industries and the retail, hotel and distribution service industries (c. 23% of employees). The Meadowhall retail park near the M1, built on the site of a steel works, is one of the largest and best known in the Yorkshire and the Humber region.

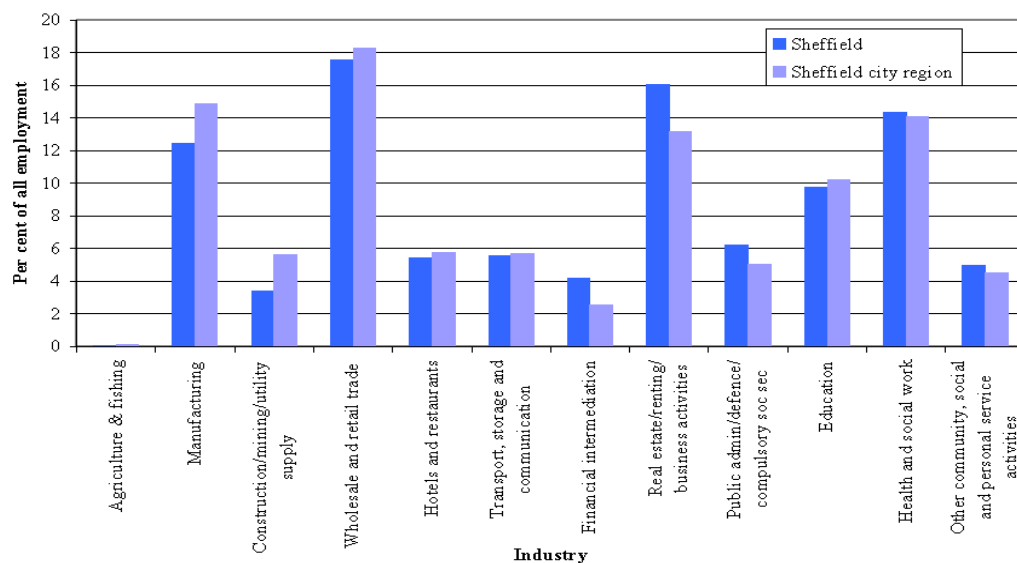
**Workplaces by industry**



Source: Annual Business Inquiry 2005



**Employment by industry**



Source: Annual Business Inquiry 2005

Of growing importance in the manufacturing sector are the advanced technology industries of medical equipment, aerospace (Boeing in conjunction with Sheffield University) and bioscience. In particular, public services form the major employment sector, with the two universities (8500 jobs), and Sheffield Teaching Hospitals NHS Trust (employing 11,900) and a number of regional and national agencies – e.g. Department of Work and Pensions, the Home Office department dealing with immigration applications and processing, the Health and Safety Executive, and UFI (a national agency that provides lifelong learning to individuals and employees). 10% of all employees work in education, and Sheffield’s workforce is highly qualified, with 46.2% qualified to NVQ 3 and above, and 26% at NVQ 4<sup>2</sup> and above (2005 figures). Both these percentages are a little above the national averages. Weekly wage levels, however, are below the national and core city averages, at £421 a week (2006 figure), although the rate is rising faster than the national and the other core cities’.

A highlighted aspect of the Economic Masterplan agenda is that Sheffield needs to become “outward facing – linking local people and businesses to a wider economy within the sub-region (i.e. South Yorkshire), nationally and internationally” (from Sheffield City Council Chief Executive’s Directorate Report to Cabinet, 12 September 2007). The role that increased awareness of and skills in foreign languages plays in achieving this ambition should be obvious.

<sup>2</sup> NVQ 3 is equivalent to 2 or more A levels, and/or GNVQ/SNVO. NVQ4 is equivalent to first degree, diploma, nursing or teaching qualification, and/or Higher National Diploma (HND).

### 1.3 Sheffield – ethnic composition and diversity

A defining characteristic of the contemporary British city is its ethnic and cultural diversity and, therefore, its multilingualism. Sheffield is no exception in this regard.

It was the needs of the steel industry that brought about some of the influx of communities from overseas in the 1950s and 60s, notably the Pakistani/Kashmiri and Yemeni communities. Other communities, in particular the Somali community, largely from Somaliland, have arrived as the result of civil war.

The BME communities are most numerous in the inner city areas to the North East (Burngreave and Firth Park wards) and South West (Sharrow and Nether Edge wards) of the city centre and in Sheffield's East End (Darnall ward). These are also the wards with the highest indices of social deprivation in the city. In Sharrow and Nether Edge the BME population is between 50 and 70%. In Burngreave, Firth Park and Darnall it is now over 70%. By contrast, the BME community in the much more affluent South West of the city is less than 10%. See Appendix 4 for maps of distribution of the Pakistani and Bangladeshi communities in Sheffield.

By far the most numerous BME community in Sheffield is the Pakistani community, at nearly 16,000 in the 2001 Census. At 3% in Sheffield, the proportion is twice the national figure for this community. The great majority of the community are Kashmiris, from the Azad Kashmir region – the territory disputed between Pakistan and India – the capital of which is Mirpur. Hence, the dialect of Panjabi spoken is commonly called Mirpuri, though many community members will refer to it as Pothohari, or Pahari (meaning 'from the mountains'). A much smaller number of the Pakistani community speak Pashto, and come from the North West of Pakistan. Of these, a few speak Hindko, a variant of Pashto. The majority of the community came from rural areas, and so the first generation of immigrants, in the 1950s and 60s, had received little education in Pakistan. This meant that not many of them were Urdu speakers, and so would not be literate in a community language.

The Pakistani community is active and visible, with some large, well-established and influential community organisations. Among these are the Pakistani Muslim Centre, the Asian Welfare Association in Sharrow and nearby Abbeydale, the Pakistani Community Advice Centre in Firvale and the Sheffield Roshni Asian Women's Centre. In the last year, the community has opened Sheffield's most recent landmark building, the Wolseley Road Mosque, with prominent green domes and two tall minaret towers, easily visible from the London-bound trains.

There is also a flourishing transnational economic flow among the Panjabi community, with a triangle of trade between the Darnall area of Sheffield, Manchester (as

the point of entry of goods by air) and Pakistan. This trade is carried on by family-run shopkeepers and focuses on the import and sale of foods such as mangoes, chillies, rice and textiles. One of the largest traders in the latter is Karachi Stores, a department store. This business also hosts a radio station, 'Radio Ramadhan' which broadcasts in Urdu during the month of Ramadhan. The national bilingual Urdu-English newspaper, *Jang*, circulates widely in the culturally diverse wards of the city already mentioned, and it has reporters based locally. Radio Sheffield broadcasts in a number of community languages, including Urdu, linking up with the BBC Asian network for much of its programming. Other community languages broadcast locally are Arabic, Bangla, Chinese and Somali.

The Somali community is a recent arrival, dating from the 1990s, and was initially driven by political rather than economic factors. It is the fastest growing BME community in the city, and now numbers probably more than 4000. It is difficult to give an accurate figure for this community because it is not treated separately in the ethnicity categories of the Census but lumped into the two categories 'African' and 'mixed': 'White and Black African'. It is concentrated into two of the wards mentioned above, Sharrow to the South West and Burngreave/Firvale to the North East of the city centre. It has two active community centres, and four complementary schools.

There is also the Somali Education Breakthrough group, which is a homework support group. The underachievement of Somalis, compared to the school performance of other BME communities in Sheffield's mainstream secondary schools, is a cause of some official concern. Until the recent advent of the Asset Languages Ladder, there has been no officially recognised public exam in Somali, and that has no doubt had a deleterious effect on the maintenance of the language (though there is no study of language maintenance/shift in Somali to our knowledge, and such a study is badly needed). With the inclusion of Somali from September 2006, though so far only at the lowest levels of the Ladder, it is to be hoped that this will boost the prestige of the language in the eyes of both Somalis and the wider community.

The Bengali community has about 1,900 members, mainly Bangladeshis from the Sylhet province, but with a few prominent West Bengali members. It is not very visible except for the Bengali Women's Support Group. This group, led by the poet and writer Debjani Chatterjee, has published a number of enterprising bilingual books in Bangla and English, including one that is a collection of culinary recipes and poems, and another, called '*A Slice of Sheffield*' (2005) that, appropriately for this city, celebrates cutlery.

The Yemeni community comprises around 3000 people. It is not possible to be more accurate as the statistic for this community is hidden in the Census ethnicity catchall category of 'Other Middle East'. The community was initially established in the 1950s and 60s with the majority of Yemeni's taking up employment in the steel industry. However,

the community then contracted in size in the 1980s when the steel industry was hard hit. It is located chiefly in the North East of Sheffield, in the Burngreave and Darnall wards. The community is one of the most active BME communities in the city, in education (with a number of complementary schools) and in enterprise, with the Yemeni Community Association and the Yemeni Enterprise and Training Centre.

The five communities whose languages are 'recognised' officially by the City Council in its literature and in some of its public signing are Arabic, Bangla, Chinese, Somali and Urdu. The communities differ in various respects, such as their size as already noted, but also in their visibility and activism. The Chinese community, just over 2,200 strong, is the most low key, and keeps to itself. It is also the least concentrated geographically of the main BME communities, although it has a clear community presence along London Road, leading out from the city centre, with an active Chinese Community Centre, and some supermarkets and restaurants in that area. There has been some talk of creating a Sheffield 'Chinatown' on London Road, but the project has not got going as yet. The community runs two complementary schools.

The organisations and activities described here are an important part of the response that Sheffield is making to the realisation, and the celebration, of its developing diversity. They are part of the efforts that continue to be needed, and perhaps more urgently than ever, to inculcate a sense of multilingualism and multiculturalism as a resource rather than as a problem.

## 1.4 Sheffield – political and socio-economic structures

### 1.4.1 Political structures and composition

Politically, Sheffield is divided into 28 wards, with three city Councillors for each ward, and six Parliamentary constituencies: Attercliffe, Brightside, Central, Hallam, Heeley and Hillsborough. Labour holds 5 of the Parliamentary seats, and the Liberal Democrats hold Sheffield Hallam.

The wards are, in alphabetical order, with a map of their location:

Ward	Area of city	Parliamentary Constituency
Arbourthorne	Central/south	Central/Heeley
Beauchief & Greenhill	South	Hallam/Heeley
Beighton	South east	Attercliffe
Birley	South east	Attercliffe
Broomhill	South west	Central/Hallam/Heeley
Burngreave	Central/north east	Central
Central	City centre, Sharrow	Central/Hallam/Heeley
Crookes	South west	Central/Hallam
Darnall	'East End'	Attercliffe/Brightside/Central
Dore & Totley	South west	Hallam/Heeley
East Ecclesfield	North	Brightside/Hillsborough
Ecclesall	South west	Hallam
Firth Park	'East End'	Brightside
Fulwood	South west	Hallam
Gleadless Valley	Central/south east	Heeley
Graves Park	South	Heeley
Hillsborough	North	Brightside/Hillsborough
Manor Castle	East	Central/Heeley
Mosborough	South east	Attercliffe
Nether Edge	Central/south	Central
Richmond	South east	Attercliffe/Central/Heeley
Shiregreen & Brightside	'East End'	Brightside
Southey	North	Brightside
Stannington	West	Hillsborough <sup>3</sup>
Stocksbridge & Upper Don	North west	Hillsborough
Walkley	Central/north	Brightside/Central/Hillsborough
West Ecclesfield	North east	Hillsborough
Woodhouse	South east	Attercliffe

Table 1: Political structures (local wards and Parliamentary constituencies) in Sheffield

<sup>3</sup> Under boundary changes, Stannington will be part of Sheffield Hallam and Broomhill will be part of Sheffield Central in the next General Election.



Stocksbridge & Upper Don and Stannington wards, to the north west of the city are very large on the ground, and largely rural.

The political composition of the City Council is currently 'no overall control'. There are 41 Labour councillors to 39 Liberal Democrat, 2 Greens, 1 Conservative and one Independent. Sheffield has been a Labour stronghold since the 1920s, losing control in only 4 years since then, most recently to the Liberal Democrats from 1999 to 2002.

The City Council consists of 84 elected members and a cadre of officers. It is the largest employer in the city by far, with over 18,000 employees. The organisation structure of the elected part is what is known as the 'Cabinet and Scrutiny' model, which replaced the old committee structure in 1999. The Cabinet is composed of the Leader of the main party (Labour at present) and 7 members of the main party. The main opposition party (Liberal Democrats at present) choose a Shadow Cabinet, which matches the Cabinet in the roles it has.

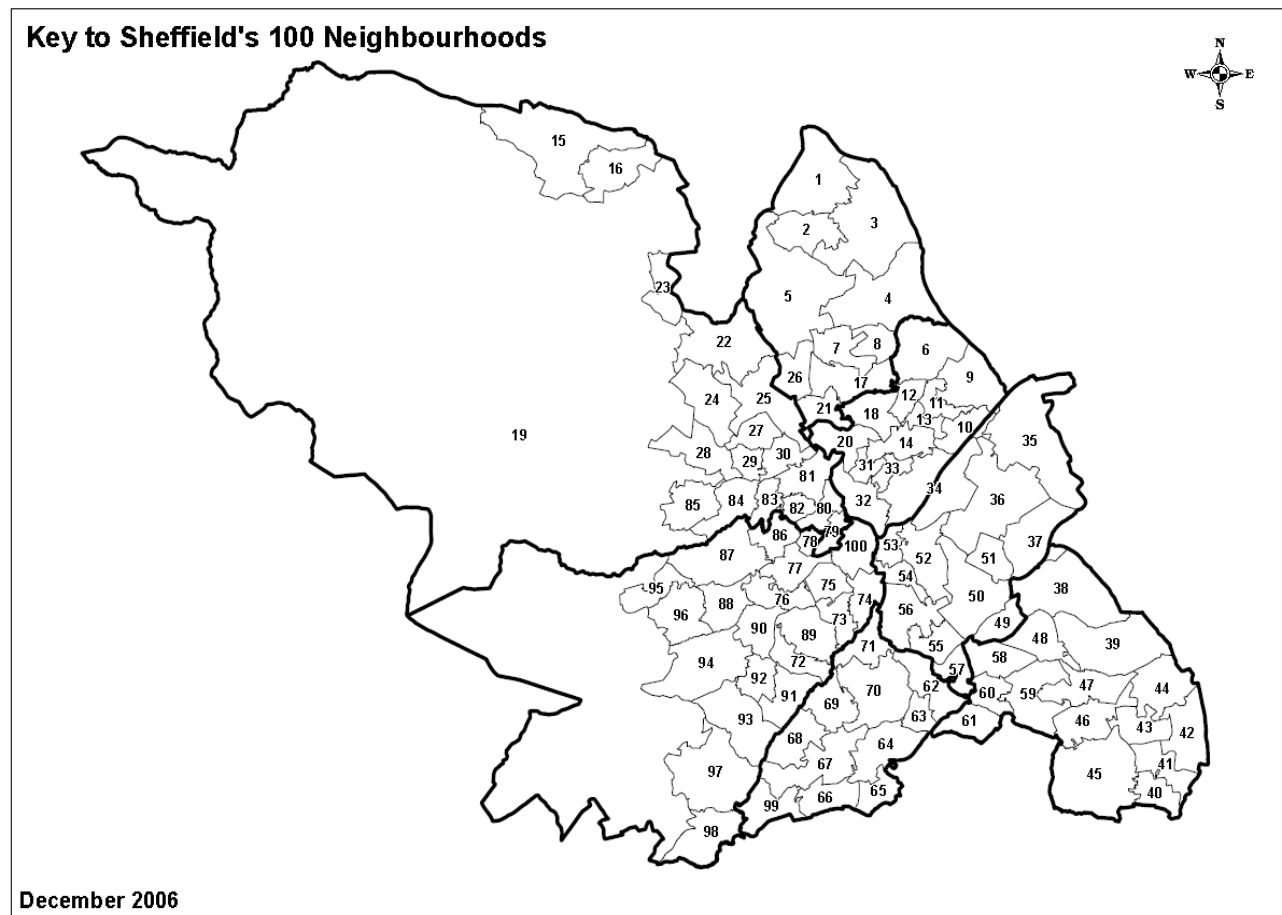
The 'backbench' Councillors sit on five cross-party Scrutiny Boards – Children and Young People, Culture, Economy and Sustainability, Health and Community Care, Strategic Resources and Performance and Successful Neighbourhoods. On the officer side, the Council is organised into four large Directorates: Chief Executive's, Children and

Young People Directorate (CYPD) – this is the Directorate that deals with education – Development, Environment & Leisure and Neighbourhoods & Community Care.

### 1.4.2 Social division

There is a clear social division in the city, which is reflected in the political make up of the city. The one Liberal Democrat MP represents the wealthiest constituency, in the South west of the city, the one where both universities are situated, and reportedly the constituency with the highest number of PhDs in the country. Seven of the city's 100 'neighbourhoods' (sub units of wards) are amongst the top 1% in England and Wales in terms of overall indices of social deprivation (crime, education, employment, environmental deprivation, health, housing and income).

All seven are located in the inner city neighbourhoods to the north east, in Burngreave ward, and south east of the city centre, in Manor and Arbourthorne wards. Burngreave is the most ethnically diverse ward in the city. By contrast, most of the Southwest, the wards of Beauchief & Greenhill, Broomhill, Crookes, Dore & Totley, Ecclesall, Fulwood, (all in Sheffield Hallam) are amongst the 20% least socially deprived 'neighbourhoods' in the country.



Source: Sheffield City Council

Key to Sheffield's 100 Neighbourhoods (Alphabetical)

Neighbourhood	NH	SD	Neighbourhood	NH	SD	Neighbourhood	NH	SD	Neighbourhood	NH	SD
Abbeyfield	33	B	Dore	97	F	Housteads	37	C	Shiregreen	6	B
Acres Hill	51	C	Ecclesall	92	F	Langsett	81	G	Sothall	42	D
Arbourthome	55	C	Ecclesfield	4	A	Lodge Moor	95	F	Southey Green	21	A
Base Green	60	D	Endcliffe	76	F	Longley	18	B	Stannington	85	G
Batemoor / Jordanthorpe	65	E	Fir Vale	14	B	Lowedges	86	E	Stocksbridge	15	G
Beauchief	68	E	Firshill	31	B	Loxley	28	G	Stubbin / Brushes	12	B
Beighton	44	D	Firth Park	13	B	Manor	50	C	Tinsley	35	C
Bents Green	94	F	Flower	11	B	Meersbrook	70	E	Totley	98	F
Birley	59	D	Fox Hill	26	A	Middlewood	25	G	Upperthorpe	80	G
Bradway	99	F	Fulwood	96	F	Millhouses	91	F	Wadsley	27	G
Brightside	10	B	Gleadless	57	C	Mosborough	45	D	Walkley	82	G
Brincliffe	72	F	Gleadless Valley	62	E	Nether Edge	89	F	Walkley Bank	83	G
Broomhall	75	F	Granville	54	C	Netherthorpe	79	G	Waterthorpe	43	D
Broomhill	77	F	Greenhill	67	E	New Parson Cross	7	A	Westfield	41	D
Bumcross	2	A	Grenoside	5	A	Norfolk Park	58	C	Wharncliffe Side	23	G
Bumgreave	34	B	Greystones	90	F	Norton	64	E	Whirlow / Abbeydale	93	F
Chapelton	3	A	Hackenthorpe	47	D	Old Parson Cross	17	A	Wincobank	9	B
Charnock	61	D	Halfway	40	D	Oughtibridge	22	G	Wisewood	29	G
City Centre	100	F	Handsworth	38	D	Owlthorpe	46	D	Woodhouse	39	D
Colley	8	A	Heeley	71	E	Park Hill	53	C	Woodland View	84	G
Crookes	86	F	Hemsworth	63	E	Ranmoor	88	F	Woodseats	69	E
Crookesmoor	78	F	High Green	1	A	Richmond	48	D	Woodside	32	B
Crosspool	87	F	Highfield	74	F	Rural Area	19	G	Woodthorpe	49	C
Darnall	36	C	Hillsborough	30	G	Sharrow	73	F	Worrall	24	G
Deepcar	16	G	Hollins End	58	D	Shirecliffe	20	B	Wybourn	52	C

Key to Sheffield's 100 Neighbourhoods (by Number)

NH	Neighbourhood	SD	NH	Neighbourhood	SD	NH	Neighbourhood	SD	NH	Neighbourhood	SD
1	High Green	A	26	Fox Hill	A	51	Acres Hill	C	76	Endcliffe	F
2	Bumcross	A	27	Wadsley	G	52	Wybourn	C	77	Broomhill	F
3	Chapelton	A	28	Loxley	G	53	Park Hill	C	78	Crookesmoor	F
4	Ecclesfield	A	29	Wisewood	G	54	Granville	C	79	Netherthorpe	G
5	Grenoside	A	30	Hillsborough	G	55	Arbourthome	C	80	Upperthorpe	G
6	Shiregreen	B	31	Firshill	B	56	Norfolk Park	C	81	Langsett	G
7	New Parson Cross	A	32	Woodside	B	57	Gleadless	C	82	Walkley	G
8	Colley	A	33	Abbeyfield	B	58	Hollins End	D	83	Walkley Bank	G
9	Wincobank	B	34	Bumgreave	B	59	Birley	D	84	Woodland View	G
10	Brightside	B	35	Tinsley	C	60	Base Green	D	85	Stannington	G
11	Flower	B	36	Darnall	C	61	Charnock	D	86	Crookes	F
12	Stubbin / Brushes	B	37	Housteads	C	62	Gleadless Valley	E	87	Crosspool	F
13	Firth Park	B	38	Handsworth	D	63	Hemsworth	E	88	Ranmoor	F
14	Fir Vale	B	39	Woodhouse	D	64	Norton	E	89	Nether Edge	F
15	Stocksbridge	G	40	Halfway	D	65	Batemoor / Jordanthorpe	E	90	Greystones	F
16	Deepcar	G	41	Westfield	D	66	Lowedges	E	91	Millhouses	F
17	Old Parson Cross	A	42	Sothall	D	67	Greenhill	E	92	Ecclesall	F
18	Longley	B	43	Waterthorpe	D	68	Beauchief	E	93	Whirlow / Abbeydale	F
19	Rural Area	G	44	Beighton	D	69	Woodseats	E	94	Bents Green	F
20	Shirecliffe	B	45	Mosborough	D	70	Meersbrook	E	95	Lodge Moor	F
21	Southey Green	A	46	Owlthorpe	D	71	Heeley	E	96	Fulwood	F
22	Oughtibridge	G	47	Hackenthorpe	D	72	Brincliffe	F	97	Dore	F
23	Wharncliffe Side	G	48	Richmond	D	73	Sharrow	F	98	Totley	F
24	Worrall	G	49	Woodthorpe	C	74	Highfield	F	99	Bradway	F
25	Middlewood	G	50	Manor	C	75	Broomhall	F	100	City Centre	F

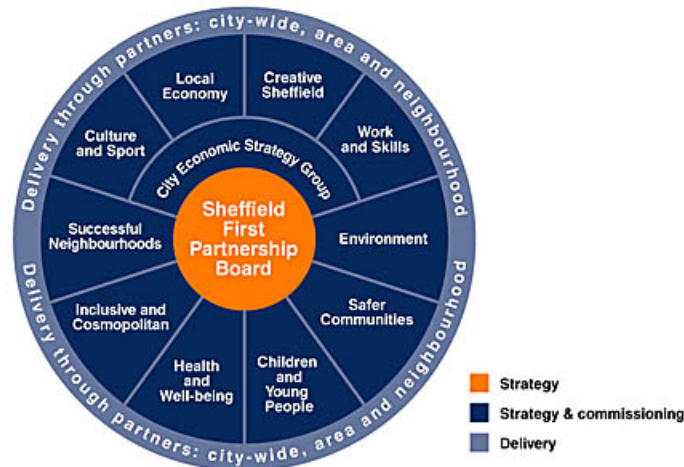
Table 2: Sheffield's 100 Neighbourhoods

Source: Sheffield City Council



### 1.4.3 Sheffield First

In line with central Government directives with an emphasis on ‘partnership working’, Sheffield is run through a Local Strategic Partnership (LSP), in which the City Council plays a leading role. Sheffield’s LSP consists of a family of partnerships called collectively ‘Sheffield First’. Like all LSPs, Sheffield First is a single multi-agency body that matches with the city council’s boundaries. It brings together representatives of public, private, community and voluntary sectors in the city. The Sheffield First family is represented in the diagram below.



<http://www.sheffieldfirst.net/our-partnerships>

Figure 1: The Sheffield First Partnership (Source: Sheffield First)

Sheffield First has produced a City Strategy for 2008-11, with the following motto as a statement of its aspiration for the city:

“Sheffield will be a successful distinctive city of European significance at the heart of a strong city region with opportunities for all”

Languages and the promotion of plurilingualism clearly have a significant role to play in achieving this ambition, and it is one of the aims of the Sheffield Languages Alliance (see section 1.9) to see that languages are given their proper status and profile in the City Strategy and its implementation.

### 1.4.4 Creative Sheffield

One part of the Sheffield First family is Creative Sheffield. This is the first City development Company to be established in the country, and began functioning in 2006. Its brief is to attract inward investment to the city, to carry out strategic marketing, to oversee physical developments across the city and to develop the Economic Masterplan. The latter has been completed in November 2007 and has been presented to the City Council for

approval. It is responsible, too, for overseeing the completion of the 'Heart of the City' projects that are transforming the physical look of the city centre.

A need for languages is occasionally a requirement of potential inward investors, national and international. One example is William Hill, the betting company, for its Internet betting operations. They needed people with competence in French, German and Spanish, and they are still recruiting for Spanish-speaking and Italian-speaking staff. Three examples from 2007 are a local ICT company looking for 2 speakers of Scandinavian languages, a large call centre company needing Polish speakers and Poles speaking English and a fuel cell company seeking German and Spanish speakers. The inability to find the speakers sought has on occasions been one of the factors deciding against location in Sheffield.

Another area where staff with foreign languages competence will be needed in Sheffield is in the hotel business: there are four new internationally owned hotels opening or under construction at present in the city centre. A third area where a need for foreign language skills is anticipated is in the New Retail Quarter, which is about to be developed as one of the 'Heart of the City' projects.

One problem Creative Sheffield has identified is the lack of a recruitment service locally, now that CILT's BLIS Jobs has been closed down. They have to look to London for recruitment agencies that specialise in finding foreign language speakers.

#### 1.4.5 Sheffield Chamber of Commerce and Industry

The Chamber's international dimension provides a translation and interpreting service for exporters, actual and potential. A component of the Chamber is the South Yorkshire International Trade Centre (SYITC), which provides a range of services to exporters in partnership with all four South Yorkshire Chambers, in Barnsley, Doncaster and Rotherham as well as Sheffield. The services of SYITC and the International Commercial Services are described on the Chamber's website at <http://www.scci.org.uk/content/category/3/32/40/>.

## 1.5 Sheffield –home languages spoken by children

In the January 2007 School Census, an overall total of 91 languages were recorded, by self-report, as the home languages spoken by Sheffield school children in maintained (i.e. by the Local Authority) nursery, primary, secondary and special schools.<sup>4</sup> 81 languages are recorded in primary schools, 60 in the city's secondary schools, and 21 in the special schools. There are ten languages recorded for secondary schools that do not appear in the primary age data. (See Appendix 2 for the full details of home languages reported at primary, secondary and special schools.)

The geographical spread of languages is worldwide, from Asia, Africa, the Americas as well as Europe, with the largest groups being from South Asia (the Indian sub-continent).

Of a total of 70,762 children and young people, 60,626 self-reported unambiguously as speaking English, i.e. nearly 85.7% (excluded from these totals are the numbers reported as 'Believed to be English'). The percentage is slightly higher for the secondary age children than for the primary age children, which indicates that the linguistic diversity in schools, with its weighting towards the younger end, will remain into the foreseeable future, and probably increase.

Of the total of 91, 14 languages are recorded with only one speaker, and a further 6 with just two. Furthermore, 25 more languages have fewer than 10 speakers.

The largest community language-speaking groups were Panjabi (1880: c. 2.7%) and Urdu (1435: 2%). It is probable that many who report themselves as Urdu speakers are at least trilingual, in one or another variety of Panjabi (notably Mirpuri, Kashmiri or Pahari) and English as well. Urdu, of course, has considerable prestige in the Pakistani community as the national language of Pakistan and, importantly, as the community language of literacy. Pakistani Panjabi and its dialects are not written.

The other major language community groups are Arabic (1030: 1.53%), Somali (867: 1.2%) and Bangla (453: 0.64%).<sup>5</sup> Just one other group has over a hundred speakers – Pashto (from North West Pakistan) with 174 speakers.

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<sup>4</sup> The figures need to be interpreted with the caveat that, as a number of categories indicate, the information is not fully complete. These categories are:

'Believed to be English': 172 (primary) + 217 (secondary) + 9 (special): 398

'Other than English': 327 (primary) + 865 (secondary) + 16 (special): 1208, or 1.7%

'Other language': 27 (primary) + 4 (secondary) + 1 (special): 32.

Information was not obtained from 23 primary pupils, 273 secondary pupils and 9 in special schools. Information was refused by only 22 pupils overall, 21 at secondary schools and 1 in the primary sector. These last two categories total 327, or under 0.5% of the total number of pupils.

<sup>5</sup> It is probable that a good proportion of Bengalis in Sheffield actually have Sylheti as their home language, as Sylhet is the Bangladeshi province from which the majority of Bangladeshis in the UK hail. It is curious that

The largest European language-speaking group is the French, with 98 speakers. A fair proportion of these will be from Francophone Africa. Other significant European language groups are Slovak (77), Polish (75), and Portuguese (50). In the last-named group many, again, will come from Africa.

A number of languages are 'new arrivals', in particular East European languages, as a result of EU enlargement (e.g. Polish, Slovak and Czech), and the Government's Gateway Refugee Resettlement Programme, which in the last two years has taken two cohorts of families from Burma. The January 2007 School Census records 14 children speaking Burmese Myanmar and the same number speaking Karen Any, across the primary and secondary sectors.

The highest proportion overall of non-native English speaking primary-age children is in Reception (age 4) at 23.5%, and the lowest in Y6 (10-11 year olds) at 12.8%. In the secondary schools, the proportions are weighted towards the younger pupils: 15.8% in Year 7 (aged 11), compared with 10 % in Year 11 (15-16 year olds: the GCSE year). The proportions are spread evenly in the much smaller special school sector. Post-16, the numbers drop considerably, as would be expected, since the number of youngsters staying on after statutory school age decreases.

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nobody reported Sylheti, although this may be explained for a sociolinguistic reason: in Bengali diglossia, standard Bangla is the H variety, with Sylheti as the L. A debate rages, indeed, among Bengalis themselves as to whether Sylheti should be considered a separate language from Bangla at all (Hamid 2007).

## 1.6 Policies and responsibility for language teaching

### 1.6.1 Preface

The purpose of this section is to offer a contextual background to language teaching and learning in Sheffield. It is intended to enable the reader to understand the structure of the education system in England, and to appreciate which authorities are responsible for policy. Policy can be defined in terms of frameworks and statements issued nationally or locally, which impact on teaching and learning in general, as well as on language teaching and learning. Policy research often explores the relationship between policy and practice, and this section will also offer some insights into this complex issue.

However, it must be recognised that policymaking and policy implementation are not two simplistic stages of a process, but rather complex, interrelated, and socially mediated (Hadfield and Jardine 1997). There are also sometimes contradictions *between* policies and policy processes, which can of course provide an obstacle to principled change, but which can also “allow the micro-political processes of struggle and influence at each stage to ‘recontextualise’ (and reconstruct) the meaning, implementation and practice of policy” (Ranson 1995: 436). In other words, it recognises that policies are often “incomplete policies [which] means that implementation necessarily involves policy-making” (Stewart 1996: 37), thus opening up spaces for interpretation and development.

### 1.6.2 Responsibilities for education

In England, the Department for Children, Schools and Families (DCSF) is the government body responsible for education up to the age of sixteen, whereas the Department for Innovation, Universities and Skills (DIUS) is responsible for all other education sectors. At a local level, the management and administration of education is the responsibility of the *local authorities* (LAs).

The Education Reform Act 1988 provided for the introduction of the *National Curriculum* and the delegation of budgets to schools. The Act also allowed primary and secondary schools to opt out of LA control as so-called ‘grant-maintained schools’, and made important reforms to higher education, taking polytechnics and higher education colleges out of LA control. The Further and Higher Education Act 1992 took further education institutions out of LA control. It also made provision for new bodies to be responsible for funding and planning decisions for the whole higher education sector, including the former polytechnics (which were then entitled to be called universities). From the late 1980s, therefore, Local Authorities gradually lost much of their control over education in their local areas, financial issues were delegated to individual institutions.

With regard to the curriculum, until the late 1980s, English schools enjoyed a great amount of flexibility. Schools were free to make choices about which subjects should be taught, how long they should be taught for, which examinations to enter pupils for, and

teaching methods to employ. The main constraint on them was the existence of 'O' level and CSE examinations (which became GCSE examinations in the 1980s) taken usually at the age of sixteen, and 'A' level examinations taken usually at the age of eighteen, as schools used their syllabi to ensure pupil success. Nevertheless, even here there was a plethora of different examination boards offering a range of syllabi from which schools were at liberty to choose. In many cases, schools chose examination boards that allowed them to devise and assess their own examinations for sixteen year olds, the role of the board being to approve the syllabus and to moderate the assessment.

The Education Reform Act 1988 thus represented a paradigm shift in education. The three key aspects of this were the introduction of a National Curriculum, the devolution of finances away from local authorities to individual schools, and parental choice of school that would be informed partly by the publishing of performance data in the form of 'league tables'. The overall effect of these developments was to increase government control over schools directly through the curriculum and indirectly through reduction of the power of the local authority and through the introduction of the concept of competition between schools.

This control was reinforced by the new policies on school and education evaluation. The Education (Schools) Act 1992 (now incorporated into the Education Act 1996 and the School Inspections Act 1996), created a new non-ministerial government department known as the Office for Standards in Education (OFSTED), led by Her Majesty's Chief Inspector of Schools in England (HMCI). This body was created with powers to manage the independent inspection of all schools on a regular cycle and to set out procedures and criteria for inspections within the statutory framework. The concept of special measures – for schools that failed to provide an acceptable standard of education – was introduced and provision was made for the publication of information about individual schools in order to assist parents in choosing schools for their children. The new system of inspection was implemented in secondary schools in England with effect from September 1993, and in primary and special schools from September 1994. Since 1993 there have been some significant but less fundamental developments, and new frameworks were published in England in 1996, 2000, 2003 and 2005 (see below).

### 1.6.3 The education system in England

Education in England is divided into primary, secondary, further and higher education. Compulsory education lasts for 11 years, between the ages of 5 and 16 years. During this time children must receive full-time education that is suited to their age, ability, aptitude and special educational needs (SEN). If a child does not attend school, the local authority (LA) must be satisfied that other appropriate provision is available.

Most pupils transfer from primary to secondary school at the age of 11 years. However, in some areas, a system of middle schools exists, with pupils transferring from primary to middle school at either age 8 or 9 years, then on to secondary education at age 12 or 13 years. Most secondary schools in England and Wales are comprehensive and do not operate a selective entrance system. However, in some parts of England, a grammar school system also operates in which pupils are usually required to pass an entrance examination in order to assess their attainment.

Under the National Curriculum, as a result of the Education Reform Act 1988, four Key Stages to education were established. These are as follows:

Key Stage 1: 5 to 7 years old

Key Stage 2: 7 to 11 years old

Key Stage 3: 11 to 14 years old

Key Stage 4: 14 to 16 years old

Pupils are assessed by National Curriculum tests at the end of each Key Stage. Key Stage 1 assessments are taken at age 7, Key Stage 2 assessments are taken at age 11 and Key Stage 3 assessments are taken at age 14. Key Stage 4 is mostly assessed by levels of achievement acquired at General Certificate of Secondary Education (GCSE) level, though there are alternative examinations available, such as more vocationally oriented ones, and the range and nature of these qualifications is currently being reviewed. Having completed these qualifications, pupils have a choice of whether to continue with further education at school or college or to enter employment.

#### 1.6.4 Types of school in England

##### 1.6.4.1 Maintained

Under the School Standards and Framework Act 1998 there are three categories of school:

- Community
- Foundation
- Voluntary (divided into Controlled and Aided)

These replaced the previous categories of mainstream state school: county, voluntary controlled, special agreement, voluntary aided and grant-maintained (GM). In order to open, close, and significantly change such schools, statutory proposals have to be

published. The proposals have to be approved under local decision-making arrangements by the local authority (LA), school organisation committee or schools adjudicator.

Schools in all three categories have much in common. They work in partnership with other schools and the local authorities (Local Authorities, formerly Local Education Authorities but now with a wider brief to include children's services), and they receive funding from LAs. They also have to deliver the National Curriculum. Each category, however, has its own characteristics.

#### Community Schools

In Community Schools (formerly county schools), the LA employs the school's staff (though staffing decisions are made by the school itself), owns the school's land and buildings and has primary responsibility for deciding the arrangements for admitting pupils.

#### Foundation Schools

In a Foundation School, the governing body employs the school's staff and has primary responsibility for admission arrangements. The school's land and buildings are owned by the governing body or by a charitable foundation. Many of these schools were formerly grant maintained schools.

#### Voluntary Aided

In Voluntary Aided schools (many of which are church schools) the governing body, employs the staff, and decides admission arrangements. The school's land and buildings are normally owned by a charitable foundation. The governing body contributes towards the capital costs of running the school. Most aided schools are linked to either the Church of England or the Roman Catholic Church, but there are schools linked to other faith groups and a few non-denominational schools.

#### Voluntary Controlled

Voluntary Controlled schools are almost always church schools, and the land and buildings are often owned by a charitable foundation. However, the LA employs the school's staff and has primary responsibility for admission arrangements.

#### Specialist Schools

Any maintained secondary school in England may apply to be designated as a specialist school in one of ten specialisms. Schools can also combine any two specialisms. These are as follows:

- Arts (performing, visual or media)
- Business and enterprise
- Engineering
- Humanities



- Language
- Mathematics and computing
- Music
- Science
- Sports
- Technology

The schools must meet full National Curriculum requirements, but have a special focus on the chosen specialisms. They are meant to have a key role in revitalising education, and are required to have a plan which involves them working with the local community (with community interpreted in a broad sense to include parents, local residents and community groups, other schools, businesses, colleges and universities etc).

Since September 2007, there are 223 Specialist Language Colleges (SLCs), 15 with combined specialism and 71 with second specialism languages, making a total of 309. The target is to achieve 400 by 2010. SLCs are meant to raise standards of achievement and the quality of teaching and learning in languages for all pupils, using this as a catalyst for whole school improvement. SLCs are expected to develop a visible Language College character that is understood by pupils, parents and the community; they are also meant to be outward looking schools which prepare students to be global citizens.

The mission statement for Language Colleges is:

*"Language Colleges will raise the standards of achievement in modern foreign languages for all their students across the ability range. They will be active learners in a learning society with their local families of schools and their communities, sharing resources and developing and sharing good practice. Language Colleges will promote an educational culture which is international, technological and vocational. They will raise the Post-16 participation rate in modern foreign languages, and provide young people with the skills needed to progress into employment, further training or higher education according to their individual abilities, aptitudes and ambitions."*

#### 1.6.4.2 Other Types of School

##### City Technology Colleges (CTCs)

CTCs are funded directly by the government and offer a wide range of vocational qualifications alongside A-levels or equivalents. They teach the National Curriculum with a specific focus on science, mathematics and technology. Most CTCs teach a longer day and several operate a five-term year. CTCs have developed close links with employers. Technically, they are independent schools.

## Academies

Academies are publicly funded independent schools, with the freedom to raise standards through innovative approaches to management, governance, teaching and curriculum. They are established in disadvantaged areas, either as new schools or to replace poorly performing schools, where other intervention and improvement strategies have failed, and are meant to have a core role in breaking the link between social circumstances and achievement.

Academies are established by sponsors from the business, faith and voluntary sectors who contribute up to £2 million towards the capital costs of the new building. The remaining capital costs and recurrent funding is paid by the Department for Children, Schools and Families (DCSF). Partnership between sponsors, parents and other educational institutions is at the heart of an academy's role in raising aspirations.

There are currently 17 academies open across the country (August 2007). The DCSF's Five-Year Strategy commits to providing 200 academies open or in the pipeline by 2010.

## Grammar Schools

Grammar schools select all or almost all of their pupils by reference to high academic attainment. The current policy on grammar schools was agreed by the Labour Party Conference in 1995, and states that there will be no new grammar schools and no further selection based on the 11-plus. Selection will only end where there is a local demand for this to happen. Legislation allows parents to make decisions about the future of selective admissions at existing grammar schools by means of petitions and ballots. Additionally, the governing body of a grammar school may publish proposals to end selection at the school.

## Non Maintained Special Schools

These are not-for-profit, charitable schools; part funded by Local Authorities through placement of special needs pupils.

## Independent Schools

An independent school is one that is usually funded by fee-paying students and is not maintained by the LA or central government.

### 1.6.5 Current curriculum debates

The development of the languages curriculum has been greatly influenced by broader curricular developments in the form of the Primary and Secondary Strategies. Designed to raise standards across the curriculum, much of the content of these Strategies focuses on pedagogy rather than content. The Key Stage 2 and the Key Stage 3 Frameworks for languages (the latter being produced before the former) focus on key language learning skills and strategies, as well as broader intercultural awareness, with a

view to improving learners' own ability and commitment to take responsibility for their learning and to become more effective life-long language learners.

In 2002, the Green Paper '14-19: Extending Opportunities, Raising Standards' (DfES 2002) and the Government's follow-up document '14-19: Opportunity and Excellence' (DfES, 2003) outlined key elements of the Government's strategy to improve education provision for 14- to 19-year-olds in England, proposing significant changes to the system, and aiming, in the long term, to produce a more flexible curriculum and qualifications framework for all 14- to 19-year-olds and consequently to increase the potential for individualised learning programmes. The Government also set up the Working Group on 14-19 Reform to focus on this specific area. Its final report (Working Group on 14-19 Reform 2004), which included proposals to develop a unified framework of diplomas offering progression through a wide range of different routes, was published in late 2004.

The significance of these reforms for languages is that it is now no longer compulsory to learn a language from the age of 14. Languages are now only compulsory between the ages of 11 and 13 years; between 14 and 16 years, they are now an 'entitlement'. However, from 2010, languages will be brought officially into the primary curriculum framework, as a compulsory element in Key Stage 2.

#### 1.6.6 Language education policy: the National Languages Strategy (2002)

The National Languages Strategy, published in the document *Languages for All: Languages for Life. A Strategy for England*, was developed in 2001-2002 by the DfES with the support of the National Languages Steering Group. The Strategy sets out the Government's vision for languages, namely their importance in the knowledge society of the 21st Century. The main objectives of the Strategy are:

- To improve the teaching and learning of languages in schools (including an entitlement to languages for all pupils in Key Stage 2)
- To introduce a recognition system, now known as The Languages Ladder
- To increase the number of people studying languages beyond school

Since 2003, the Strategy has led to a significant expansion of Primary Languages, which is well on course to the 2009/10 objective of full entitlement. There has also been progress in the secondary sector. A national programme of CPD and networking is being funded and a range of pilot projects are taking place to support Key Stage 4. Another success had been the development of the new recognition scheme, The Languages Ladder, and its associated accreditation system, Asset Languages.

Take-up of languages post 14 has remained a challenge, however. In response to this the Government has sought to strengthen the entitlement curriculum, firstly through

setting benchmarks for take up (with every school expected to work towards a 90% take up of languages at the age of 14), and more recently through the Languages Review, chaired by Lord Ron Dearing, working closely with the National Director for Languages, Dr Lid King. This Review sets out a programme of reform for languages, which is intended to strengthen the strategy further; for example, it recommends that languages become part of the statutory curriculum for Key Stage 2 when it is next reviewed, and that consideration is given to languages in Key Stage 1. The Government, in December 2007, has accepted this recommendation.

### 1.6.7 Policy implementation

There are a number of organisations with responsibility for implementation of aspects of the above policies. The most significant ones are: CILT, the National Centre for Languages; the SSAT (Specialist Schools and Academies Trust); ALL (the Association for Language Learning); the HE Academy Subject Centre for Languages, Linguistics and Area Studies; and UCML (Universities Council for Modern Languages). A key feature of most of the implementation strategies is the development of support networks throughout the country. Examples of these are:

#### CILT Networks

- The Comenius network is based in partner institutions around the country. The Comenius Centres receive government funding to support their activities and play a strategic role in developing languages in their regions across all phases of education. The network has been structured to reflect the nine government regions and builds on existing partnerships as well as creating new alliances to bring training and support to teachers in all areas of the country.
- The Comenius Centres work closely with the Regional Language Networks which focus on the promotion of language skills for business and employment purposes. The role of these Regional Language Networks is: to work with partners to identify and address regional and sectoral needs for languages and cultural awareness; to provide support to businesses on languages issues; and to support languages industry professionals.
- CILT supports primary language learning at a local level through NACELL (National Advisory Centre on Early Language Learning) Regional Support Groups. These Regional Support Groups are intended to build language teaching capacity in primary schools across the country. They are run across the nine government regions in England and are supported by the lead Comenius Centre within their region.
- CILT has introduced a number of 14-19 Learning Networks across the country with a view to developing new strands of language teaching. These networks consist of partnerships of a range of institutions from all sectors of education.

- CILT also provides a number of free email discussion lists: the Linguanet Forum, the Community Languages Forum, the Early Language Learning Forum, the Initial Teacher Training for MFL Forum, and the Network Forum (for adult, further and continuing education).

#### SSAT Networks

- The SSAT has a team of Regional Coordinators, who support local affiliated schools, provide regular updates on key local issues online in addition to organising a range of activities such as regionally focused conferences and subject groups where teachers meet to discuss new initiatives and share ideas.
- SSAT lead practitioners are outstanding teachers recruited on a one year basis to disseminate best practice in their subject through regional networks. They run events throughout the country and also produce resources for the SSAT's website.

#### ALL Networks

- The Association for Language Learning is the major subject association for all language teachers in all sectors. As well as national events, there are local Branch events as well as more informal network meetings (see case study of ALL South Yorkshire, after section 2.1.2).
- ALL is also working with the CfBT Education Trust to support schools in developing the new secondary curriculum, which is to be introduced over a three-year period beginning in September 2008. Training events will be organised through the National Subject Leader and a network of Regional Subject Advisors.

#### 1.6.8 Higher Education Networks

A further significant innovation has been the promotion of links between higher education and schools. There have been pockets of innovative work in this area for a number of years, such as in Sheffield, Cambridge, Manchester and Hull, with, for example, projects involving language undergraduates visiting local schools to encourage younger learners to continue to study languages. In 2007, however, funding was provided by the Higher Education Funding Council for England (HEFCE) and Department for Children, Schools and Families (DCSF) for the *Routes into Languages* Programme, with the intention of increasing and widening participation in language study in higher education whilst at the same time supporting the national role of HE languages in economic and civic regeneration.

The programme was developed by the University Council of Modern Languages (UCML), the HE Academy Subject Centre for Languages, Linguistics and Area Studies (LLAS) and CILT, the National Centre for Languages. This year a number of university consortia submitted proposals under this programme heading, and nine regional consortia

have been selected, including one that consists of universities in Yorkshire and Humberside of which the University of Sheffield is a member.

#### 1.6.9 Innovations in approaches to language education

Major changes are taking place in language teaching in schools, partly in response to the need to encourage more learners to continue the study of languages. It has become increasingly clear that one size does not fit all, and this has led to a number of innovations. Some of these are highlighted in the Dearing Review as examples of the way forward for language teaching and learning:

##### Primary languages

Because of the challenge of introducing languages into primary schools, in particular with regard to the issues of staffing and transition to secondary school, schools have been encouraged to try out a range of models and strategies. These include partnerships between secondary and primary schools as well as innovations such as the teaching of community languages or the teaching of other subjects through another language.

##### Fast tracking

Many schools are taking advantage of new curricular flexibility to enter learners for GCSE at an earlier age, such as at the end of Year 9 (age 13 years). This allows them then to offer a more challenging curriculum in Key Stage 4, with some pupils beginning A Level or taking alternative courses such as vocational qualifications in the same or different languages. Use of the Languages Ladder is also increasing in these circumstances.

##### CLIL (Content and Language Integrated Learning)

The linking of languages with other curriculum areas is leading to the further development of CLIL, both in the primary and the secondary sectors. Though this is as yet not well developed nationally, there is an increasing interest in this area (see case study, 'CLIL at Ecclesall Junior, after section 2.1.1).

##### A wider range of languages

The curriculum has also become more flexible with regard to the languages taught. It is now no longer necessary to offer a European language, so a few schools are introducing other languages such as community languages or other world languages such as Japanese and Chinese.

##### ICT

Language teaching is being imaginatively enhanced by opportunities provided by information and communication technologies. From the use of interactive whiteboards in the classroom to more autonomous use of the Internet, podcasting and video, a wide range of activity can be found in schools.

### Vocational courses

Schools are introducing new courses and forms of accreditation, which encourage learners to use languages for vocational purposes. An award-winning example of this is the VIPS scheme in Sheffield, which teaches languages with a business focus and which includes links with local businesses (see VIPS case study, after section 2.1.3).

### School links and exchanges

The traditional school links and exchanges are being enhanced by use of new technology. They are also being expanded to include work experience abroad as well as joint projects with other schools.

### Intensive courses

Some schools are enhancing their language teaching by offering access to short bursts of intensive study. In some cases, this is designed to replace the 'drip-feed' approach, with a number of intensive study periods combined with autonomous learning being offered in combination with other schools. In Cambridge, some pupils receive 70% of their language teaching from the University's Language Centre.

## 1.7 Education in Sheffield

Education in Sheffield, that is in the maintained sector, is monitored and serviced by the Children and Young People's Directorate (CYPD), one of the four City Council Directorates described in section 1.4. CYPD is the result of the amalgamation, in August 2005, of the Council's education and children's social services into one all-encompassing directorate, for children and young people, aged 0-19. (In this, it is matched by the 0-19 Partnership Board of the Sheffield First family – see section 1.4).

### 1.7.1 CYPD

The CYPD vision for Sheffield is as follows:

“We want the diverse city of Sheffield to be a great place to raise a family, and a great place to grow up and to learn.

We also want Sheffield to be a city of European significance for its ability to promote and secure the achievement, safety, health, prosperity and community contribution of all its children and young people.”

*(Sheffield Children and Young People's Plan 2006-2009, p. 5)*

It is within the context of this vision that all Sheffield's actions towards achieving this educational aspiration are to be judged.

CYPD is working to the 'five outcomes' of the Every Child Matters agenda laid out in the Children's Act 2004. The 'five outcomes' indicate the scope of the CYPD function, and they are, in the order in which the Act presents them:

1. Be healthy
2. Stay Safe
3. Enjoy and achieve
4. Make a positive contribution
5. Economic well being.

The delivery mechanism in Sheffield for the CYPD agenda is the Service District (SD). The city has been divided into seven SDs, detailed in the table and map over the page.



SERVICE DISTRICT	Area of city
A: Parson Cross/Ecclesfield (17 primaries feeding to 3 secondary schools)	N
B: Shiregreen/Burngreave (18 primaries feeding to 4 secondary schools)	NE of Centre
C: Arbourthorne/Manor/Darnall (16 primaries feeding to 2 secondary schools {Academies})	Centre to NE
D: Mosborough/Handsworth (20 primaries feeding to 4 secondary schools)	SE
E: Greenhill/Gleadless (13 primaries feeding to 2 secondary schools)	S
F: Rivelin to Sheaf (26 primaries feeding to 6 secondary schools)	Centre to SW
G: Hillsborough/Upper Don (17 primaries feeding to 4 secondary schools)	NW

Table 2: Sheffield's Service Districts

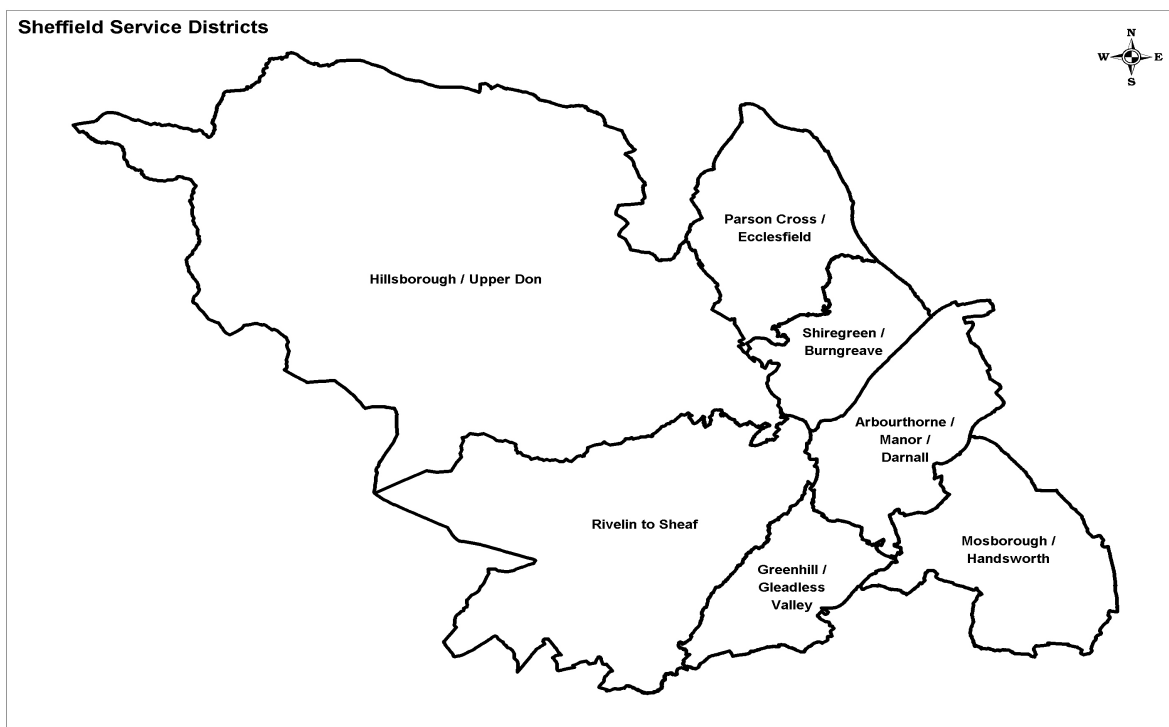


Figure 2: Map of Sheffield's 7 Service Districts (Source: Sheffield City Council)

CYPD is structured into two 'groups', the Delivery Strategy Group and the Business Strategy Group. Within the former, the Learning and Achievement Service is located, and it is within LAS that the languages support team is located. The team comprises three people: a School Improvement Adviser (Languages), Tania Sanders, assisted by two Primary Language Consultants, both working on a half-time basis, Helen Foley and Liz Griggs. They operate from the LA's Teaching Centre at Bannerdale. Ms. Sanders, along with her SIA colleagues is responsible for a number of schools across the city as well as

with the languages curriculum area across all sectors. She is line managed by the Interim Principal Adviser Secondary (see Figure 1) within LAS.

### 1.7.2 Sheffield's schools

In Sheffield there are 5 dedicated nursery schools, 23 infant, 20 junior, and 95 primary schools: a total of 143. There are 27 secondary schools, including 2 'academies' and two Roman Catholic schools. Finally, there are five special schools, for children with physical and mental impairments and handicaps. The secondary schools are listed over the page, in alphabetical order, together with the Service District in which each is situated.

SECONDARY SCHOOL	SERVICE DISTRICT	SPECIALISM
Abbeydale Grange	F	Media Arts ✓
All Saints RC	C	Sports ✓
Birley	D	Technology ✓
Bradfield	G	Engineering
Chaucer	A	Business & Enterprise ✓
City	D	Business & Enterprise ✓
Ecclesfield	A	Performing Arts ✓
Fir Vale	B	Business & Enterprise ✓
Firth Park	B	Performing Arts ✓
Handsworth Grange	D	Sports ✓
High Storrs	F	Performing Arts ✓
Hinde House	B	Engineering ✓
King Ecgbert	F	Technology ✓
King Edward VII	F	Languages ✓
Meadowhead	E	Languages ✓
Myers Grove	G	Humanities
Newfield	E	Business & Enterprise
Notre Dame RC	F	Technology & Humanities ✓
Parkwood High	B	Languages & Sport ✓
Sheffield Park Academy	C	Business & Enterprise ✓
Sheffield Springs Academy	C	Performing Arts ✓
Silverdale	F	Languages ✓
Stocksbridge School	G	Maths & Computing ✓
Tapton	F	Science ✓
Westfield Sports College	D	Sports ✓
Wisewood	G	Sports ✓
Yewlands	A	Technology ✓

Table 3: Sheffield's Secondary Schools

### 1.7.3 'Transforming Learning Strategy'

It is an ambition of the Local Authority that all Sheffield's secondary schools should achieve specialist school status: this aim has been almost accomplished. 25 of the schools have achieved specialist school status, and their specialisms are listed (with a tick) in Table 3 above. The other two – Bradfield and Myers Grove are applying for specialist status. The specialisms are: Media Arts (1 school), Performing Arts (4 schools), Business & Enterprise (5), Engineering (2), Humanities (1), and Languages (4) – one of these, Parkwood High has a joint specialism of Languages and Sport - see section 2.1.3 on the SLCs - Maths & Computing (1), Science (1), Sports (4) and Technology (3 – one of these, Notre Dame RC, has a double specialism with Humanities).

The Education and Inspections Act 2006 requires local authorities to introduce more diversity into the maintained secondary school provision. This means that the Government wants more inner-city schools to become 'academies' – that is, outside of LA control (see section 1.6.4.2) – and most other schools to become 'trust schools', i.e. foundation schools (see 1.6.4.1) owned and run by their governing body with additional help and resource from sponsors and partners. Trust schools, however, remain within the Local Authority. To manage this major change in secondary education, a Transforming Learning Strategy Group has been established, consisting of elected councillors, council officers, the schools involved and their governing bodies, which will consult with the parents and local public affected by the transformation.

As part of the 2006 Act's provision is a programme for the physical renewal of the city's secondary schools, the Building Schools for the Future programme, which attracts over £200 million of funding from central government. One school going through the BSF process at the moment is Silverdale, one of the city's SLCs.

In Sheffield there are already two academies – Sheffield Park and Sheffield Springs – formed out of two schools in the deprived area of Arbourthorne, Manor and Darnall Service District. Parkwood High – one of the SLCs – is currently planning to become a third academy, and two other schools are actively considering this course of action. Abbeydale Grange has become a foundation school and is planning to proceed to trust status. Meadowhead (another SLC) and King Ecgbert Schools are intending to pursue trust status.

## 1.8. Teachers

### 1.8.1 Teacher training structures

#### Primary

Primary teachers spend most of their time with one class and therefore have to teach all subjects across the curriculum. However, an increasing number are now specialising in teaching a language alongside other subjects in line with the recommendations on primary language teaching outlined above. In order to cater for this, there are a number of teacher training courses at both undergraduate and postgraduate level for those wishing to become primary teachers with a language specialism. Some of these form part of a TDA (Training and Development Agency) consortium and include experience in another country (see section 2.3.2.6, on the Sheffield Hallam University Primary ITT programme).

#### Secondary

There are a range of courses and types of training available for those wanting to become language teachers in secondary schools. These include both undergraduate and postgraduate courses, and university-based or school-based options.

The most common route is, however, the PGCE course. This course can be either at professional level or postgraduate level; in the latter case, successful completion of the course brings with it a number of masters level credits. Successful PGCE students at the University of Sheffield, for example, are awarded 60 Masters credits along with their PGCE and QTS (Qualified Teacher Status).

As a university degree is a basic entry qualification for entry to the PGCE course, and subject knowledge of the main language to be taught should be at degree level, the PGCE course tends to focus on language pedagogy rather than on language teaching. Nevertheless, students do need to provide evidence of their continuing subject knowledge enhancement, which tends to be carried out autonomously through a range of different teaching and learning modes, both formal and informal. This activity is then recorded in a language learning log. However, the ways in which the requirement to continue to enhance subject knowledge will vary from PGCE course to PGCE course. In many cases, students will be developing their second or third foreign language to a level which will enable them to teach it in schools, even if this is only at a basic level.

Most PGCE courses will consist of training in subject-specific pedagogy and general educational and professional issues.

All PGCE courses are required to develop their programmes according to specific requirements as set out in TDA documentation. One of these requirements is to ensure that students spend 24 of the 36 weeks in schools.

### 1.8.2 Methodological approaches to language teaching

There is no statutory requirement to use a particular methodological approach in England. There are, however, guidelines available through statutory and non-statutory frameworks. The ways in which language teachers address these are largely down to the individual department or teacher. Usually, a languages department would have policies related to negotiated teaching methods. These can range from highly communicative, with a strong commitment to maximum use of target language in the classroom, to more grammatical approaches and a reluctance to use the target language.

The variance relates to the particular skills and commitments of the teachers, the ways in which teachers perceive that achievement of examination success is likely to be promoted in a particular school context, and the resources available.

#### 1.8.2.1 Primary

At primary level, for example, the non-statutory guidance includes the following description of knowledge and understanding to be developed (taken from the National Curriculum Online at: [http://www.nc.uk.net/nc\\_resources/html/MFL\\_k2.shtml](http://www.nc.uk.net/nc_resources/html/MFL_k2.shtml))

#### Knowledge, skills and understanding

While much of the programme of study for modern foreign languages at key stages 3 and 4 can be applied in primary schools, the following aspects are particularly relevant and have been suitably adapted.

#### Understanding and using the foreign language

In the early stages of language learning pupils might be taught:

1. How to use and respond to the foreign language
2. How to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness
3. Correct pronunciation and intonation
4. How to ask and answer questions
5. Techniques for memorising words, phrases and short extracts
6. How to use context and clues to interpret meaning
7. How to make use of their knowledge of English or another language in learning the foreign language.

Pupils can be taught about other countries and cultures by:

1. Working with authentic materials including some from ICT-based sources
2. Considering their own culture and comparing it with others
3. Considering the experiences of other people.

In order to develop their knowledge, skills and understanding further, pupils might also be taught:

1. The interrelationship of sounds and writing
2. Simple aspects of grammar and how to apply them
3. How to initiate conversations
4. How to use dictionaries and other reference materials
5. How to communicate with each other in the foreign language in pairs and groups and with their teacher
6. How to use their knowledge of the language creatively and imaginatively
7. How to use the foreign language for real purposes.

#### Links with other subjects

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through:

- Aspects of English such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction
- Aspects of mathematics such as counting, calculations, money, the time and the date
- Songs, alphabet, poems, rhymes and stories in other languages
- International or multi-cultural work, for example celebration of festivals, storytelling
- Using ICT, for example e-mail with schools abroad, materials from the internet and satellite television
- Geographical and historical work relating to other countries.

#### 1.8.2.2 Secondary (Key Stage 3)

During Key Stage 3 pupils begin to understand, speak, read and write at least one modern foreign language. They become familiar with the sounds, written form and grammar of the language, and use this knowledge with increasing confidence and competence to express themselves in role-plays, conversations and writing. They improve their understanding of the language by listening to people talking about different subjects and by reading a range of texts. They also increase their cultural awareness by communicating with people who speak the language and by using materials from countries and communities where the language is spoken.

#### Knowledge, skills and understanding

Acquiring knowledge and understanding of the target language

1) Pupils should be taught:

- a. The principles and interrelationship of sounds and writing in the target language
- b. The grammar of the target language and how to apply it
- c. How to express themselves using a range of vocabulary and structures.

## Developing language skills

### 2) Pupils should be taught:

- a. How to listen carefully for gist and detail
- b. Correct pronunciation and intonation
- c. How to ask and answer questions
- d. How to initiate and develop conversations
- e. How to vary the target language to suit context, audience and purpose
- f. How to adapt language they already know for different contexts
- g. Strategies for dealing with the unpredictable (for example, unfamiliar language, unexpected responses)
- h. Techniques for skimming and for scanning written texts for information, including those from ICT-based sources
- i. How to summarise and report the main points of spoken or written texts, using notes where appropriate
- j. How to redraft their writing to improve its accuracy and presentation, including the use of ICT.

## Developing language-learning skills

### 3) Pupils should be taught:

- a. Techniques for memorising words, phrases and short extracts
- b. How to use context and other clues to interpret meaning (for example, by identifying the grammatical function of unfamiliar words or similarities with words they know)
- c. To use their knowledge of English or another language when learning the target language
- d. How to use dictionaries and other reference materials appropriately and effectively
- e. How to develop their independence in learning and using the target language.

## Developing cultural awareness

### 4) Pupils should be taught about different countries and cultures by:

- a. Working with authentic materials in the target language, including some from ICT-based sources (for example, handwritten texts, newspapers, magazines, books, video, satellite television, texts from the internet)
- b. Communicating with native speakers (for example, in person, by correspondence)
- c. Considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- d. Considering the experiences and perspectives of people in these countries and communities.

### Breadth of study

5) During Key Stage 3, pupils should be taught the Knowledge, skills and understanding through:

- a. Communicating in the target language in pairs and groups, and with their teacher
- b. Using everyday classroom events as an opportunity for spontaneous speech
- c. Expressing and discussing personal feelings and opinions
- d. Producing and responding to different types of spoken and written language, including texts produced using ICT
- e. Using a range of resources, including ICT, for accessing and communicating information
- f. Using the target language creatively and imaginatively
- g. Listening, reading or viewing for personal interest and enjoyment, as well as for information
- h. Using the target language for real purposes (for example, by sending and receiving messages by telephone, letter, fax or email)
- i. Working in a variety of contexts, including everyday activities, personal and social life, the world around us, the world of work and the international world.

#### 1.8.2.3 Secondary (Key Stage 4)

MFL at Key Stage 4 is not statutory. It is one of four [entitlement areas](#). These are non-statutory guidelines.

During Key Stage 4 students begin to use a modern foreign language more independently, drawing on a firmer grasp of grammar and a wider and more complex range of expression. They adapt their use of the language according to context, purpose and audience. They learn to understand a more extensive range of unfamiliar language by reading and listening to a variety of materials from countries and communities where the language is spoken. They also increase their cultural awareness through more direct contact with people who live in those countries and communities.

Given the non-statutory nature of language learning at this age, the programmes of study described above for KS3 become non-statutory guidelines for KS4.

#### 1.8.2.4 Beyond 16

Language teaching and learning methods at further and higher education levels are not described in any official documentation and depend on the individual teachers or language departments. There is thus the opportunity for maximum flexibility of approach.



## 1.9 The City Languages Strategy

In March 2004, the City Languages Strategy was launched at a ceremony at Bramall Lane, the headquarters of Sheffield United Football Club. At the time, Sheffield was only the second city in the country to produce a languages strategy, the first being Leicester City with Leicestershire County. Since then, and following Sheffield's example, the neighbouring South Yorkshire borough of Rotherham has produced its own strategy (2006).

The strategy was the result of the work of a Languages Partnership Group over a period of 16 months beginning in November 2002. Its principal author was Geoff Swinn, the then Languages Strategy Advisor in Sheffield Local Authority. The partners included representation from all sectors of education, including the Young Children's Service (pre-school), both universities, the Sheffield College, the Workers Educational Association, the one private sector provider (Carl Duisberg Language Centre, now closed), the Local Authority, Sheffield First for Learning (a part of the Sheffield First partnership family), the Learning & Skills Council – South Yorkshire, the Regional Language Network – Yorkshire & the Humber, and local business.

From this range of participants, it can be seen that the Strategy was "a city wide strategy for a multilingual city... which seeks to recognise the depth and breadth of language learning and use already going on in the city's schools, college, universities and communities" (from Executive Summary, p. 4). 'Communities' in this context referred to the business community as well as to the ethnic communities in the city.

The strategy is in two parts: the first identifies issues to be dealt with, and the second is entitled, 'The Way Forward'. It deliberately built upon the National Strategy for England 'Languages for All, Languages for Life' (DfES 2002), and in certain respects goes beyond the national document. Where it does so will be highlighted below.

### 1.9.1 Issues

The issues raised included the following:

- 1) Building upon a tradition in the city of early language learning, in Foundation and KS1 stages;
- 2) Transition from one Key Stage to another, in particular from KS2 (primary) to KS3 (secondary);
- 3) The falling numbers of language learners post-16 - falling numbers at GCSE means fewer numbers going on to AS and A2 levels. This issue is closely connected to changes made through government legislation whereby it was no longer a statutory requirement to study a foreign language to GCSE;
- 4) How to build on the cultural and linguistic diversity in Sheffield, as manifested through the city's community languages, including British Sign Language (BSL);

- 5) The shortage of language teachers;
- 6) Maximising the potential of ICT in language learning;
- 7) Contributing to economic competitiveness and employability;
- 8) Building upon existing good practice in the areas of cultural awareness and social inclusivity.

The Strategy declared (p. 5) that, "Sheffield must adopt and develop a strategic approach that will:

- 1) Win hearts and minds;
- 2) Challenge negative attitudes towards language learning;
- 3) Improve the achievements of our learners;
- 4) Spread recognition of Sheffield as a multilingual city;
- 5) Give due recognition to the currency (value) of the city's community languages."

#### 1.9.2 The 'Way Forward'

The 'Way Forward' set out the objectives of the Strategy as follows (p.16), "To contribute significantly to the social, economic and cultural regeneration of Sheffield:

- 1) To recognise the diversity and equal worth of languages spoken and taught in the city;
- 2) To work for inclusion by challenging the idea of languages as elitist and promoting languages for all;
- 3) To halt the decline in numbers of those studying languages by promoting an entitlement to language learning for all ages;
- 4) To raise attainment and increase engagement by improving the teaching and learning of languages;
- 5) To contribute to the transformation of our schools in the 21<sup>st</sup> century;
- 6) To strengthen existing partnerships and build new working relationships between partners in order to achieve the aims and objectives of the Languages Strategy."

Some of the challenges that face foreign language learning and use in Sheffield, and the UK as a whole, are clearly implied in these objectives. Specifically, negative attitudes towards language learning – "it's elitist" – and the sharp decline in take-up of languages at KS4 and beyond. The scope of the strategy, embracing social, economic and cultural life in Sheffield as well as education, is also evident.

#### 1.9.3 'Sheffieldness'

A significant commitment in the Strategy is the 'Sheffield Entitlement'. This states:

"Every child should have the opportunity to study a language and develop their interest in the culture of other nations. They should have access to high quality teaching and learning opportunities, making use of e-learning and native speakers as

appropriate. By age 11, they should have had the opportunity to reach a level of competence recognised through the national scheme" (Cf. pp. 5 and 17).

The significant departure from the National strategy here is a clear implication that language learning should be on offer earlier than at age seven as recommended nationally.

A second distinction, as part of what has been called the 'Sheffieldness' of the Strategy, is the attention paid to community languages. These receive relatively scanty mention in the national document, but occupy a significant section (§6.18, pp. 29-32) of 'The Way Forward'. It points out that Sheffield LA pioneered the collection of data on home languages spoken by pupils (p. 30) and has been supporting complementary schools through ASCLS (see 'From Sheffield Multilingual City initiative to Languages Sheffield' case study, at the end of section 3, page (130)) for a number of years and commits to the continuance of this support. It will also engage with complementary schools through the Study Support Service (p. 32), and through the Ethnic Minority Achievement Service (EMAS). It raises the issue of accreditation of community languages, which it says "will be addressed by the national recognition ladder which will include CLs within the first two years of its launch" (p. 31). This has now taken place, and Somali – one of the most numerically important languages spoken in Sheffield – has official accreditation for the first time in this country. The Strategy commits to appointing a member of the School Effectiveness Service (now renamed as the Learning and Achievement Service within CYPD) "with a brief to liaise directly or via ASCLS with the supplementary [complementary] schools" (p. 31).

There are two more important commitments concerning CLs in the Strategy. One is to set up a primary school teaching and learning project involving CLs "that will provide a complement to, and a contact with, the current Pathfinder Project" (p. 31). This project has taken place, in four primary schools where Arabic, Somali, Urdu and Spanish respectively, have been taught as subjects in the curriculum. A more ambitious project to set up a pilot study into the use of a CL as a teaching medium, and the development of bilingual teaching materials in primaries (p. 32) has yet to take place.

A third 'Sheffieldness' feature is the attention given to business and employers (§6.20; p. 33). The most significant development here is the link between language learning and business employment realised through the VIPS programme (see VIPS case study). This is referred to as "a pilot project for NVQ languages" in the Strategy. It has gone well beyond the pilot stage since 2004.

#### 1.9.4 The Pathfinder project

The Pathfinder Project is described in §6.8 (pp. 20-21). Sheffield was one of 17 successful bids by Local Authorities nationally to take part in this programme for

developing languages in primary schools through a strategic partnership between the LA and Specialist Language Colleges (SLCs). The Pathfinder has played a major part in the promotion and dissemination of primary school language teaching, and professional development, which has been maintained well beyond the period of its funding (2003-05).

#### 1.9.5 Other sections

Section 6.9 (p. 21) deals with the vital area of primary-secondary transition, which is in turn linked to the Pathfinder activity in producing a local scheme of work for language learning. It refers schools to the use of the national accreditation scheme that was at the time (2004) still under development, namely the Languages Ladder and Asset Languages.

Section 6.10 is given to language work in the secondary schools, where at KS3 the study of a foreign language is still a statutory requirement. Within this section the pivotal role of the city's SLCs in delivering both the local and the national languages strategies (§6.10.3; pp. 23-24) is described in detail. Other key points in this area include the determination to maximise the number of pupils continuing their foreign language study into KS4 and beyond, the development of the VIPS project, and the development of links between schools and target language countries.

Other sections are devoted to post-16 further, higher and adult education (§6.11-13; pp. 24-26), the role of Foreign Language Assistants (§6.17; p. 29), and to ICT and language learning (§6.14; pp. 26-27). In this last-named area, a commitment is made to "connect with the South Yorkshire e-Learning Project (SYeLP) and ensure that languages curriculum materials and other relevant information feature prominently in the Virtual Learning Environment (VLE)" (p. 27). This must also be linked to a research partnership with Sheffield University to look into existing models used in e-learning and "explore the methodological and pedagogical implications of the development of new technologies" (ibid.) available for language learning.

The contributions of the Sheffield Libraries and Information Service to language learning and the maintenance of community languages and literacies (§6.15; pp.27-28) are not overlooked, and the role of international linking and the work of the Sheffield International Linking Committee is described in section 6.16 (p. 28) (See section 3. 3, SILC).

A number of the proposals in the strategy have been implemented. Some are awaiting implementation; yet others have been overlooked, forgotten, superseded by events, or just dropped, with or without good reason. This is often the fate of strategies. However, it is felt that it is time that the strategy be reviewed and refreshed, so that it informs practice. It needs to be a four-dimensional and not a two-dimensional process.

The full text of the City Languages Strategy is available online at <http://www.multilingcity.org.uk/city> strategy.

## Section 2 – Language learning & teaching

### 2.1 Schools

#### 2.1.1 Primary (KS1 & KS2)

Sheffield has been at the forefront of developments in Primary Languages and has gained a national reputation for its pioneering work in Early Language learning. A current audit of Sheffield Primary schools is reflecting the remarkable increase in the number of schools that are now delivering foreign language lessons in curriculum time. 19 out of 20 junior schools and 92 out of 95 primaries now offer some Foreign Language (FL) work, either in curriculum time or as an out-of-class 'club' activity. Nearly half (11/23) of the infant schools offer languages, and 2 out of the 5 maintained nursery schools in the city. Three out of 5 special schools teach a foreign language: French in one, Spanish in another in Y6, and the third, Oakes Park, a 4+ - 16+ special school has introduced Hocus and Lotus in English and French in Y7.

The main language taught is French, at 93 schools, with Spanish becoming increasingly popular – it is now offered at 51 schools. German is taught at 14 schools, including one nursery, and Italian at 5. One school (Sacred Heart) teaches Swedish, another (Byron Wood) Arabic, and the one junior school that does not offer a language at present plans to introduce Urdu in January 2008.

##### 2.1.1.1 The Pathfinder Project

Sheffield was one of the successful authorities in the bidding to central Government for Pathfinder Project funding. The Project, undertaken between 2003 and 2005, provided an invaluable opportunity for many Primary teachers to develop their competence and confidence in delivering exciting and challenging language learning experiences. Twenty-three schools were involved, with a team of 4 people from the Local authority. Huge numbers of Sheffield schoolchildren have been enthused and continue to be motivated by their foreign language lessons.

The Local Authority has continued to build on lessons learnt during the Pathfinder experience and has for the last couple of years been working closely with several families of schools across the city. It has chosen this particular model of working collaboratively and with the involvement of the receiving secondary, as it feels that it best addresses the issues around transition. It also fosters the kind of cross-phase dialogue, which will facilitate not only the long-term sustainability of Primary Languages, but also the consolidation at secondary of prior language learning gains in primary schools.

### 2.1.1.2 Professional Development

The Local Authority has ensured the provision of a wide variety of professional development (CPD) opportunities for primary colleagues. For Foundation Stage and KS1 teachers it has offered training in the 'Hocus and Lotus' scheme, which is proving very popular with staff and younger pupils alike. Based around the idea of involving pupils in storytelling using a carefully constructed script it has received very favourable feedback when observed in action by Ofsted.

Since Autumn 2003, and as part of the Pathfinder project, a Regional Support Group and a Regional Consultative Group have been established. The RSG holds 5 to 6 'twilight' (post- school day) training sessions a year for primary teachers. The RSG and RCG now form part of the activity of the Comenius Centre (South Yorkshire), a branch of the Comenius Centre based in Leeds.

Training sessions in the Wakefield scheme of work have been offered over the past few years. Rachel Redfern, from Wakefield Local Authority, has written the scheme of work in accordance with the Key Stage 2 Modern Languages Framework. From 2004 to 2007 a total of 149 primary teachers attended the Wakefield training sessions delivered by the Languages Advanced Skills Teacher (AST) and these sessions have made a significant contribution to meeting the training needs of large numbers of schools. Training has been given in French for teachers in each of Y3 to Y6, and now in Spanish too, to Y3 and Y4 teachers.

In partnership with Sheffield University, the languages team have offered a number of language courses to upskill primary teachers and this has enabled them to develop language competence and confidence whilst gaining a valuable bank of practical ideas for classroom use.

Language enhancement training for primary teachers has taken place since September 2004. To date, 63 teachers have followed French Beginners courses, and 36 French Continuers. 59 have followed Spanish Beginners and 22 Spanish Continuers courses. In April 2007 a Mandarin Beginners course was run, which attracted 15 teachers.

### 2.1.1.3 A European dimension

Each year, since 2005, there has been a celebration of the European Day of Languages (EDL), 26 September. In 2005, small groups from six primary schools sang FL songs in the Winter Garden, a landmark building in the city centre. The following year, the event was repeated with seven schools taking part. In 2007, four schools celebrated EDL at Notre Dame, a secondary school. The event included a Turkish pupil from Parkwood High. A number of other schools put on EDL events on their own premises.

The work in KS1 and 2 has been supplemented by Foreign Language Assistants (FLAs), of whom there have been 5 in primary French and 1 in primary Spanish. The Languages Advisor hopes to see the number of primary FLAs increase in the future.

The next focus will be to address the needs of those few remaining clusters of schools, which have yet to start their language-learning journey. There is a small, committed team of Consultants and Lead teachers who have been equipped through national training programmes to assist Primary schools in their preparation towards meeting the 'Entitlement' of the National Strategy (2002), updated by the Dearing Review to become a statutory requirement by 2010. The languages team at the Local Authority is confident that many schools will be in a position to meet those requirements ahead of schedule.

#### 2.1.1.4 Private sector provision

Three private sector commercial organisations have contributed to delivering Foreign Languages (FLs) in the nursery and primary sectors. These are 'Le Club Français' and 'La Jolie Ronde', both national 'language club' organisations with South Yorkshire operations, and 'Babble and Speak'.

'Le Club Français' has worked in Sheffield for well over 10 years. It runs language clubs at lunchtime, after school, and also on Saturday mornings. It also teaches French in school time in three primaries. In two of these, it teaches in the time the class teacher is allocated for preparation, planning and assessment (i.e. out of class time). In the third, it is part of curriculum time. It runs 30 clubs for about 300 children, in 20 private nurseries and maintained primaries, mainly in the South and South West of the city. It employs 5 French and 2 Spanish teachers. In nurseries, the clubs run for half an hour, and in the primary schools for an hour, once a week. Parents pay for the clubs, directly to Le Club Français, which hires room space from the school.

'La Jolie Ronde' is a second commercial organisation, which has operated 'out-of-school centres' for French in the early years since 1983. It has 13 such centres in Sheffield and surroundings, in seven private nurseries and six primary schools, with three peripatetic teachers. Although, as its name suggests, it gives tuition in French language and culture, it has now produced a scheme of work in the 'booming' language, Spanish. A typical timetable slot, in one Sheffield primary, is a half hour session on Monday afternoons from 3.15 to 3.45, after the school day. Its centres are located chiefly in the more prosperous areas in the South West of the city.

'Babble and Speak' is a Sheffield-based organisation, set up in 2004, by a languages teacher previously at Meadowhead SLC. It runs two 'kids' clubs' on Saturday mornings, one in French and the other in Spanish. To date, 81 children have attended these clubs. It

also runs language sessions for families in their own homes: the largest group so far has been 11 people, with 3 generations of the same family, from 4 years old to 70. The services of 'Babble and Speak' also include GCSE and A level revision classes in several secondary schools, and classes for businesspeople, 1:1 and in small groups. In this work they have employed 89 tutors and given tuition in 25 languages, including EFL.





The Showroom is an Independent Cinema in Sheffield. It is a charity with education at its core.

The Education and Outreach Manager develops links with and works across with formal and informal education sectors.

As the cinema shows world cinema, language is a link that has been developing over the past few years.

#### Primary

I am working with the BFI (British Film Institute) to look at developing a DVD containing short films from France/Spain/Germany which have had their rights cleared and will have educational notes/resources attached to them. We have been in discussion with the Goethe Institute and French Institute in London and are looking to begin processing the idea into reality in the New Year.

#### Showcomotion

Each year we have a film festival for children and young people, the largest in the UK, and we have many primary schools attend to watch foreign language films. We are looking to introduce more primary teachers to the range of film choice and potential to teach language and Citizenship through film.

#### KS2 Teacher training

Elizabeth Coyne, the Primary Language Coordinator at King Edward VII School, is working with KS2 teachers to develop language teaching skills and to train them to deliver foreign language classes linked to the rest of the curriculum. We are working together to have INSET training at the Showroom with a strand about the use of foreign film in the primary classroom.

#### Secondary

Each year, the Showroom, in partnership with Eva Lamb, Chair of ALL South Yorkshire and Director of the Language College at King Edward VII School organises 4 language days for 6<sup>th</sup> formers at the Showroom cinema. It is a valuable partnership and is a major language event for us. It was especially important the year Urdu was introduced as we had students from all over the UK make the journey.

### Screenings for schools

The monthly programme often includes foreign language films and schools are offered special rates for their students.

The films can be aimed specifically at students of foreign language or history, social studies and citizenship.

Film Education National Schools Film Week is a week during October when schools are offered the chance to watch films for free. This year we had over 250 students come to watch Pan's Labyrinth – half for the historical context and the other for the language element.

### University

#### PGCE

Each year I hold a session for PGCE language students in Sheffield on how to use foreign language films in the classroom and to enhance their creative planning. I have recently introduced PGCE students in the Institute of Education in London to the same ideas.

The MFL department in the University of Sheffield have developed a new MA based around screen translation. It has been developed over the past 3 years and is now in the second year. The students are a range of nationalities and will be working closely with the Showroom to experience MFL films and have associated exercises to complement the visits.

The French Department of the University of Sheffield have recently developed a partnership with the Showroom and are screening French documentary, introduced by Dr Julia Dobson, plus a day for students of A Level French.

### Community

#### Refugees and Asylum Seekers

We often have films from countries that resonate with community groups in Sheffield, especially refugee and asylum seekers. We invite these groups in to watch film in their first language and have had the introduction by a member from that community.

Geraldine Walker

Education and Outreach Manager

Showroom

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### Case Study: **CLIL at ECCLESALL JUNIOR SCHOOL**

Three of Silverdale School's feeder primaries are engaged in a CLIL (Content and Language Integrated Learning) initiative in which once a week all Y6 pupils study part of a curriculum subject through the medium of French. Topics covered so far have included Science (forces), Mathematics (making a dodecahedron), History, Literacy and PSE (an anti-bullying theme leading to a whole school assembly).

Anne Evans, the Languages AST from Silverdale Language College, and Claire Couzens who are delivering the extra lessons are working closely with the Y6 class teachers to ensure this bilingual learning project gets off to a good start. Pupils seem to have understood that learning a modern foreign language is not only an end in itself, but that their language skills can be enhanced by the exposure to different subject areas. In other words they can use language to learn whilst learning to use language.

One of these schools is Ecclesall Junior, where languages are flourishing. Pupils study both Spanish and French in Key Stage Two (Y3 – Y6), and this helps them to develop a love of languages from a young age. The school has a link school in Madrid, and Y6 pupils spend a week in France in September each year to practise their spoken French and increase their intercultural understanding. As the time for the visit draws near, their class time in French focuses on the language they will need for their time in France. On their return from France the pupils produce a diary of the trip in French, saying what they liked and what their impressions were of Hardelot in Northern France.

The emphasis is on speaking and listening skills. Pupils are taught both by their own class teachers and also in Y5 and Y6 by Anne.

A special and exciting feature of the languages offer at Ecclesall Junior is that the work in Y6 is CLIL-centred. They have recently completed a project on the Second World War, which introduced them to the language of expressing feelings, and what they would pack if they were being evacuated. Other recent projects have been on the water cycle (science), and on Guadeloupe (geography), where one of the vocabulary areas practised was 'fruits'. They have also followed the adventures of Elmer (an elephant) as part of an anti-bullying project, where the pupils learn that 'difference is good' – all in French.

CLIL now drives their languages work, according to Mrs. Helen Routh, the languages teacher at Ecclesall Junior. CLIL takes place in Spanish as well as French. The children have produced leaflets in Spanish for their counterparts in Madrid, and have worked on describing different environments, city and countryside, with the help of one of the teachers from the link school in Madrid, and as an outcome of a visit to the Mayfield Field Centre on the southern edge of Sheffield.

As the children move into secondary education they will build on this languages foundation, having developed both skills and an appreciation of the fun that language learning brings.

Anne and Claire are thinking of extending the project as this cohort of pupils moves up into Y7 at Silverdale. Pupil progress and motivation will be monitored closely but after the first term their impressions and feedback from pupils and staff have been very favourable.

## 2.1.2 Languages in the Secondary Sector

### 2.1.2.1 Key Stage 3 and Key Stage 4 (GCSE)

Languages are a statutory part of the curriculum at KS3 (11-14 years). In Sheffield's 27 secondary schools, which now include two Academies, all offer English and English Literature and nearly all offer French. 25 of the 27 offer French to GCSE, at the end of KS4.

Twenty-three languages have been taken at GCSE in the last three years. The table over the page lists the languages and the number of schools in which each has been offered.

Language	2005	2006	2007
<i>Arabic</i>	11 schools	11 schools	9 schools
<i>Bengali</i>	2 schools	2 schools	2 schools
<i>Cantonese</i>	None	None	1 school
<i>Chinese</i>	6 schools	8 schools	2 schools
<i>Classical Greek</i>	1 school	1 school	None
<i>Dutch</i>	5 schools	5 schools	2 schools)
<i>English</i>	All 27 schools	All 27 schools	All 27 schools
<i>English Lit.</i>	All 27 schools	All 27 schools	All 27 schools
<i>French</i>	26 schools	25 schools	25 schools
<i>German</i>	17 schools	20 schools	17 schools
<i>Italian</i>	3 schools	3 schools	2 schools
<i>Japanese</i>	1 school	1 school	1 school
<i>Latin</i>	2 schools	1 school	1 school
<i>Mandarin</i>	None	None	1 school.
<i>Modern Greek</i>	1 school	2 schools	None
<i>Modern Hebrew</i>	None	1 school	None
<i>Persian (Farsi)</i>	2 schools	2 schools	2 schools
<i>Polish</i>	1 school	1 school	None
<i>Portuguese</i>	1 school	1 school	1 school
<i>Russian</i>	3 schools	2 schools	2 schools
<i>Spanish</i>	16 schools	15 schools	14 schools
<i>Turkish</i>	None	2 schools	None
<i>Urdu</i>	13 schools	12 schools	11 schools

Table 4: GCSE Full Course Languages: 2005-07

In the case of a number of these languages, they are offered to native speakers of those languages who attend the school, usually refugees and/or economic immigrants. This is so for most of the community languages listed, such as Turkish, Farsi, Dutch and Portuguese. Russian is offered at only one school, Meadowhead Language College.

However, two community languages, Arabic and Urdu are widely taught, as the table shows. Arabic has been offered at 11 schools in the last three years, with a large contingent taking GCSE in the language from one school, Fir Vale. There is a smaller but

regular number of entrants from two of the SLCs, King Edward VII and Parkwood High. Urdu has been taught in a total of 13 schools, and is the 4<sup>th</sup> most popular language at GCSE in the city. Of these, four schools have Urdu departments, with a steady number of GCSE entrants each year: Abbeydale Grange, Fir Vale, High Storrs and King Edward VII. Abbeydale Grange is located in Nether Edge, one of the most multi-ethnic areas of the city, and the other three all have a culturally diverse student population.

The position with German causes concern. Numbers taking the language at GCSE have dropped dramatically over the last three years (see section 2.7). Although it has been offered at as many as 20 secondary schools, only ten of these consistently enter a substantial number (i.e. 20 or more). Even in three of the strongest schools, numbers in 2007 were sharply down on the previous two years.

Spanish is rising in popularity, in this sector as in all others. Whereas there has been a sharp decline in French at GCSE (by just over 60%, see section 2.7), Spanish has kept its numbers steady, although even here there has been a 15% drop from the most popular year of 2005. As the table shows, it has been taught in 16 schools, and is currently taught in 14, just over half the number of secondary schools. The schools with substantial GCSE entrants in Spanish are All Saints RC, Bradfield, High Storrs, Hinde House, Notre Dame RC, Tipton and Westfield Sports College, in addition to three of the SLCs, King Edward VII, Meadowhead and Silverdale.

#### 2.1.2.2 KS 4: Vocational Languages for NVQ

The VIPS programme (see VIPS case study, page (68)) for vocational language accredited study began in 2003-04. Thirteen secondary schools, spread across all areas of the city and including one of the new academies, Sheffield Springs, now enter youngsters for an NVQ under this programme, in French, German, Spanish and Italian. Italian was introduced two years ago, in Y12 (i.e. in KS5) at Yewlands, and the numbers are still small. In 2005-06, four took the full NVQ at Level 1, two took 3 units and three took 2 units. In 2006-07, seven took the full Level 1, and 2 more took 2 units at Level 1.

In 2007, French was the most popular language taken at NVQ, with nearly three times as many entries across the four language skills (676) as German (272 entries). There were 153 entries across the 4 skills in Spanish. For an analysis of results see section 2.7. As is to be expected, the SLCs, with the exception of the most recent one, Parkwood High, enter significant numbers for NVQ. Another school entering substantial numbers for NVQ is Wisewood (in French and Spanish).

## 2.1.2.3 A Levels

Languages are offered at A Level in KS5 in nine places – the seven secondary schools in the city with post-16 provision, the Sheffield College (see section 2.2) and the recently opened Longley Park Sixth Form College, in the north of the city. The tables below show that King Edward VII Language College, High Storrs and Longley Park offer the widest range of A Levels, and that King Edward VII enters a lot more candidates than any other institution, including the Sheffield College. It is particularly strong in French, German and Spanish. It also offers Japanese at A level, and is one of only two schools – the other is All Saints RC – to offer Italian. High Storrs is the only school to offer Latin.

Table: A Level Languages Entries by School, 2004-2007

All Saints RC					
Subject	2004	2005	2006	2007	Total
Chinese		2			2
French	18	17	17	6	58
Italian				2	2
Portuguese			2	3	5
Spanish	13	10	10	16	49
Grand Total	31	29	29	27	116

High Storrs					
Subject	2004	2005	2006	2007	Total
Arabic	3	1			4
Chinese	1	3		5	9
Dutch	4	9			13
French	18	22	20	5	65
German	12	13	12	7	44
Latin	4	2	2	4	12
Russian	2		2	2	6
Spanish		1	6	4	11
Urdu	6	7	8	9	30
Grand Total	50	58	50	36	194

Tapton					
Subject	2004	2005	2006	2007	Total
Arabic		1	1	3	5
Chinese		1	1	7	9
French	59	22	29	21	131
German	21	10	4	7	42
Persian	1				1
Russian			1	1	2
Grand Total	81	34	36	39	190

King Ecgbert					
Subject	2004	2005	2006	2007	Total
Arabic	2				2
French		10	2	14	26
German		1	2		3
Urdu	1				1
Grand Total	3	11	4	14	32

King Edward VII					
Subject	2004	2005	2006	2007	Total
Arabic	6	6	2	4	18
French	108	95	49	49	301
German	33	38	21	33	125
Italian				2	2
Japanese		6	6	4	16
Persian		2	4	2	8
Russian	1	1			2
Spanish	47	52	27	30	156
Urdu	8	10	10	12	40
Grand Total	203	210	119	136	668

Silverdale					
Subject	2004	2005	2006	2007	Total
French	27	28	13	17	85
German	10	8	8	11	37
Japanese	1				1
Spanish	16	9	1	10	36
Urdu	1				1
Grand Total	55	45	22	38	160

The Sheffield College					
Subject	2004	2005	2006	2007	Total
Arabic	49	N/A	13	15	77
Chinese	1	N/A	1		2
Dutch		N/A	2		2
French	43	N/A	18	38	99
German	36	N/A	6	20	62
Latin	2	N/A			2
Persian		N/A		3	3
Russian	2	N/A	1	3	6
Spanish	31	N/A	10	23	64
Urdu	8	N/A	3		11
Modern Hebrew		N/A	1		1
<b>Grand Total</b>	<b>172</b>	<b>N/A</b>	<b>55</b>	<b>102</b>	<b>329</b>

*No Data for 2005*

Longley Park Sixth Form College					
Subject		2005	2006	2007	Total
Arabic		15	14	26	55
Dutch		2	2		4
French		6	12	29	47
German		8	13	1	22
Persian		1	2		3
Portuguese				1	1
Russian		1	2		3
Spanish		2	4	11	17
Turkish				2	2
Urdu		2	2	20	24
<b>Grand Total</b>		<b>37</b>	<b>51</b>	<b>90</b>	<b>178</b>
2005 AS Only					
Notre Dame RC					
Subject	2004	2005	2006	2007	Total
French	3	7	8	6	24
German	3	3	8	6	20
Spanish	3	10	4	10	27
<b>Grand Total</b>	<b>9</b>	<b>20</b>	<b>20</b>	<b>22</b>	<b>71</b>

*Table 5: A Level Languages Entries by School 2004-2007 (Source: CYPD Research & Analysis)*

The main community languages represented are, as at GCSE, Arabic and Urdu. Longley Park is quickly establishing itself as an important centre for languages post-16. It is building up strong departments of Arabic and Urdu. High Storrs and King Edward VII enter substantial numbers for Urdu, and the Sheffield College enters a substantial number for Arabic. That numbers, however, have dropped in this provision is clear from the table (from 49 in 2004 to 15 in 2007). In general, A Level provision at the College is shrinking.



Note that two of the SLCs – Parkwood and Meadowhead – are 11-16 schools, and so do not offer A Levels.

#### 2.1.2.4 Language teacher numbers

One piece of information that is not available is the number of language teachers in the city's maintained schools. This information is not collected centrally, though this may change. In the secondary sector, language teachers are subject specialists, as are their colleagues in all other subject disciplines. In the primary sector this is not often the case. Language teaching is done by a class teacher in most cases. However, and as a result of the National Languages Strategy, a number of schools have appointed a Languages Co-ordinator, and this number is sure to increase. Under the National Strategy, all primaries should have such a teacher appointed by 2010.

#### 2.1.2.5 Professional development in languages at KS3: the Strategic Learning Network Groups

In order to increase the quality and consistency in the teaching of modern foreign languages and to secure and build on the progress already made, a programme of training and support in implementing the Key Stage 3 objectives was developed in 2006 and is to continue to the end of the financial year 2008. The programme is led and managed by a full-time modern foreign languages national adviser, Alison Edwards, who is supported by 9 regional trainers. Martine Pillette is our regional trainer.

From Summer 2007, in collaboration with local authorities, local Strategic Learning Networks (SLNs) were established. In Sheffield two SLNs were established. One is led by Dr. Jane Groves at Wisewood School and Gemma Furness at Chaucer School leads the other. As 'lead teachers' they are taking forward the task of organising appropriate training for the teachers involved in the SLNs using coaching and the online materials – e-learning modules or 'nuggets'. Each nugget has five sections: objectives and outcomes; issues; good practice; developing your practice; evaluation and next steps.

Funding of £3180 has been allocated to each of the two lead schools for the period September 2007 – March 2008 in order for the lead teachers to carry out this work.

Case study: ALL South Yorkshire

ASSOCIATION  
*for*  
LANGUAGE LEARNING

The *Association for Language Learning* is the major professional association of all practitioners in the field of Modern Foreign Languages:

- It represents its members on a national level – lobbying for their interests and for the place of foreign languages in the UK with the DCSF, the QCA, the TDA and other national bodies
- It works in partnership with other agencies supporting MFL, e.g. CILT, NALA, LNTO, Central Bureau, embassies and cultural institutes
- It publishes periodical magazines and newsletters, keeping its members informed about current issues and developments
- It organises INSET on a national and regional basis – at extremely competitive rates (ALL is a non-profit making organisation)
- Its Annual Conference, “Language World”, is the most important national event for MFL teachers, catering for the whole range of members’ interests and offering a choice of talks, workshops and presentations. It also incorporates the largest UK exhibition of language resources and materials, including ICT systems and software packages.

Membership of ALL encompasses all sectors of education:

- primary
- secondary
- tertiary, further, higher and adult education
- teacher training
- advisory and inspection services
- business training
- voluntary sector – community languages

# South Yorkshire

## Association for Language Learning

The South Yorkshire Branch

ALL South Yorkshire is the local branch of the national Association (which is based in Leicester). The local branch has been working with King Edward VII School in Sheffield since its designation as a Language College in 1998.

ALL South Yorkshire is one of the most successful and active branches in the country. It is represented on national language committees and the National Executive Council, therefore offering its members the opportunity to have their voices heard on a national level. Terry Lamb, a member of the local branch, is a past President for the national Association.

ALL South Yorkshire is the major local and regional INSET provider for Modern Foreign Languages

The local branch committee has organised CPD events over many years and has developed a format that is attractive to both individual teachers and their schools.

- High-quality: Facilitated by national experts (we have access to a great number of speakers on a variety of topics)
- Topical and relevant: Responsive to teachers' needs and interests (identified through an annual questionnaire)
- Good value for money
- Local – no extra cost for travel and accommodation
- Organised outside normal school hours, wherever possible and desirable – no disruption to pupils' education; no extra cost for cover

In recent years its programme of events has included:

### Events for students:

- Annual Student Conference on the Vocational Relevance of Language Learning "*Your Future in Europe*"  
– for students in Key Stages 4 and 5 (14 – 18 year olds); attended by up to 500 students from 20 different schools; supported by approximately 100 speakers, workshop facilitators, exhibitors from a variety of institutions (local mainstream

- and supplementary schools, universities, business, training agencies etc)
- Annual Sixth Form Days in French, German, Spanish and Urdu, including foreign language films, workshops and talks on examination strategies. Each of these events is attended every year by over 120 post-16 students
  - Foreign Language Films / Plays – as part of Sixth Form Days or freestanding events (in partnership with the local independent cinema, the Showroom.

CPD events for MFL teachers:

*Individual Twilight Sessions*

• <i>Alternatives to GCSE and A-Level</i>	• <i>What Future for Languages?</i>
• <i>The KS3 MFL Framework: Making it work!</i>	• <i>Motivation: Where is my Motivation?</i>
• <i>Creativity within a KS3 Framework</i>	• <i>The New A-Levels</i>
• <i>Reaching Out: International Opportunities for Schools and Language Teachers</i>	• <i>Where are we going with Languages: The Nuffield Report</i>
• <i>Thinking Skills in MFL</i>	• <i>Motivating Boys</i>

*Series of 4/5 Twilight Sessions*

• <i>The KS3 Strategy and MFL Framework: What does it mean for MFL?</i>	• <i>Schemes of Work</i>
• <i>Post-16 Forum</i>	• <i>Learning to Read – Reading to Learn</i>
• <i>ICT Series: Powerpoint in MFL</i>	• <i>Motivation</i>
• <i>Innovations in MFL Teaching</i>	• <i>ICT for Beginners</i>
• <i>Promoting Languages Post-14</i>	• <i>Getting it right at Key Stage 3. Keeping them at Key Stage 4.</i>

*Half Day Conferences*

- *Motivating Reluctant Learners*
- *Motivating Adult Learners*

*Full Day Conferences*

• <i>French Immersion Day</i>	• <i>Greek GCSE Day</i>
• <i>Regional Urdu Day</i>	• <i>Spanish Improvement Day</i>
• <i>German Improvement Day</i>	• <i>The New A-Levels – Managing Change</i>
• <i>Using story-lines: A cross-sector approach to language teaching</i>	• <i>Teaching in the Mixed-Ability Adult Languages Classroom</i>

## Local Membership (as of October 2007)

31 Group members i.e. language departments of secondary schools or universities, each covering between 5 and 20+ staff members covered through the group membership 122 individual members

Total membership of approximately 400 language teachers and professionals in the South Yorkshire region.

## Activities – Coverage

Teachers attending ALL South Yorkshire events 2006/07: approximately 150

Students (of school age) attending ALL South Yorkshire events 2006/07: approximately 700

### 2.1.3 Specialist Language Colleges (SLCs)

Sheffield has four SLCs, King Edward VII, Meadowhead, Silverdale and Parkwood High. King Edward VII and Silverdale are both in Service District, F: Rivelin to Sheaf, broadly within the economically well-off south west, Meadowhead is in SD E (Greenhill/Gleadless) and Parkwood High, the most recent SLC, is in the poorer northern part of the city, in the Shiregreen/Burngreave Service District (B). The mission statement for SLCs is cited in section 1.6, and it is clear from the National Languages Strategy (2002) and from the Dearing Review update (2007) that they are seen to have a very significant part to play in the delivery of the strategy.

#### 2.1.3.1 King Edward VII

King Edward VII is an 11-18 mixed comprehensive school, on two sites. The Lower School is located next to Tipton School in the Crosspool neighbourhood. The Upper School is some miles away on Glossop Road, in the Broomhall area about a mile away from the city centre. The school had 1682 pupils in 2006. King Edward VII was the first SLC in the city, having gained this status for the first time in 1998. Its website address is <http://www.kes.sheffield.sch.uk/>. (This is currently being updated.)

It has a diverse languages offer in the main school, and an extensive evening programme for adults in nine languages. Apart from the 'big three' European languages, it teaches Italian, Japanese, Mandarin Chinese and Urdu, and enters candidates at GCSE in Arabic and Portuguese. It also participates in the VIPS programme, entering candidates for NVQ levels 1 and 2 in German and Spanish. It is the only school in Sheffield to teach Japanese. In KS5, it enters candidates at A Level in all of these languages and also Farsi. All pupils follow at least one language at KS4. Spanish has recently become the first language that pupils study.

Future plans include the introduction of ASSET Language accreditation so that bilingual pupils can gain a qualification in their home languages, and taking a part in the development of the International Baccalaureate in a consortium with two other post-16 schools.

Community outreach is an important aspect of the work of SLCs, and one of the criteria on which the status and its continuation is adjudged. King Edward VII has developed this aspect in several ways. First, it acts as host to seven of the city's complementary schools, The Sudanese School (Arabic), The Sheffield and District Chinese School (Cantonese Chinese), The Sheffield Greek School, The Portuguese Community School, The Iranian School (Farsi), The Somali School and The Korean School. They use the Language College facilities at the Upper School at the weekend, with over 200 children developing language and literacy in their home languages.

A second form of community work is the evening programme for adults. This runs on three evenings a week, for each of the three ten-week terms, with over 350 adults participating. In the summer term, a series of 'Holiday Intensive Language Courses' is organised. The programme offers nine languages: Arabic, Chinese (Mandarin), French, German, Greek, Italian, Japanese, Portuguese and Spanish. Urdu has been available, and will be again, if demand warrants it. There are four levels of study, at beginners, intermediate and 'advanced conversation' (around A level standard). The courses are recreational, in that they do not lead to an accredited qualification.

The third form of community work is support for primary language teaching in feeder schools. A Primary Language Co-ordinator at the Language College works full time on this, in the school's four feeder primaries.

The school has a very active international dimension, with links to schools abroad, including one in China, and a series of regular international study visits. These include a number of visits to Bochum, Sheffield's twin city in Germany, an annual Y10 study visit to Madrid, a maths and cultural exchange with a partner school in Eger, Hungary, a British Council Japanese immersion course in Tokyo, and various other study visits to France, Spain, Germany and Austria.

There are 21 staff members in the Languages Team, headed by Eva Lamb as Language College Director and Elisabeth Nicholas as Head of Languages Faculty. These include three FLAs (for French, German and Spanish), the Primary Language Co-ordinator, 2 teachers of Japanese, one each for Chinese and Urdu, 'curriculum leaders' for French and Spanish, and two administrative staff. The other teachers either teach the 'big three' singly or in combinations; one teaches both Italian and German.

### 2.1.3.2 Meadowhead Language College

Meadowhead was the second school in Sheffield to be designated an SLC, achieving this in 2001. It is a mixed 11-16 community comprehensive, located on the southern edge of the city, with 1660 pupils in January 2006. It teaches French, German, Spanish and Russian, the only school in the city to teach the last named, all to GCSE and the first three to NVQ Levels 1 and 2, for which Meadowhead is now an accredited centre. In addition, Italian is taught to GCSE in a 'twilight' club, and there is an after-school Mandarin Chinese club for Y7 to Y9 pupils.

With both the GCSE, for the more academically talented, and NVQ routes – the latter for the less academically able – Meadowhead is able to ensure that well over 95% of the KS4 cohort follow a language. Pupils choose one language in their first year (Y7) and a second in Y8, which continues into Y9. In Y10 they either choose between the two or continue with both to GCSE. A few even do three, by adding Italian via the after-school club. Spanish at NVQ has been added to the NVQ offer in Autumn 2007.

Meadowhead's community dimension is realised through an adult learner evening programme, in language support to its feeder primaries and partner secondary, and links with organisations in the local community. The latter include local businesses that provide language specific career talks encouraging pupils to adopt a career using languages, a local Community Forum which provides support services to the school, and links with Business and Education South Yorkshire and Sheffield Hallam University, both of which aim to encourage pupils to continue with languages into further and higher education. Meadowhead also participates in the VIPs scheme and the Business Language Champions scheme organised through the Regional Language Network – Yorkshire & The Humber (see section 3.1). There is a strong link with a local firm, Gripple Ltd, through which 'gifted and talented' Y10s have produced audio-tours of Gripple in French, German and Spanish.

The adult evening programme offers various levels of French, German, Italian, Spanish and also Greek, Mandarin Chinese (at Beginner level) and Russian. The programmes run for the Autumn and Spring terms (10 weeks each), and in the Summer Term there are 6-week 'Holiday Taster' courses in French, Greek, Italian and Spanish. These courses are non-accredited. Adults who want accreditation for their language learning are sent across the road to Norton College (the Sheffield College), with which the school collaborates. In Autumn 2007, there were 176 adults following these courses, with Spanish the most popular with over 40 students.

Primary support is supplied by Meadowhead teachers who provide teaching at KS2 and mentoring support for FL teaching throughout KS1 and KS2 – i.e. from Reception to Y6 – in French, Italian, Spanish and some German in seven primaries. This support gives from two to five hours' teaching a week in at least one of the above languages.

The international dimension at Meadowhead is an aspect the school is very proud of, and it has now been awarded the British Council International School award twice, first in 2004, for three years, and again in 2007. Annually the school suspends the timetable for one day for its International Day.

The school has links with partner schools in China, South Africa, USA, Canada, Spain, France, Germany, Sri Lanka and Russia. It runs a series of cross-curricular international trips and study projects which have included International Friendship COMENIUS projects with schools in Norway, Germany, Finland, Slovenia, Romania and Lithuania (Foreign Languages and English departments), an Italian rugby tour (Languages and Physical Education departments), an annual whole school ski trip to Italy, an international concert tour to Belgium with the Music Department and a bi-annual Y9 cultural exchange to our partner school, Zhonghua Middle School in China which involves all departments in the school. It has a particularly strong partner school link in Sri Lanka through the British Council/Department of International Development programme, involving reciprocal teacher exchange visits and joint curriculum based project work between the Humanities faculty and the English faculty in the Sri Lankan school.

In addition, the Foreign Languages faculty runs various annual and bi-annual exchanges and study visits for Y7-Y10 students to France, Germany, Spain and Russia, and hopes to extend this language enrichment provision to include Italy for those students studying this language to GCSE in the future.

The foreign languages staff, headed by four Heads of Subject and Language College Director and Assistant Head, Jacqui Brown numbers 14 teachers full-time and a Spanish teaching assistant. There are 4 British Council FLAs, in French, German and Spanish and one, from the partner Chinese school, in Mandarin Chinese. There are 2 specialists in Russian, and the other teachers combine the languages each teaches. There is also a teacher responsible for Business Languages. Finally, there is a Primary Languages Co-ordinator who works almost full-time in the feeder primaries, giving classes in French, German and Spanish and supporting the primary language teaching effort. One of these feeder schools is Greenhill, which has a long and strong tradition itself of foreign languages teaching.

Meadowhead's website address is [www.meadowhead.sheffield.sch.uk](http://www.meadowhead.sheffield.sch.uk).

#### 2.1.3.3 Silverdale School

Silverdale School is the academically best-performing secondary in Sheffield, with over 90% of Y13 pupils accessing higher education. It is an 11-18 mixed comprehensive on the south-western edge of the city, with 1238 pupils currently on roll. It is being rebuilt at the moment under the BSF programme (see section 1.7). It was designated an SLC in



September 2005. It states on the school website (<http://silverdaleschool.org.uk>) that specialist school status will mean “the further development of a range of NVQ Business Language courses at KS4 and KS5” and “an increased range of languages available to study, i.e. Italian, Chinese Mandarin and Community languages”. SLC status will also impact the school by giving “an international dimension to the whole curriculum... including international business links” and “community language provision to support the identified needs of local business, health workers and educationalists.”

In addition to the traditional ‘big three’ European languages, Mandarin Chinese is taught on Wednesday afternoons to Y12 and Y13 pupils in collaboration with two other schools, High Storrs and King Ecgbert’s. Business Italian has been introduced at NVQ Level 1, as part of the school’s participation in the VIPS project. This project is joint-coordinated from Silverdale and from Yewlands. Latin is taught in the Sixth Form, leading to GCSE entry at the end of Y13. As with other SLCs the percentage of pupils taking a language into KS4 is very high: in Silverdale’s case, it is 97%.

Silverdale has appointed a teacher of Somali, and pupils will be entered for the new ASSET Languages qualification in that language. No other community languages are currently taught at the school, though it has entered the occasional pupil for Arabic and Urdu in recent years.

Silverdale’s SLC community outreach consists of its VIPS project activity, and the outreach work in primaries carried out by Anne Evans, the Languages AST who is based at the school (see CLIL at Ecclesall Junior case study).

Like the other SLCs (and most schools in general) Silverdale has a developed set of international links, exchanges and visits. It is linked with Nanjing Zhonghua High School in China. There is a 4-day visit to France in Y8, a Spanish exchange for Y9 to Y13, French and German Intensives for Y11, Work Experience Exchanges in Germany and Spain for Y10, and work experience visits and exchanges for Sixth Formers in Y12 and Y13.

Cathy Henderson, who is an Assistant Head, and teaches French and Spanish, heads the Languages Department and Language College. There are 15 other teachers, a teaching assistant, an admin assistant and three FLAs. The French FLA teaches for 18 hours a week, the German for 10 and the Spanish for 7. There are Subject Leaders for French, German and Spanish, who all teach a second language, as do all their colleagues except the teachers of Somali, Mandarin Chinese and Latin.

#### 2.1.3.4 Parkwood High (<http://www.parkwoodhighschool.co.uk>)

On June 25<sup>th</sup> 2007, Parkwood High was designated as Sheffield’s fourth SLC, in two specialisms – Languages and Sport. There is only one other school in the country, in

Cheshire, with the same specialist school combination. It is a mixed 11-16 community comprehensive, with 729 on roll in November 2007. Importantly, it is the only SLC in the north of the city, in Shirecliffe, one of the most economically deprived areas of Sheffield. The school has been through some challenging times in the last few years and sees its specialist school designation as raising its status in the city. It plans to work more closely with the city's other three SLCs.

Parkwood High is a very multicultural school, with 32% of the pupils from BME homes, who speak between them more than a dozen home languages other than English. The school offers Arabic, French, German, Spanish and Urdu to GCSE, and in addition encourages pupils to take a qualification in any home language in which a qualification is available. Recent examples are Dutch (by Somali pupils), Modern Greek, Hebrew, Polish and Russian. ASSET Languages has been used for qualifications in Somali and Slovak. The current Y9 pupils will all be assessed in the current year using the ASSET tests.

The take-up of languages at Key Stage 4 is an encouraging 60%, with 90 in Y10 and 90 in Y11 currently. This is a steep rise from the situation a few years ago. The most popular language at KS4 is Spanish. For the remaining 40%, tasters in a range of languages, including Italian, Portuguese, Russian and Mandarin Chinese will be offered.

Parkwood High has a tradition of community outreach work, and sees its role in delivering Dearing (2007) as the only SLC in North Sheffield as "massive". One way in which it manages this is by a series of language evenings for parents, in French, German and Spanish. 60 parents turned up to a recent evening.

As with the other SLCs, another important form of outreach is working with feeder primaries. Two PE and one Foreign Languages teachers spend 2 hours a week teaching at Shirecliffe, Longley and Pye Bank primaries, and by Easter 2008, there will be another FL teacher spending 3 days a week putting on language courses in local schools and in the community more widely.

In 2006 sixty pupils from Parkwood High went on trips to France, Germany and Spain. It is planned that this take-up will increase now that the school has become an SLC, with the extra funding that specialist status attracts. Another benefit will be closer collaboration between Languages and Sports at the school.

The languages staff at Parkwood consists of an Acting Head of Languages (Ms. Alex Booker) supported by two full-time and three part time FL teachers. In addition, there are 3 FLAs, one each in French, German and Spanish, and a Slovakian teaching assistant. Finally, the Deputy Head responsible for community links is a linguist who has taught German, Dutch and Russian.

## VIPS (Vocational International Project Sheffield)

The Vocational International Project Sheffield (VIPS) now in its fifth year, delivers Vocational Language Units mainly in Key Stage 4. The qualification delivers Business Communication Skills in Spanish, French, German and Italian equipping our students with language skills for the workplace and the international arena.

This qualification, currently being delivered in three quarters of Sheffield schools and over seventy schools outside Sheffield, is portfolio based, enabling students to work at their own pace. It is an entirely business focused qualification designed to equip students with language and work place skills. It is cross-curricular linking in with business and ICT and encourages independent learning, focussing on student accountability.

The course has proved motivating for students especially boys who historically have challenged the need for languages. They do not challenge the need for business language "In our school, sir, languages is cool!" "The helpful thing we are learning now is knowing that what we are learning will be useful to us in business later".

In Sheffield where the project originated the NVQ language entries now represent over a quarter of all the entries for languages and have shown a marked improvement in results with an average 2-grade improvement in results.

All students on the Sheffield programme are taken on a business visit – this is beneficial to the pupil for a number of reasons. It allows exposure to a work situation, where languages are vital to the Company in a situation in which the pupil's knowledge of the language is valued and encouraged. It gives an opportunity to practise the language outside the classroom, to hear about the career paths of employees, Work Experience placements, and apprenticeships in the Company.

Feedback from the pupils has been unequivocally favourable: "the trips I was taken on helped me to see how I could use this course in my future career"; "I also enjoyed French visits to the factories – it gave me an idea of working in a French environment". Motivation for work in the classroom increases after these visits as pupils clearly relate what they are learning to possible job opportunities.

VIPS has been awarded the following prizes:

- Winner of the European Award for Languages in 2006

- Winner of the Business Language Award in 2006

- Winner of the Mary Glasgow Prize for Innovation in the Curriculum in 2007

Katherine Smith, Joint-Coordinator VIPS, Silverdale

## 2.2 The Sheffield College

The Sheffield College is one of the largest Further Education colleges in the UK. In the early 1990s, it combined in one institution what were previously six FE colleges in the city. It operates on these sites and also runs courses in a number of centres and schools across the city.

The College is an enthusiastic supporter of Languages and the major provider of Languages post-16 and to adults within the city of Sheffield. In the last 3 years the Sheffield College has provided languages courses for 7,297 learners, and in the current year 1472 are embarked on Language Studies. The nine languages currently (2007-08) available are Arabic, Chinese, French, German, Greek, Italian, Japanese, Spanish and Turkish. Urdu was on offer until the current session. Of these, Arabic, French, German, Italian and Spanish are available at all levels from Beginners (Entry level) to A Level (Level 3). Chinese and Japanese are currently available only at Entry Level, the former with a Beginners class, and the latter at NOCN Year 2. Greek and Turkish are both available at Beginners and Year 2 (Level 1).

The three most popular languages – see the Tables at the end of this section – have been consistently French, Italian and Spanish. The first two are equally popular, with Spanish three times as popular as the other two. The provisional figures for the 2007-08 session, at all levels, are 266 for French, 259 for Italian, and 664 for Spanish. However the figure for Spanish is about half what it was in session 2004-05, with falls of a third for French and Italian.

The languages that have been dropped in the last three years are Dutch, Farsi, Portuguese, Russian and Urdu; the last two were offered at levels from Beginners to A Level. Also dropped have been courses in interpreting and translation, the Open College Network (OCN) Certificate in Interpretation and Translation (at Level 3) and the prestigious high level Diploma in Public Service Interpreting, both Health and Legal options (Level H).

### 2.2.1 Rationale

The rationale for the offer of Languages within the College to date has been:

- To provide Languages courses within 'A' Level programmes that are an integral part of a 16-18 year old portfolio of study in order to provide a balanced offer to learners enabling them equally to access HE or the world of work;
- To provide access to learners studying on vocational courses to specific language training to complement their primary course of study, such as Spanish for Travel and Tourism learners;
- To be responsive to adult learners who wish to study Languages to enhance their employment readiness or effectiveness;

- To be responsive to a population that has far greater ease in travel both within Europe and beyond, and desiring to be able to transact and converse in other countries;
- To help expose learners to other cultures;
- To provide life-long learning opportunities for those desiring to keep active minds or simply to experience the joy of learning.

Within languages courses the target language is used, and learners are encouraged to use the target language at every opportunity.

### 2.2.2 History

Prior to the creation of the single Sheffield College, Modern Foreign Language study varied in the type of course, length of course, and fees in each of the six Further Education colleges operating at the time. Since 1993 there has been a single languages offer affording a carefully constructed ladder of learning in each language.\* The only disturbance to this stepped or 'runged' provision is when student numbers are not sustainable and do not support a particular rung in the ladder in any particular year.

Over time there has been a funding requirement that all courses are accredited and this has taken place, together with a reduction in the range of Languages that have maintained sufficient student numbers. At the same time other providers have increased choice, and thereby competition. The College still provides an extensive languages programme, where learners enjoy study and regular progress through the Levels. Class sizes are typically strong.

Within the study of languages the College frequently sees learners achieving notable success in national qualifications. In 2007, for instance, 4 students obtained one of the top five marks in GCSE Italian, Spanish and French out of many thousands of candidates in each of the subjects taken.

One feature of the migration and displacement of individuals from home countries is that there is an increase in the numbers of learners who seek to be accredited in their home language. The College is happy to accommodate this and support these learners. It is for this reason that there are some subject entries that are low.

### 2.2.3 Staffing

Staffing of Language classes is a mix of permanent staff and agency staffing. The Languages curriculum team currently consists of 19 people (9.20 FTEs) and 26 associate teachers supplied by an agency. Permanent staff are typically used to staff daytime 16-18 and some adult part-time classes. The College uses agency staff because of the number of languages opportunities afforded, both in the day but predominantly in the evening.

Classes are provided across the city and are managed 'hemispherically' by a Curriculum Team Leader each in the North and the South of Sheffield. Classes are delivered on College main sites (at Hillsborough and Norton Colleges), owned or leased neighbourhood sites, or in rented accommodation including Sheffield schools, Tapton and Fir Vale – where all the Arabic courses are run – and at Bannerdale, the LA's Teachers' Centre. The staff liaise annually on all matters from course planning to assessment writing to moderation to staff training and development. Both have links to managers with a neighbourhood perspective<sup>6</sup>.

#### 2.2.4 Issues

Language study has been significantly affected by Government policy. Recent and current policy 19+ directs funding to stated priority areas, and in adult learning Modern Languages is generally not included within these. Priorities of learning are directed to work readiness, responsiveness to employers, and Basic Skills. Classified as 'other' provision, the expectation is that:

- 'Other' provision is reduced to provide resources for Government priorities;
- Learners contribute more, with the stated intent that the public and the individuals will equally contribute to the cost of courses. At the moment fees are at 37.5% of the costs of courses.

This is having the effect of increasing the costs of courses year on year on top of rises for inflation for those courses that can be maintained. Unless learners are fee remitted to pay no fee according to national guidelines, the danger is that fewer learners will benefit from the enjoyment and challenge of learning a language within the increasingly global world in which they live. The numbers of adults studying languages at the College has declined as a result and is the major contributor to the depressing fact that as at the start of this academic year overall Languages numbers are a little more than a half of what they were in 2004-2005 (53%). This will increase within the year, but is unlikely to bridge the difference. Government policy may mean that providers are forced to mount courses on a full-cost basis, and the success of such as these will be determined by market forces.

In 16-18 language learning there has been a downturn in the numbers progressing to the College to study languages. At the same time the College has witnessed a reduction in the number of double-linguists. The likelihood is that non-mandatory language study at Key Stage 4 is at the root of the decline. Another suspicion is that the perception of the relative ease or difficulty of particular 'A' Levels is determining student choice. Together,

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<sup>6</sup> The Sheffield College 'Languages Learning Ladder' is as follows: Entry Level: Beginners; Level 1 (Foundation) – Years 1 and 2; Level 2 (Intermediate) – Years 3 to 5. Year 5 is at GCSE standard; Level 3 (Advanced) –Year 6 (AS level) and Year 7 (A level). Post-A level courses are designated as 'H': e.g. the Diploma in Public Service Interpreting

the two depress demand. Despite this the College happily maintains three 'A' Levels in Languages: French, German and Spanish for students on daytime 'A' Level learners 16-18.

Lev.	2004/05				2005/06				2006/07				2007/08			
	E	1	2	3	E	1	2	3	E	1	2	3	E	1	2	3
AR	23	43	18	72	17	22	8	41	35	12	-	38	16	15	12	32
CH	23	9	-	-	22	17	-	-	24	20	-	-	19	-	-	-
FR	-	208	84	92	-	184	75	87	-	165	76	66	-	118	80	68
GE	-	73	30	33	-	75	13	31	-	72	24	16	-	52	-	26
GR	71	32	-	-	50	27	-	-	64	18	-	-	39	22	-	-
IT	-	275	44	22	-	227	48	46	-	176	110	30	-	133	103	23
JP	-	-	-	-	24	-	-	-	24	-	-	-	15	-	-	-
SP	13	939	79	132	18	838	161	118	19	492	224	101	19	374	181	90
TK	-	41	-	-	-	43	-	2	25	10	-	-	23	12	-	-
UR	10	23	-	31	8	13	-	14	5	-	-	-	-	-	-	-

Table 6: Languages enrolments, The Sheffield College, 2004-2008

Key: Ar= Arabic; Ch = Chinese; Fr = French; Ge = German; Gr = Greek; It = Italian; Jp = Japanese; Sp = Spanish; Tk = Turkish; Ur = Urdu.

#### Notes

1. Holiday taster courses are not included in this table.
2. The languages dropped in the last three years – Dutch, Farsi, Portuguese and Russian – have also been excluded from the table. Urdu has been included, though no courses are running in the current academic session.
3. The levels – E, 1, 2 and 3 – are explained in footnote 6 at the bottom of page (71).

## 2.3 Universities

### 2.3.1 University of Sheffield

Sheffield University is a member of the leading 'Russell Group' of UK Universities. In July 2007 it had over 24,000 students and over 5750 staff. Academic staff numbered 1268, and research staff 1045. 17% (3387) of students were from overseas, from 128 countries. The top 5 countries were China, Malaysia, India, Germany and Japan, in that order.

Students of foreign languages represented 7.25% of all undergraduates in 2006/07, and 9.4% of all postgraduates.

There are two Schools in the University dedicated to languages study, the School of Modern Languages and Linguistics (SOMLAL), which teaches European languages, and the School of East Asian Studies (SEAS). The range of courses offered at undergraduate and postgraduate levels are accessible via the university website, at <http://www.sheffield.ac.uk/somlal/> and [www.sheffield.ac.uk/departments/seas](http://www.sheffield.ac.uk/departments/seas).

In SOMLAL, the departments are French, Germanic Studies, Hispanic Studies and Russian and Slavonic Studies. The 'major' languages are French, German, Spanish and Russian: languages taken as 'minor' subjects are Catalan (in Hispanic Studies), Dutch (in Germanic Studies), Czech and Polish (in Russian and Slavonic Studies). The three languages studied in SEAS are Chinese, Japanese and Korean. In Germanic Studies there is one lecturer, Professor Newton, who specialises in Luxembourgish, uniquely in the UK.

#### 2.3.1.1 Research Centres

SOMLAL and SEAS are much involved in a number of research centres. The Department of Russian and Slavonic Studies hosts the Bakhtin Centre, dedicated to the study of the 20<sup>th</sup> century Russian philosopher, literary critic and linguistic theorist Mikhail Bakhtin and to the work of the Bakhtin Circle. The Department of French is the lead department for the Centre for Gender Studies in Europe, in which all the other SOMLAL departments have a role and also the School of English Literature, Language and Linguistics. Germanic Studies is the lead department in the Centre for 19<sup>th</sup> Century Studies, which also involves the departments of French and Russian and Slavonic Studies. Germanic Studies also hosts the Centre for Luxembourg Studies.

SEAS is the home for the National Institutes of Chinese Studies and Japanese Studies, and in conjunction with Leeds University, is involved in the White Rose East Asia Centre.



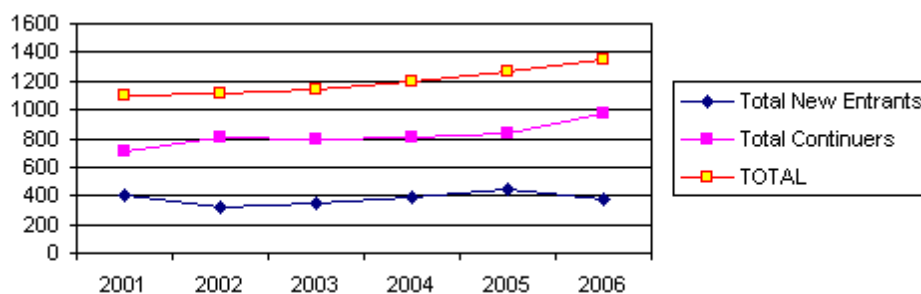
## 2.3.1.2 Undergraduate studies

All UG language degrees are four years long, with the third year spent abroad in the country or countries where the language(s) studied are spoken. The range of undergraduate degree courses is very comprehensive, with over a hundred covering 11 languages. Overall, numbers taking foreign languages, either as a single or combined honours degree have increased by more than 20% (from 1103 in 2001 to 1342<sup>7</sup> in 2007). However, as the chart below shows, the proportionate gap between 'new entrants' and 'continuers' widens between 2005 and 2006, and the proportion is only slightly higher in 2007, at 389 to 953.

## Summary

	2001	2002	2003	2004	2005	2006
Total New Entrants	400	314	346	394	441	376
Total Continuers	703	804	791	805	829	978
TOTAL	1103	1118	1137	1199	1270	1354

Table 7 - Undergraduate languages students, Sheffield University, 2001-06 (Source: University of Sheffield)



The most popular UG courses are Hispanic Studies and Japanese Studies. Between 2001 and 2007, the numbers taking these two-degree courses have increased by 116% and nearly 60% respectively. A third course that has grown greatly in popularity is BA East Asian Studies, whose numbers more than doubled from 23 in 2001 to 51 in 2006, though there was a drop in 2007 to 35 with only 3 new entrants. The numbers taking BA French studies have averaged 75 over this period: after dipping to 65 in 2005, they have since risen to 77 in 2007. German Studies have also remained steady, with an average of 32 students, though numbers have been at 29 in the last two sessions.

It is the combined honours degrees that account for most of the variety of courses. There are dual honours courses combining study of any two of the 11 languages from SOMLAL and SEAS, and with courses in the School of English, such as English and French (the most popular dual option with well over 20 students each session.), Linguistics and Japanese or Hispanic Studies. Another popular dual option is German with Dutch.

<sup>7</sup> All the student numbers cited in this section refer to the total of new entrants and continuers per academic session. The figures for 2007 do not appear on the chart as they are still provisional, but are considered to be accurate.

Introduced in 2001 with one student, in 2007 there are 19 following this degree, 6 of them in their first year. Languages are also combined with study of the following: Architecture (with Slavonic Studies), Business Studies, Economics, History, Journalism, Law (with French or German or Spanish), Linguistics, Management, Mathematics (with French/German/Spanish), Music and Philosophy (with Hispanic Studies).

In SEAS, apart from Japanese Studies, the other popular degree courses are Chinese Studies (over 30 students per session) and Chinese Studies and Management, introduced in 2006. Korean Studies attracts a very small number of students compared with the other two languages in SEAS.

There are two UG degrees that belong to SOMLAL itself rather than to a specific constituent department. These are the BA Modern Languages (BAML) and the BA Modern Languages with Interpreting (BAMLI). These are popular courses that attract well over a hundred students on BAML, and 61 on BAMLI in 2007. BAML consists of the study of three modern languages, or two languages and linguistics. Portuguese and Italian are among the minor subjects that can be chosen on this degree. On BAMLI, students study two from French, German, Russian or Spanish as major languages, and can choose from the full range of 'minor' subjects, with the additional options of Swedish and Polish. Interpreting is introduced in the second year, and in the fourth year there is practice at conference interpreting.

One language department that does not form part of SOMLAL is English Language and Linguistics. As already stated, however, English language and Linguistics combine into Dual Honours degrees with other languages studied at the University, as Table 8 shows.

Undergrad. Course	2004-5	2005-6	2006-7	2007-8
Language & Linguistics	152	170	172	159
Language & Sociology	28	30	35	34
English language & Literature	150	162	137	140
Linguistics & Hispanic Studies	6	7	8	7
Linguistics & Russian	1	1	2	3
Linguistics & Philosophy	4	2	5	4
Linguistics & Japanese	4	4	4	7
English & German	8	9	6	7
English & Russian	-	-	2	2
Post graduate course				
MA Applied Linguistics	22	28	23	28
MA Historical Linguistics	6	3	2	4
MA English Literature	-	-	8	10

Table 8 English language & Linguistics Dual Honours courses, 2004-2007

One more course is French and Linguistics, which is offered by the French Department, with an average of 15 students a session.

### 2.3.1.3 Postgraduate taught courses and research

Tables 9 and 11 below show the range of courses offered in SOMLAL and SEAS, as taught Masters (PGT) and research (PGR) degrees (Table 9), and the overall numbers following postgraduate degrees in languages (Table 11). To these need to be added the MA Applied Linguistics and MA Historical Linguistics from English Language & Linguistics need to be added. Distance learning, in which SEAS specialises, makes a very significant contribution to the total offer, in Japanese and Chinese Studies (see Table 10). Hispanic Studies offers taught Masters in Catalan Studies and Latin American Studies as well as Hispanic Studies. The MA in Translation Studies, one of four offered in the Modern Languages Teaching Centre (see 2.3.1.7), is the most popular PG course in the Faculty of Arts. The next two most popular MAs are Applied Linguistics and Intercultural Communication.

PGR		M Phil	PhD
	East Asian Studies	×	✓
	French	✓	✓
	German	✓	✓
	Hispanic Studies	✓	✓
	Russian	✓	✓
PGT		MA / PG Diploma	F/T and/or P/T
	Advanced Chinese Studies	MA	F/T
	Catalan Studies	MA	F/T
	French Studies	MA	F/T
	German Studies	MA	F/T & P/T
	Hispanic Studies	MA	F/T & P/T
	Japanese Studies	PG Diploma	F/T
	Latin American Studies	MA	F/T
	Slavonic Studies	MA	F/T & P/T
	Multilingual Information Management	MA	F/T & P/T
	Screen Translation	MA	F/T
	Translation Studies	MA	F/T & P/T
	International Communication	MA	F/T & P/T

Table 9: Postgraduate courses in languages, University of Sheffield (2004-2007)

MA	Advanced Japanese Studies
PG Certificate	Advanced Japanese Studies
MA	Japanese Studies
MA	Japanese Language & Society
PG Diploma	Japanese Language & Society
PG Certificate	Japanese Language & Society
MSc	Chinese Language, Business and International Relations
PG Diploma	Chinese Lang., Business & Int. Relations

Table 10: Distance learning postgraduate programmes, SEAS, University of Sheffield

<i>Modality</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>
PGR full-time	51	48	52
PGR part-time	28	26	28
PGT full-time	101	97	103
PGT part-time	13	23	21
Distance learning	238	286	246

Table 11: Postgraduate languages student numbers, University of Sheffield, 2004-2007

#### 2.3.1.4 Languages in the School of Education

Initial and post-initial teacher training in French, German, Spanish and Russian is offered in the School of Education. The PGCE in Modern Languages has three staff, and meets its recruitment target of 37 in most years. This course is unique in that it trains teachers for Japanese, Mandarin Chinese and Urdu as well as for the usual range of languages. The MA Applied Professional Studies in Education, directed by Dr. Terry Lamb, one of the three languages staff, is a new programme that runs in partnership with nine subject associations, including the ALL. It has recruited 10 linguists in 2007-08. Finally, Dr. Lamb, Dr. Toni Ibarz and Dr. Mark Payne are involved in one of the School's main research areas, into 'Learners' and Teachers' Perspectives': their focus is upon modern language teaching showing the importance of the pupils' perspectives.

#### 2.3.1.5 The Institute for Lifelong Learning (TILL)

TILL is a part of the School of Education, as the University's outreach institute University for adult part time students in Sheffield and area. It runs courses leading to a qualification (Certificate or BA Honours) and courses for "general interest", the latter "from beginner's level to the final year of university study", as TILL's website puts it.

There are no specific entry requirements. The Certificates run for 2 years of part time study and the BA degrees for 6 years part time. The Certificates are designed for progression onto a BA for successful students who wish to continue.

The Certificate courses in Modern Languages are French Studies and Spanish and Latin American Studies. The BA degrees are BA Honours in French Language and Cultures and BA Honours in Spanish and Latin American Studies. The overall numbers following the Certificates and BAs in languages in TILL are given below. The Catalan Culture courses are Levels 1, 2 and 3 and do not lead to a qualification. The table shows how popular these courses are, with Spanish even more popular than French.

	2004-05	2005-06	2006-07	2007-08
French	138	150	142	160
Spanish	195	190	185	203
Catalan	-	18	14	14

Table 12 - Student numbers on TILL languages courses

Source: TILL, University of Sheffield

#### 2.3.1.6 Languages staff

Table 13 shows the number of academic staff in each of the languages departments in the University

Department	Academic Staff
French	16 + 5 lectrices
Germanic Studies	11
Hispanic Studies	11 FT + 6 PT + 6 language assistants
Russian & Slavonic Studies	16
Chinese Studies	10
Japanese Studies	11 + 4 language support staff
Korean Studies	4
English Language & Linguistics	15

Table 13 - Languages staff at University of Sheffield, 2007

#### 2.3.1.7 Modern Languages Teaching Centre

The Modern Languages Teaching Centre (MLTC) is responsible for providing an Institution Wide Language Programme (IWLP) to students (language specialists and non-specialists) currently from 43 departments at the University of Sheffield and also self-access facilities for all students taking languages. At undergraduate (UG) level it delivers around 150 modules in French, Spanish, German, Italian, Arabic and Latin, at five stages (6 for French and Spanish), ranging from absolute beginners to finalist students returning from their year abroad. Modules consist of traditionally taught courses comprising the four skill areas (listening, speaking, reading, writing), but also innovative modules such as email and

face-to-face tandem learning, projects and placement preparation modules. The centre normally teaches over 800 UG students per year, probably 900 in 07-08. In addition, it gives the opportunity to members of the public or members of University staff to take its modules.

At UG and PGT level MLTC offers a wide range of taught programmes, which are innovative and have a professional orientation. The provision is kept under constant review and is designed to maximise the Centre's appeal to potential students. At UG level there are classes ranging from ab-initio to Degree level dual honours combinations "...with French/ German/ Spanish/ Italian", with the departments of Engineering, Maths, Chemistry, Physics and Biology. In addition, it contributes to two SOMLAL-wide degrees: the BA in Modern Languages (BAML) and the BA in Modern Languages with Interpreting (BAMLI).

It is the case that the language component of those Degrees plays an important part in attracting students to study at the University of Sheffield. MLTC is particularly proud of its range of teaching and learning methods, which foster transferable, interpersonal and professional skills. For instance, students are offered the opportunity to develop and acquire skills such as data collection and analysis, decision-making, project management, team working, presentation skills and written communication skills. The Centre also promotes such aspects of teaching and assessment as the communicative approach, advising and counselling and innovative assessment tools such as peer and self-assessment.

The content of the taught programmes is constantly revised and developed to keep them in line with the latest technological and scholarly developments in the field. At postgraduate (PG) level the MLTC offers 4 taught MAs:

- MA in Intercultural Communication
- MA in Multilingual Information Management
- MA in Screen Translation
- MA in Translation Studies

These original and forward thinking MA programmes have been designed to provide practical links between the use of languages and the world of work

The aims of the Centre, as expressed by its Director, Danielle Barbereau, are to:

- Offer a high quality experience in all aspects of our work for all.
- Create a new multilingual, culturally aware generation of citizens

- Offer programmes enhancing transferable skills
- Encourage students to engage critically and to produce knowledge
- Enhance student's ability to access information through a variety of resources
- Encourage students to undertake independent research and to apply research methodologies
- Stimulate cultural and social awareness of our students
- Work in an intercultural environment and familiarise the students with the concept of the 'Intercultural Identity'
- Offer a creative development
- Extend students' international horizon
- Strengthen links between the University and the outside community
- Foster links with professional practitioners and develop employability
- Encourage Enquiry Based Learning
- Encourage further studies and independent learning

#### Outreach activities

The Centre is particularly proud of its link with the Sheffield Local Authority. For the past 4 years it has taught Primary French and Spanish to practising primary school teachers in the city. So far nearly 200 Sheffield teachers have been trained by the MLTC and the programme is being developed further. For example, a taster course in Mandarin took place last year, and MLTC is investigating the feasibility of introducing an Arabic programme in 2008.

The Primary Teacher training programme is a pioneer in the field and has become highly topical, particularly in light of the Dearing report (2007). The Centre is seeking to disseminate this example of good practice.

It also enjoys a high success rate in Knowledge Transfer activities, particularly those linked to the 4 MA programmes.

The Director says: "The MLTC is vibrant and very dynamic. Students are very positive about their courses at the MLTC and particularly enjoy the human touch the centre is providing. This can be seen at all levels and the support staff play a huge part in this. We truly believe that the Centre is special. For instance it is in the MLTC that the highly innovative programme of Tandem Learning (see Case Study) was initiated. Also, the very fact that the centre offers a portfolio of PG taught programmes makes the centre unique among Language Centres in the UK. This means that the centre is active in research and also very competitive.

Moreover, the Centre serves as an interface between the University and the outside world. Finally, its energy, its highly innovative portfolio and pedagogy as well as the fact that it competes favourably with traditional departments in terms of PG provision put it at

the forefront of language policy and could serve as a model for future development of Language Centres in HE. The MLTC does not share the national gloom normally part of the discourse on languages in the UK.”

Table 14 below shows the number of students who have followed the IWLP courses at MLTC over the sessions 2004-5 to 2006-7. Growth has been considerable, and spectacularly so in the early stages of Italian and Spanish.

		2004-05	2005-06	2006-07
Arabic	1A & 1B <sup>8</sup>	16	39	38
	2A & 2B	-	-	17
Chinese	Tandem Learning	6	5	6
French	1A & 1B	27	62	65
	2A & 2B	24	83	93
	Consolidation	4		27
	3A & 3B	23	77	90
	4A & 4B	8	41	28
	5A & 5B	32	15	17
	Project 2C, 3C, 4C	-	20	20
	French/English, Eng./Fr.	19	35	32
	Tandem Learning	23	39	37
	Placement Preparation	-	7	-
	4D Year Abroad project	-	6	
German	1A & 1B	10	35	48
	2A & 2B	8	39	34
	3A & 3B	12	27	44
	4A & 4B	-	16	11
	5A & 5B	8	9	6
	Project 2C, 3C, 4C, 5C	-	4 (3C)	9
	German/English, Eng./Ger.	6	10	11
	Tandem Learning	21	21	20
	Placement Preparation	-	-	8
		3D/4D Year Abroad project	-	-

<sup>8</sup> 'A' after each stage refers to the first semester, and 'B' to the second semester. 'Consolidation' is a stage between Stages 2 and 3, at post-GCSE, pre A Level standard. Stages 3-5 are post-A level. The Tandem learning modules are at Stages 3-5. Students enter MLTC programmes at any stage in their university career, with the majority doing so in their first year.



Italian	1A &1B	36	181	165
	2A &2B	6	43	52
	3A & 3B	9	27	47
	4A & 4B	12	16	-
	Project Stage 4, 3C, 5C	2 (Stage 4)	2 (Stage 4)	22
Spanish	1A &1B	48	188	170
	2A & 2B	13	72	52
	Consolidation	6	23	31
	3A & 3B	4	35	65
	4A & 4B	12	15	23
	5B	-	-	1
	Foreign Languages at Work	6	12	-
	Project: 2C,3C,4C,5C	10	19 (2C)	14
	Placement Preparation	1	-	4
	Spanish/English, Eng./Span.	14	27	36
	Tandem Learning	20	14	32
Latin	1A & 1B	-	-	17

Table 14: IWLP student numbers by language, 2004-2007

(Source: Modern Language Teaching Centre, University of Sheffield)

### 2.3.2 Languages at Sheffield Hallam University

Sheffield Hallam University is one of the 30 'new universities' established in the early 1990s from what were before then Polytechnics. As such it had, and maintains, close links with local business and industry, and there is a strong vocational thrust to its degrees and other courses. The University is organised into four faculties: Arts, Computing, Engineering & Sciences (ACES), Development & Society, Health & Well-being and Organisation & Management. Languages are located within the Organisation & Management Faculty.

Sheffield Hallam University has two types of language modules, both vocationally oriented: language degree modules and University Language Scheme (ULS) modules. There are no single honours degrees, and no degree that includes literature or linguistics. There is an emphasis on employability with languages, and languages graduates do go into business, often abroad, where they earn significantly more than non-language graduates. Some language graduates go into teaching.

### 2.3.2.1 Language degree modules

Certain students do a language module as a compulsory part of their degree. These students have to do an Erasmus semester in a European university, and an 11-months placement period in the foreign country. Because of this, languages are a core part of their degree. Currently, we have the following language degrees:

- BAIBL: BA (Hons) in International Business with one Language
- BALIB: BA (Hons) in two Languages with International Business
- BALM: BA (Hons) in two Languages with Marketing
- BALT: BA (Hons) in two Languages with Tourism

Regardless of the degree they are studying, the students above share the same seminar groups. They are only divided according to language level (beginners or advanced) and year of study. All modules and all assessments are delivered in the target language. The modules studied are listed in the grid over the page.

	ab initio (beginners)	post A -level (advanced)
Year 1	<p>Ab initio language skills (2 hours/week): in this module, students learn the language from scratch, focusing on grammar mostly.</p> <p>Introduction to Business, Society and Culture (2 hours/week): the language is learnt through texts and other materials, allowing students to learn about the country's culture.</p> <p>1 hour with the language assistant, to reinforce the information learnt in the modules above.</p>	<p>Business, Society and Culture 1 (2 hours / week): Students learn about the country's cultural and business environment.</p> <p>Language ULS 4 (2 hours/ week): More focused on vocabulary and grammar. Language assistants do not teach in this module, but will have to help students with their portfolio work.</p> <p>1 hour with the language assistant, to reinforce the information learnt in the modules above.</p>
Year 2 (semester 1 only)	<p>Ab initio language skills (4 hours/week): students build on their language knowledge, focusing on business language and CV writing, in preparation for the 18 months abroad.</p> <p>1 hour with the language assistant.</p>	<p>Business, Society and Culture 2 (2 hours / week): As above, but more advanced, and with more information on the country's education system and work environment, in preparation for Erasmus.</p> <p>ULS 5 (2 hours/week): Debates, complaint letters, information on current affairs and some interpreting. Language assistants do not teach in this module, but will have to help students with their portfolio work.</p> <p>1 hour with the language assistant.</p>

Placement year	No studying takes place this year	No studying takes place this year
Year 4	<p>Ab initio and post A level students are put together in the same seminar groups, as by this stage they have reached a similar language level.</p> <p>Business, Society and Culture 3 (2 hours / week): Thorough exploration of the country's key contemporary issues.</p> <p>ULS 6 (2 hours / week): Business negotiation skills, translation and interpreting (business-related texts). Language assistants help the main module tutor in the weekly seminars.</p> <p>1 hour with the language assistant.</p>	

The languages currently offered, in any combination except for Chinese, are as follows:

- Spanish: ab initio and post A Level
- Italian: ab initio only
- French: post A Level only
- German: post A Level only
- Chinese: ab initio only

The number of students in 2006-07 on the 'ab initio' route at first and second year level for Spanish and Italian were as follows:

Italian year 1	7
Italian year 2	5
Spanish year 1	11
Spanish year 2	8

Table 15: 'Ab initio' student numbers enrolled, 2006-07

(Source: Organisation and Management Faculty, Sheffield Hallam University)

And the number of students on the post A Level route at first and second year level for Spanish, German and French were:

French year 1	10
French year 2	16
German year 1	8
German year 2	5
Spanish year 1	13
Spanish year 2	12

Table 16: Post A-level students enrolled, 2006-07

(Source: O & M Faculty, Sheffield Hallam University)

The 'ab initio' and post A Level route students join in year 4 and are taught together.

The 18-month period abroad

Sheffield Hallam's language degrees are four years long and have a compulsory study and work period abroad. The students spend one ERASMUS semester in a foreign university, followed by an 11-month work placement period in a company located in a relevant foreign country (see the grid over the page).

Year 1	SHU	
Year 2	SHU	Erasmus semester
Year 3	Work placement	work placement
Year 4	SHU	

Because the period abroad is such a substantial part of the course, a lot of emphasis is put on preparing the students for this important time. The language modules will be designed so that they cover key aspects to do with life and work in the foreign country. The university has been organizing work placements abroad since 1985, with companies such as Siemens, Volkswagen, Blaupunkt and Iberia.

In 2006-07, the students on their ERASMUS exchange semester were in the following countries: sixteen in France, 5 in Germany, 4 in Italy and twenty in Spain.

The number of students per language on the four degrees outlined above, in the years 2004 to 2007 are given in the tables below.

2004/05	French	German	Spanish	Italian
Year 1	28	14	23	6
Year 2	27	15	24	10
Year 3	23	15	21	9
Work Placement				
Year 4	18	12	18	8
Total per language	96	56	86	33

Table 17: Sheffield Hallam University degree students per language, 2004-05

(Source: O & M Faculty, Sheffield Hallam University)

2005/06	French	German	Spanish	Italian
Year 1	22	8	23	5
Year 2	23	10	20	5
Year 3	27	15	24	10
Work Placement				
Year 4	23	15	21	9
Total per language	74	48	88	29

Table 18: Sheffield Hallam University degree students per language, 2005-06

(Source: O &amp; M Faculty, Sheffield Hallam University)

2006/07	French	German	Spanish	Italian
Year 1	10	8	24	7
Year 2	16	5	20	4
Year 3	23	10	20	5
Work Placement				
Year 4	23	12	18	7
Total per language	72	35	82	23

Table 19: Sheffield Hallam University degree students per language, 2006-07

(Source: O &amp; M Faculty, Sheffield Hallam University)

Comparing 2006-07 with two years previously, there has been a decline in student numbers across all four languages, with the smallest being in Spanish (4.65%) and the largest in German (37.5%). The fall in French is a quarter and in Italian a little below a third.

### 2.3.2.2 ULS (University Language Scheme)

As well as the language degree modules, Sheffield Hallam University offers another type of language lessons, which are part of the University Language Scheme (ULS). These are optional language modules open to any university student. That means the students' backgrounds are very diverse: they could be doing degrees in Maths, History, Law and so on. In 2006-07, 72% of ULS students came from the Organisation & Management Faculty, 17.2% from Development & Society, 10.4% from ACES, and a very small number (0.5%) from Health & Well-being. As their language module is an option within their degree course, they are not required to spend any time abroad, either studying or working.

There are different language levels in the ULS, from absolute beginners (for all languages) to very advanced level (Stages 1 - 6). Stage 2 is at or below GCSE, Stage 3 is

post-GCSE to A Level, and Stages 4-6 are all post-A Level. Stage 6 would expect a student to have 2 years' study of the language at post-A level and some time spent abroad in a country where the language was spoken.

The number of students on the University Language Scheme (ULS) per language for 2004/05, 2005/06 and 2006/07 are given below.

	French	German	Spanish	Italian	Japanese	Chinese	Total
2004/05	194	103	272	58	48	-	675
2005/06	171	83	244	62	52	-	612
2006/07	184	70	195	41	48	12	550

Table 20: Sheffield Hallam University ULS enrolments by language, 2004-2007  
(Source: O & M Faculty, Sheffield Hallam University)

The decline in popularity of the ULS modules among the student population at Sheffield Hallam is clear. This may be attributable to the shrinking numbers continuing their study of a foreign language beyond age 14, a situation that is now filtering through into higher education. Although French, for once, has held its own, the drop in German, Spanish and Italian in 2006-07 compared with 2004-05 has been in the order of 30% for each language. Once more, the position of Spanish as the most popular language studied is noteworthy.

A developing interest in East Asian languages is apparent. Japanese is only available to date at the lower stages, and Chinese, which only became available in 2006-07, was only available at the lowest stage. Japanese has maintained itself successfully over the three-year period.

The table below gives a breakdown by stages per language of numbers on the ULS, for 2006/07 only:

2006/07	French	German	Spanish	Italian	Japanese	Chinese
Stage 1	39	9	72	26	34	12
Stage 2	44	20	45	8	14	-
Stage 3	12	3	13	-	-	-
Stage 4	36	16	35	-	-	-
Stage 5	21	10	12	-	-	-
Stage 6	32	12	18	7	-	-
Total	184	70	195	41	48	12

Table 21: ULS enrolments by stage and language, 2006-07  
(Source: O & M Faculty, Sheffield Hallam University)

### 2.3.2.3 Year 1 LLB Maitrise (Français Juridique) (French assistant only)

These students follow a four-year course. They spend years 1 and 3 at Sheffield Hallam University and years 2 and 4 in France.

The students study the French legal system and process of law making in France and the EU. As they will spend Year 2 in France they are also being prepared, like the Business Society & Culture 2 students, for living in France and studying in a French university. Current affairs in France (e.g. trials, political events, euthanasia) are also an important part of their curriculum as well as dealing with everyday practical information.

### 2.3.2.4 Languages Staffing in Organisation & Management

There are 14 staff (13 full-time and one on a 0.7 contract) in the Modern Languages section in the Organisation & Management Faculty, headed by Gudrun Myers as Subject Leader. In addition, a full time lecturer from another subject group delivers Japanese on the courses, and between 4 and 10 Associate Lecturers are employed each session, depending on demand for individual languages. There are four FLAs, one each for French, German, Italian and Spanish.

The breakdown of staff by language is:

French: 4

German: 3.5

Italian: 3

Spanish: 3.2

### 2.3.2.5 Tandem Learning

Sheffield Hallam University, like Sheffield University, runs a tandem learning service, open to all students. Through the programme British students are matched with international students for culture and language exchange. This service has been running for a number of years. No figures have been supplied for how many students make use of this facility.

A similar 'language exchange' activity has been put on for the past two years by Hallam Volunteering, a student-run organization in the Students' Union, in conjunction with the Multi-Lingual City Forum/Languages Sheffield (see case study 'From SMLCI to Languages Sheffield'). This activity runs one evening a month during term times, and is open to the general public. There have been as many as 20 language tables and about 50 people attending.

### 2.3.2.6 Primary Language Teacher Training

With the entitlement under the National Languages Strategy (2002) to learn a foreign language from age 7, there has developed an urgent need to train teachers at KS2 and KS1 to deliver it. In 2001-02, the Training and Development Agency (TDA) and 8 higher education institutions (HEIs) piloted a scheme. In the following session (2002-03) the Division of Education and Humanities in the Faculty of Development & Society joined this programme and provided initial teacher training (ITT) in French for those intending to teach in the primary sector. In its first year, five students followed the course, rising to 11 in 2005-06 and 15 in 2006-07. The target recruitment will remain at 15.

Trainees study a French language module in year one, which at the same time focuses on teaching the language. In year 2, a further language module is studied, which this time includes a one month placement in a French primary school, and linguistic and cultural preparation for the placement. In their final (3<sup>rd</sup>) year, the students undertake a research project and write a dissertation and take a subject leadership module.

The placement abroad is a key aspect of the training, and one that always stimulates the trainees and builds their confidence. All HEIs on the primary language training programme are paired with a partner overseas, and Sheffield Hallam is paired with the IUFM de Bourgogne (Burgundy). The trainees spend their month in one of Burgundy's four centres, in Dijon, Auxerre, Maçon and Nevers.

The Division places the trainees for teaching practice in five Sheffield primaries, Montenev, Greenhill, St. Wilfred's RC, Hallam and Ecclesall Junior (see case study 'CLIL at Ecclesall Junior School', on page (50)).

In addition, the TDA has used the participating HEIs, including Sheffield Hallam, to do further work with already practising primary teachers of languages (CPD) to develop their language and language teaching skills. A 30-hour CPD course was delivered in 2005. Further more, the TDA and the British Council have paid for two cohorts of 9 teachers to spend a week in Dijon developing their French language skills and a second week working alongside a teacher in a French primary school in Burgundy.

The programme is delivered by Chris Willan, Subject Leader in Modern Languages in the Faculty of Development & Society.



Case Study: **Tandem Learning at MLTC, University of Sheffield**

Language learning in tandem takes place when native speakers of two different languages work together in order to learn, and help the other to learn, each other's language and culture so as to improve linguistic and intercultural competence. Each partner has to benefit equally and is responsible for establishing his or her own learning goals. Initially a 'face to face' speaking exercise, a reading and writing mode has also been evolved, using email.

The MLTC has fully integrated tandem into its courses and also has pioneered and been running fully accredited stand-alone tandem modules for the last 12 years. In Face-to-Face tandem modules, British students are partnered with Erasmus students at the university. For those students writing email projects as a writing assignment, email partners are provided by the International Email Tandem Network, of which the MLTC is a leading member.

	2004- 2005		2005- 2006		2006- 2007		2007- 2008
	SEMESTER ONE	SEMESTER TWO	SEMESTER ONE	SEMESTER TWO	SEMESTER ONE	SEMESTER TWO	SEMESTER ONE
CHINESE TANDEM	0	0	2	3	2	2	5
FRENCH TANDEM	33	27	39	37	29	13	33
GERMAN TANDEM	25	9	20	9	11	4	26
SPANISH TANDEM	24	22	23	19	25	12	31

## 2.4 Independent sector schools

There are 6 independent (i.e. private) schools in Sheffield. Two – Mylnhurst and Ashdell – are nursery and preparatory (i.e. primary) schools, and the other four are schools that take pupils from a junior age through to either age 16 or 18. The two with Sixth Forms (Y12 and Y13) are Birkdale (for boys) and Sheffield High School for Girls. Westbourne School is co-educational and Brantwood is a girls' school; both take their pupils as far as Y11, age 16. All six schools have languages as a part of their curriculum. All 6 schools are located in the South West of the city, in Fulwood, Ecclesall and Nether Edge.

Ashdell Preparatory (for girls) introduces French at age 6, with a 35 minute class once a week, with a specialist teacher. 81 pupils, from a total of 114 pupils, are currently taking French in the school. There is a Spanish club that meets for an hour once a week at the end of the school day.

Mylnhurst School is a co-educational Catholic school. It teaches French from Y1 to Y6, for 35 minutes a week, again with a specialist teacher. There is a lunchtime Spanish session for Y5 and Y6 pupils once a week.

### 2.4.1 Brantwood School

Brantwood School teaches French in the Junior School (Reception to Y6), and French and German throughout the Senior School. Spanish has been introduced in Y10 recently, and pupils will be entered for GCSE for the first time in summer 2008. Table 22 shows that GCSE results are extremely good in French and German, with over 95% gaining the benchmark grades A\* to C. The school employs 2 French teachers and one teacher each of German and Spanish in the Senior School. The Senior German teacher also teaches French in the Junior School. The school makes use of foreign students in the summer term to help with languages provision.

	2005		2006		2007	
	French	German	French	German	French	German
A*	2	2	1		3	1
A	6	1	5	3	3	3
B	5	1	1	3	5	4
C	4	3	12	3	4	1
D			3		2	
Total	17	7	22	9	17	9

Table 22: Brantwood School - GCSE Languages Results 2005-2007  
(Source: Brantwood School, Sheffield)

### 2.4.2 Sheffield High School for Girls

Sheffield High School for Girls offers French, German, Russian, Spanish and Latin to both GCSE and A levels, and Classical Civilisation at A level. In addition, it has entered

students occasionally in Arabic (at both levels), Modern Greek, Korean (1 student at GCSE in 2007) and Chinese (1 A level student in 2004). A full time specialist teaches French in the Junior School.

Results in languages are impressive, and particularly so in French, where over 50% have gained an A\* at GCSE in each year from 2003 to 2006, and an average of over 70% a Grade A at A level over the period 2003 to 2007. The GCSE results for all the other main languages show success rates at A\* and A of 59% for German and Russian, 85.6% for Latin, and nearly 70% for Spanish. Results at A level are given in Table 23 below. The pass rate for all languages has been 100% for all years from 2003 to 2007, and the great majority have obtained the top two grades in the languages taken over this same period.

YEAR	ADVANCED LEVEL	NO OF	TOTAL	%	%	%	%	%	%
	SUBJECTS	ENTRANTS	PASSES (A-E)	PASSES (A-E)	A	B	C	D	E
2005	ARABIC	1	1	100		100.0			
2004	CHINESE	1	1	100	100.0				
2003	CLASSICAL CIVILISATION	5	5	100	60.0		20.0		20.0
2004	CLASSICAL CIVILISATION	11	11	100	18.2	36.4	36.4		9.1
2005	CLASSICAL CIVILISATION	7	7	100	42.9	28.6	28.6		
2006	CLASSICAL CIVILISATION	4	4	100	25.0	25.0	50.0		
2007	CLASSICAL CIVILISATION	3	3	100	66.7		33.3		
2003	FRENCH	2	2	100	100.0				
2004	FRENCH	9	9	100	66.7		11.1	22.2	
2005	FRENCH	9	9	100	44.4	33.3		22.2	
2006	FRENCH	5	5	100	40.0	40.0	10.0		
2007	FRENCH	3	3	100	100.0				
2003	GERMAN	12	12	100	66.7	25.0		8.3	
2004	GERMAN	13	13	100	23.1	38.5	30.8	7.7	
2005	GERMAN	12	12	100	50.0	33.3	8.3		8.3
2006	GERMAN	7	7	100	57.1	42.9			
2007	GERMAN	9	9	100	22.2	55.6	22.2		
2003	LATIN	5	5	100	80.0	20.0			
2006	LATIN	1	1	100	100.0				
2003	RUSSIAN	2	2	100	50.0		50.0		
2005	RUSSIAN	2	2	100	50.0	50.0			
2007	RUSSIAN	3	3	100	66.7	33.3			
2003	SPANISH	1	1	100		100.0			
2004	SPANISH	4	4	100	25.0	25.0	25.0		25.0
2005	SPANISH	3	3	100	66.7	33.3			
2006	SPANISH	2	2	100	100				
2007	SPANISH	2	2	100	100				

Table 23: A Level Languages Results, Sheffield High School for Girls, 2003-2007  
(Source: Sheffield High School for Girls)

The school runs a series of language clubs, called 'Clinics', at lunchtime in the secondary department, in French, German, Russian and Spanish, and two short sessions on Wednesdays in Mandarin Chinese.

The languages staff in the secondary department at Sheffield High comprises 6 full time and 5 part time teachers, including one full time and one part time teacher of Classics, and 3 Foreign Language Assistants.

Sheffield High has given taster courses in Russian to a number of local primaries, including Mylnhurst and its own Junior School. This scheme has almost been discontinued, with only the Junior School participating in the current year.

#### 2.4.3 Birkdale School

Birkdale teaches French, German, Latin and Spanish right up to A Level. German and Spanish are introduced in the second year of the Senior School, while French is compulsory from Y3 to Y8 (age 13) and Latin in Y7 and Y8. German and Spanish are compulsory in Y8. From Y9 to Y11, pupils must select 1 and may select 2 languages, from 'the big three' to take at GCSE. Latin is optional from Y9 to Y11. Classical Greek is available in Y12 and Y13, at AS level, and there are extra-curricular clubs in the language for Y9-Y11. Three other languages are offered on an optional basis: Italian (2 staff members speak and can teach the language), Japanese (in a Japanese Club, with one staff member who speaks Japanese), and Mandarin Chinese. A taster course in Mandarin is offered, and staffed from the Confucius Centre at Sheffield University.

The school's website has a number of pages dedicated to languages and it states there: "In the context of a national decline in the take-up of languages, the department [of Modern Foreign Languages] is keen to encourage the number of dual-linguists at GCSE, and to make the sixth form courses as attractive as possible for example by widening the possibilities for visits abroad and work experience." There is a well developed programme of such visits, and of Language Clubs in the compulsory as well as optional languages at the school.

Birkdale's results in languages between 2003 and 2007 are shown in Table 24 below. As with the other independent schools, the results are very good, and compare more than favourably with those in the maintained sector.

French						
	Sep-07	Sep-06	Sep-05	Sep-04	Sep-03	Normal Average Attainment
A Level	6	3	9	9	6	Average = Grade A/B
GCSE	32	47	38	57	54	Almost all gain minimum of grade C. Most pupils achieve A/A* grade.
Y7/Y8	Full cohort of 72 pupils study French					

Spanish						
	Sep-07	Sep-06	Sep-05	Sep-04	*Sep-03	Normal or Average Attainment
A Level	6	3	6	6	9	Average = Grade A/B
GCSE	13	18	11	22	15	Minimum of Grade C. Most pupils achieve A/A*
Y8	Full cohort of 72 pupils study Spanish for half the year					

German						
	Sep-07	Sep-06	Sep-05	Sep-04	Sep-03	Normal or Average Attainment
A Level	3	4	4	1	2	Average = Grade A – C
GCSE	23	17	18	16	8	Minimum of Grade C. Most pupils achieve A/A*
Y8	Full cohort of 72 pupils study German for half the year					

Latin						
	Sep-07	Sep-06	Sep-05	Sep-04	Sep-03	Normal or Average Attainment
A Level	4	3	3	3	1	Normally Grade A
GCSE	15	16	13	14	10	Minimum of Grade C
Y7/Y8	Full cohort of 72 pupils study Latin					

Greek						
	Sep-07	Sep-06	Sep-05	Sep-04	Sep-03	
AS Level	1	2	1	-	-	
GCSE	3	1	2	4	-	

Table 24: Birkdale School languages results 2003 – 2007 (Source: Birkdale School, Sheffield)

In the Senior School there are 5 full time and 2 part time staff. All of them teach French, 3 teach Spanish and 2 German. A recent appointment has been a Head of Spanish. In addition there is a Foreign Language Assistant for each of French, German and Spanish. In the Preparatory School, there is one specialist teacher of French

#### 2.4.4 Westbourne School

Westbourne School teaches French in the Junior School in Y5 and Y6, with a specialist teacher. Pupils take two languages, French and Spanish in S9 (= Y9), and take one as an option to GCSE. In common with all independent schools, class sizes are small: an average of 15 at Westbourne. This is about half the size of classes in the maintained sector. There are 2 French teachers and 1 Spanish. Unfortunately, no data is available from the school on performance at languages at GCSE.

## 2.5 English to Speakers of Other Languages (ESOL)

ESOL is delivered across the city by the two universities, the Sheffield College, the Adult and Community Learning section of Lifelong Skills in the City Council, and a number of voluntary organisations.

### 2.5.1 English Language Teaching Centre, Sheffield University

The ELTC is located at 283 Glossop Road. It offers a range of English language services, and also houses the East Asia Business Services (EABS). The services are the following:

- language support classes for international students at the University
- English language testing, using the ELTC-devised University of Sheffield English Proficiency Test (USEPT),
- a Writing Advisory Service, for one-to-one tutorial advice, open to any student at the University
- language support classes within departments
- research training modules in dissertation writing and academic speaking
- dyslexia support
- online language support materials
- free English language classes for the partners of international students.

The three main ESOL courses are the Academic English Preparatory Course (AEPC), the Management English course and the International Summer School.

The AEPC is a full-time intensive course – 21 hours' tuition per week – for overseas students who need to develop sufficient proficiency in English as preparation for entering a university department. The course prepares students for taking the IELTS test, the test recognised by British universities as the standard for English for Academic Purposes (EAP). There is a minimum registration period of 4 weeks and, on average, students stay for 14 to 15 weeks. The courses cover academic listening, reading and writing, as well as oral skills, social English, grammar, vocabulary and pronunciation. There is specific practice in the academic skills of seminars and project writing, and an introduction to CALL.

Numbers on AEPC have risen from 159 in 2004 to 256 in 2006. The students have come from 26 countries over the last three years, with the largest contingents from Japan (about 70 a year), Libya (46 a year) China and Saudi Arabia (with over 20 each). Smaller numbers have come regularly from Taiwan, South Korea and Colombia.

The English Language Support Programme gives ESOL support to international students already at Sheffield University. There are three courses: General English, Academic English for Science, Engineering and Medicine, and Academic English for Arts,

Humanities, Law and Social Sciences. Both academic English courses cover the four language skills and dissertation writing relevant to the more specific subject areas.

The Management English courses form a special unit in ELTC with strong links with the University's Management School. The students are preparing to enter MBA, MSc in Management, MA in Leisure Management or to do research in these areas at Sheffield or other universities.

The ELTC has organised its International Summer School over many years. It runs between July and September and the average stay per student is over 6 weeks. Numbers have risen from 303 in 2005 to 445 in 2007. In these three years students have attended from 45 countries world-wide, with the largest contingents coming from China, followed by Japan, Saudi Arabia, Taiwan and Libya. About a quarter of the students are 'visitors', coming for a holiday course.

Nearly two thirds go on to study at the University, and the remainder go on to study at other universities. There are two courses to choose from, a Pre-sessional Academic English or the General English with Options course. The latter is recommended for students preparing to enter Sheffield International College (see below), which is a student destination of growing significance (10% in 2007). As is traditional with summer schools, the social programme of visits and cultural activities forms an important part of the offer.

EABS was founded by the University of Sheffield in 1983 and now comprises an educational and a consultancy division, with the former being a constituent of the ELTC. It provides English language and educational programmes for Japanese students. EABS also runs Japanese language evening classes, an hour a week over 20 weeks, at five levels from beginners upwards. Japan Link runs the business activities of EABS, which is a constituent part of the South Yorkshire International Trade Centre (SYITC) at the Chamber of Commerce and Industry.

Sheffield International College opened in 2006, as a joint venture between the University and Kaplan Inc., a wholly owned subsidiary of the Washington Post Company, and provider of educational services to higher education, professional training and post-school learning. It is based on the University's North Campus, in the Dearne Valley on the outskirts of Sheffield, and provides Foundation Studies and Graduate Diploma (pre-Masters) in the subject areas of business, law and social sciences, and science and engineering. As stated, a growing number of ELTC students go on to Sheffield International College. In addition to those from the International Summer School, 30% in 2006 went there from their AEPC course.

The ELTC has a staff of 41, with Richard Simpson as Director. The staffing includes a Course Director for the AEPC programme, a Director of the Management English programme and a Manager of EABS. There is an administrative support team of three.

#### 2.5.2 TESOL Centre, Sheffield Hallam University

The TESOL Centre at Sheffield Hallam University is located on Floor 11 of the Owen Building, City Campus in the city centre near the railway station. It has a team of 10 permanent academic staff, 20 associate lecturers and 4 support staff, combines both English language teaching and TESOL teacher education programmes. The teacher education courses are directed by Alice Oxholm, and the non-postgraduate courses by Eileen Kontoulis.

As part of one of the largest universities in the UK, the Centre has been running English language and teacher education courses since 1985 with the breadth of the provision having developed greatly in recent years.

The specialist Centre offers a variety of ESOL courses that are inspected and accredited by the British Council. The ESOL courses are designed to be closely linked and cohesive in order to prepare students at a variety of language levels for University study and to further support them during their courses. The courses include a year-round English for International Students programme, International English Language Testing System (IELTS) preparation courses and a pre-sessional course in academic English. This is a full-time course that lasts for 4, 8 or 12 weeks depending on the entry level of English.

The Centre also provides part-time English language support for international students across the University (the University English Scheme), including a 20 credit EAP module and modules on pre-masters provision within different faculties, and a Language Advisory Service of half hour one-to-one consultations on writing and other English language problems.

Sheffield Hallam is also one of the country's largest providers of professional education (with over a hundred years' experience) and the range of TESOL Teacher Education programmes are enriched by being located within this division. Since 1985, over 2,000 teachers have followed courses at certificate, diploma and MA level and our graduates are teaching all over the world. The University has pioneered distance learning teacher education in TESOL, originally offering the Trinity College London Certificate and Diploma programmes, but since then developing its own programmes at Certificate, Diploma and Master's levels.

From the table below, it is clear that these programmes are thriving well. The large majority of postgraduate students on these programmes come from the United Kingdom, with a few coming from a wide range of countries world-wide.



The students for undergraduate and summer school courses in ESOL come, again, from a global range of countries, with particularly strong contingents from Japan on the English for International Students (EFIS) and Summer courses. Spain is strongly represented on the Summer courses, and students from China come in large numbers for the courses in preparation for higher education in this country, i.e. EFIS, the IELTS preparation courses and the Pre-sessionals. In 2006/7, students from Libya were well represented on all non-postgraduate courses.

	2004/5	2005/6.	2006/7
Course	Student Nos.		
TESOL			
MA TESOL DL	7	33	43
MA TESOL MM	6	-	-
PGC TESOL DL	23	26	23
PGD TESOL DL	99	55	81
TRINITY CERT	59	69	93
<i>Total</i>	<u>194</u>	<u>183</u>	<u>240</u>
Non-TESOL			
EFIS	91	80	157
PRESESSIONAL	98	80	95
IELTS PREP	61	67	61
SUMMER	119	189	97
<i>Total</i>	<u>369</u>	<u>416</u>	<u>410</u>

Table 25 Postgraduate and Non-postgraduate students, Sheffield Hallam, 2004-2007  
(Source: TESOL Centre, Sheffield Hallam University)

### 2.5.3 ESOL and EFL at the Sheffield College

The college offers a range of English language classes across the city to over 2,000 learners from a large number of different nationalities. The provision is of two kinds, each aimed at a distinct target learner audience. EFL provision is aimed at people coming to the country for the purpose of learning English and gaining experience of British culture before returning to their home country. ESOL provision is for those people, a significant number in a major conurbation, seeking to improve their level of English as part of their plans to live and work in the area. The main categories of learners are:

- settled community
- refugees
- asylum seekers
- migrant workers (mainly from Poland)

The Sheffield College is one of the largest providers of ESOL in the country.

### 2.5.3.1 EFL Provision

This is full-cost provision (see table below) and located at Castle College in the city centre. Students attend for 20 hours a week on the full-time programme or 2½ - 5 hours a week on the part-time programme (which attracts people working here, including au pairs). The package offered to full-time learners includes a social programme (trips and social events) as well as the facility for organising accommodation with host families. Learners work towards University of Cambridge International English examinations

Enrolments over the last three years have been:

05/06	300
06/07	368
07/08	309

Currently there are 26 different nationalities on the full-time programme, with the top three countries of origin being Spain, Cyprus and Japan. On the part-time programme there are 30 different nationalities, with Brazil, Hungary and Poland as the top three.

The fee structure for the full-time and part-time EFL courses are given in Tables 26 to 28.

			Overseas	European Union
TERM 1	03/09/07 –	14 weeks	£2,520	£1,540
TERM 2	14/12/07	10 weeks	£1,800	£1,100
TERM 3	07/01/08 – 20/03/08 07/04/08 – 13/06/08	9 weeks	£1,620	£ 990
TERMS 1&2	03/09/07 –	24 weeks	£3,960	£2,400
TERMS 2&3	20/03/08 07/01/08 – 13/06/08	19 weeks	£3,135	£1,900
ACADEMIC YEAR	03/09/07 – 13/06/08	33 weeks	£4,950	£2,970

Table 26: 2007/08 Term Dates and Fees for full-time (20 hours per week) overseas

			Non EU	EU/Home
TERM 1	18/09/07 –	12 weeks	£360	£300
TERM 2	14/12/07	10 weeks	£300	£250
TERM 3	07/01/08 – 20/03/08 07/04/08 – 03/06/08	8 weeks	£240	£200
YEAR	18/09/07 – 03/06/08	30 weeks	£750	£600

Table 27: Part-time fees (5 hours per week-weekdays)

			Non EU	EU/Home
TERM 1	18/09/07 –	12 weeks	£180	£125
TERM 2	14/12/07	10 weeks	£150	£120
TERM 3	07/01/08 – 20/03/08 07/04/08 – 03/06/08	8 weeks	£120	£100
YEAR	18/09/07 – 03/06/08	30 weeks	£335	£300

Table 28: 2.5 hours per week – evenings

(Source for Tables 26-28: The Sheffield College)

The EFL section has been teaching English to international students for over 30 years. The teachers are qualified and experienced and have specialist teacher training in teaching English as a Foreign Language. Many of the teachers are, or have been, examiners for Cambridge Examinations. There are 3 full-time and 5 part-time permanent staff in the EFL team plus agency staff paid on an hourly rate.

Success rates are very good, as Table 29 shows. It is comfortably above the national benchmark in two out of the last three years, with very high retention rates<sup>9</sup>.

Year	% Success	National Benchmark	% Retention	% Achievement
04/05	75%	68%	100%	75%
05/06	95%	77%	95%	100%
06/07	72%	76%	100%	72%

Table 29 EFL success rates (Source: The Sheffield College)

<sup>9</sup> ‘Retention’ means the percentage of students who completed the course. ‘Achievement’ means the percentage who obtained the qualification aimed for.

### 2.5.3.2 ESOL Provision

Students attend for 4 – 11 hours per week, depending on their personal circumstances. Different packages of tuition hours are available at different locations in the city with the three main ESOL centres being at Mount Pleasant (just south of the city centre), Castle College (city centre) and Fir Vale (in the north of the city). There are another 12 smaller locations around the city where the college has ESOL classes. Learners work towards college certificates, Cambridge ESOL exams and Trinity ESOL exams

The numbers of enrolments from 2005 to the present are given in Table 30.

05/06	Male	Female	Refugee	Asylum Seeker
Number of students = 2201	1098	1103	201	507
06/07				
Number of students = 2377	1162	1215	276	454
07/08 (to date)				
Number of students = 1480	625	855	180	195

Table 30: ESOL enrolments 2005-06 to 2007-08 (Source: The Sheffield College)

There is continual enrolment onto ESOL programmes so the 07/08 figure will rise as the year progresses. The proportion of refugees and asylum seekers in these totals is very significant, at between a quarter and a third each year.

Until September 2007, all ESOL provision was free. The government has changed the rules, introducing a fee for ESOL classes unless people are on state benefits (currently 58% of ESOL learners). In order to try to maintain ESOL provision for the city the college decided to absorb the majority of the fee requirement charging a flat rate of £50 for ESOL courses (rather than the £200 - £400 fee that should have been charged according to the hours for the course).

Another change is that asylum seekers are no longer able to access the education system unless they are 16-18 or have been in the country for more than 6 months. This (as well as governmental policy about asylum) has led to a significant drop in the number of asylum seekers doing ESOL (see Table 30 above.).

There are 12 full-time and 24 part-time staff employed on a permanent basis to teach ESOL at the college (spread over three teams at different locations). In addition there are over 20 people employed to teach ESOL classes via a supply agency, on an hourly rate.

As with the EFL provision, success rates are above national average success in two years out of the three, with very high retention and achievement rates.

Year	% Success	National Benchmark	% Retention	% Achievement
04/05	53%	67%	86%	61%
05/06	82%	76%	94%	87%
06/07	83%	77%	94%	88%

Table 31: ESOL success rates, The Sheffield College, 2004-2007  
(Source: The Sheffield College)

#### 2.5.4 Ethnic Minority and Travellers Achievement Service (EMTAS)

EMTAS is a part of CYPD and is located in the Bannerdale Centre. It is accessible on the web via the City Council's web site, <http://www.sheffield.gov.uk>. One of its functions is to monitor the use by schools of the Ethnic Minority Achievement Grant (EMAG), which is now devolved to them. The Service's aims are "to raise the achievement and equality of outcomes for black and bilingual pupils (coterminous in many cases) in Sheffield schools and communities...". One of the EMTAS objectives is "to meet the needs of children and young people for whom English is an additional language" (EAL). Another is to support the educational needs of refugee and asylum seeker children and young people.

These objectives are put into practice by EMTAS providing an EAL support service for 'new arrivals' and refugee children in schools that do not qualify to receive EMAG funding. A team of two EAL Advisers and three peripatetic EAL teachers provide this support.

In 2006-07, the EAL team worked with 305 pupils who spoke a total of 48 languages. The largest group spoke Arabic (75 pupils: 25%). The next four were Polish (23 pupils), English (20), Portuguese (17) and Karen (a Burmese language: 12). In the current term (September-December 2007), 31 children have been assessed by EAL staff, and 25 of these are being supported. 17 primaries and 3 secondary schools (Chaucer, City and Stocksbridge High) are receiving EAL support from EMTAS.

#### 2.5.5 Adult & Community Learning

Adult and Community Learning is part of the CYPD's Lifelong Learning and Skills Service. They commission ESOL courses in Further Education, and provide their own courses, at various locations across the city. The courses are under the 'Skills for Life' programme at Entry levels 1-3 (beginners to low intermediate), accredited by Trinity ESOL awarding body. The number of courses at all three levels are in Table 32

	2004-05	2005-06	2006-07
ACL	25	85	90
FE	36	17	34

Table 32: ESOL courses via Lifelong Learning & Skills Service, 2004-2007

## 2.5.6 Voluntary and Community Sector (SAVTE, WEA)

ESOL is provided in the voluntary and community sector by a number of organisations.

### 2.5.6.1 SAVTE

A leading one in this sector is SAVTE – the Sheffield Association for the Voluntary Teaching of English. SAVTE is a city-wide project which recruits and trains volunteers to teach English as an additional language (EAL) to the most excluded members of society, most often refugees and asylum-seekers; also carers and those EAL speakers with mental and physical disabilities. So, their main focus is on those in society who cannot access mainstream education.

The SAVTE website, [www.savte.org.uk](http://www.savte.org.uk), says: “Through providing opportunities to learn English, SAVTE aims to reduce isolation, encourage participation in local activities, build and strengthen communities and break down barriers between communities”

Its current annual budget is £85,000, funded largely by Sheffield City Council and Government Office Yorkshire & the Humber (formerly by National Lottery, but this has now dried up).

SAVTE provides 1:1 home education, for 6 months. After that, learners join a small learning group in their locality, in order to broaden contacts, engage in communication more widely and access mainstream education. 95% of ‘clients’ are women.

SAVTE has three FTE staff and 40-50 volunteers. It gives training to its volunteers, who do not need teaching or language qualifications. It also provides two-way cultural awareness training.

In 2005-06, 112 people followed 1:1 ESOL practice, and 158 joined local groups. 73 volunteers were trained, of whom 18 are from BME communities.

Of SAVTE ‘clients’, 36 achieved City & Guilds Entry Level English (i.e. just below Level 3, i.e. GCSE equivalent), and three entered employment. Twelve went to mainstream college, 6 into ICT vocational training, and 17 into other community education (e.g. WEA, Sheffield College). Five went directly from the 1:1 programme to college, and another five directly into other community education programmes.

## 2.5.6.2 WEA

A second organisation is the Workers' Educational Association (WEA), the UK's largest voluntary provider of adult education. It provides free ESOL tuition at its Sheffield Learning Centre in Attercliffe (see section 2.6 for a description of WEA foreign language courses). The enrolment figures for ESOL in the WEA Sheffield area for 2004-2007 are given here. The figures in brackets are those who entered an accredited course, an average of 13% over the three years, but it is to be noted that the proportion is rising, in line with WEA policy.

	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>
ESOL	749 [97]	605 [40]	596 [119]

Students are entered for an exam when the WEA feels that they are ready to be successful in it. As many of the students are immigrants and refugees, a qualification in English is seen, increasingly, as necessary to their being and staying in this country. However, they will not be entered until, for instance, they can show some confidence in coping with the demands of formal assessment, with which many may be unfamiliar. The accredited courses follow the Government's adult ESOL core curriculum, and students are entered at Entry level (i.e. from beginners to low intermediate, where Level 1 is pre-GCSE and Level 2 is GCSE equivalent).

## 2.5.6.3 ASSIST 'Conversation classes'

Conversation classes for asylum seekers are organised by the Sheffield charity ASSIST (Asylum Seekers Support Initiative Short Term), on an informal drop-in basis on a couple of days a week in city centre church venues.

## 2.6 Languages through WEA and U3A

### 2.6.1 WEA

The WEA in Sheffield offers the following languages courses, at three different locations across the city: Burngreave, Attercliffe and Totley.

French: three courses in 'French language and culture' at Intermediate, Level 2 and Level 3;

German: two courses, Beginner's and 'Continuing';

Spanish: one course: 'Introduction to Spanish language & culture';

Italian: one course, 'Italian Language & Culture for Beginners'.

Overall enrolments per language on the courses between 2004-2007 are in Table 33

Language	2004/05	2005/06	2006/07
French	120	156	192
Spanish	39	44	91
German	-	22	37
Italian	-	-	34

Table 33 Enrolments on WEA languages courses in Sheffield area

(Source: Workers' Educational Association, Yorkshire)

The Foreign Language courses do not lead to a qualification, a situation that suits a large number of adult, 'recreational' language learners.

There is one tutor for each of the languages.

The WEA website is [www.wea.org.uk/yh](http://www.wea.org.uk/yh)

### 2.6.2 The University of the Third Age (U3A)

The Sheffield branch of the 'University of the Third Age' (U3A) began in 1986 and is the largest 'branch' in the country, with nearly 2400 members in November 2007. Languages account for just under 7% of courses' uptake.

In the current session there are 15 languages courses running, in six languages, including Latin. Spanish is the most popular language, followed by French. Interest in Latin is growing: the Latin for Beginners course is new in Autumn 2007, in response to demand.

All the above courses, with the exception of German, are held in postcode areas in the south west of the city in Nether Edge, Ecclesall, Fulwood and Dore & Totley wards. The German course says 'various' for location.



None of the courses leads to an accredited qualification. Below are the enrolment figures per course for the current session.

Course	Frequency	Number of members
French Intermediate	(weekly)	12
French Advanced	(weekly)	13
Cercle Français I	(weekly)	14
Cercle Français II	(fortnightly)	12
German	(fortnightly)	9
Italian	(fortnightly)	8
Italian for Holidays	(weekly)	10
Modern Greek	(fortnightly)	5
Latin for Beginners	(fortnightly)	12
Latin II	(weekly)	5
Latin III	(fortnightly)	7
Spanish Improvers	(weekly)	8
Spanish Intermediate I	(weekly)	14
Spanish Intermediate II	(weekly)	17
Spanish Intermediate III	(weekly)	12
<i>Total (15 courses)</i>		<i>158</i>

Table 34 U3A languages enrolments, 2007-08

Source: Sheffield U3A

## 2.7 Public examinations in languages 2004-2007

Between 2004 and 2007 there has been a dramatic fall of over 53% in the numbers of pupils in public sector education in Sheffield who took a GCSE in a foreign language (FL). This decline mirrors the national picture, and also the situation in the FE provider, Sheffield College, as a result of the Government's decision to remove the statutory requirement to study an FL up to age 16 (in 2001). This fall has in part been compensated in Sheffield by the rapid development of numbers taking an NVQ in languages through the VIPS programme (see VIPS case study).

In 2004, 4153 learners in Sheffield schools and colleges took a GCSE in a foreign language. In 2007, this figure had dropped to 1921. The numbers taking a Vocational Language Unit (VLU), at either NVQ Level 1 or Level 2<sup>10</sup>, rose from 326 in 2005 – the first time students were entered through the VIPS programme – to 1101 in 2007. If the GCSE and NVQ totals are combined – see Tables 37 and 38 in Appendix 4 – the fall over the period is more than a quarter (27.2%), which is still an alarming percentage.

Over the period 2004-07, 20 foreign languages, including Latin were taken to GCSE, in addition to GCSEs in English and English Literature. 15 languages, including Latin, were taken at A Level. The languages examined for NVQ are French, German and Spanish, and in one year 2006, four learners obtained an NVQ in English.

By way of comparison, the numbers entering for GCSE English and English Literature are shown below, in Table 35, together with the success rates at A\*-C and A\*-G grades.

	2005			2006			2007		
	Entries	A*-C	A*-G	Entries	A*-C	A*-G	Entries	A*-C	A*-G
English	5242	52.9%	96.8%	5312	52.5%	97.3%	5485	55.7%	97.5%
English Lit.	4757	55.9%	96.4%	4912	54.7%	96.1%	5056	57.9%	96.5%

Table 35: GCSE entries and results, English and English Literature, 2005-2007

Source: Research & Analysis, CYPD, Sheffield City Council

The diversity of languages taken for public accreditation reflects the multilingual diversity of the city's youngsters. The entrants for Dutch, for example, are Somali youngsters who have come to this country from the Netherlands; there is no department of Dutch in any Sheffield school. The same is the case for Turkish, Polish and Portuguese. Urdu, on the other hand, is taught at 11 secondary schools in 2007. The numbers of

<sup>10</sup> An NVQ at Level 1 is equivalent to a GCSE grades D-G. NVQ Level 2 counts as a GCSE grades A-C, which is the most frequently used measure of achievement at the end of statutory schooling. NVQs consist of 4 Vocational Language Units (VLUs), for Speaking, Listening, Reading and Writing. Each VLU counts as a quarter of a GCSE.

youngsters taking Arabic rose steadily from 32 in 2001 to 76 in 2006, but dropped back to 36 in 2007. Even so, it is still the 5<sup>th</sup> most popular language at GCSE, after Urdu and the European 'big three'.

Nearly everyone who takes a foreign language succeeds in gaining the qualification, ; for NVQ the success rate is 100% (see Table 38 in Appendix 4). The NVQ rate is as it is because this is a criterion-referenced form of accreditation, with the equivalences across a band of GCSE grades.

The success rates in foreign languages are encouraging, with the overall percentage for all languages at grades A\*-C rising from 43% in 2004 to 63% in 2007. The strong implication is that, though fewer pupils continue with a language into KS4, those that do are more able and/or better motivated in language study. The rises in the success rates at the highest grades for the 'big three' languages (French, German and Spanish) are particularly noteworthy.

In 2006, Arabic and Urdu were offered in 12 of the city's 27 secondary schools, and in the city's unitary Further Education institution, the Sheffield College. Chinese was taken in 8 schools in 2006, and at the Sheffield College. The other languages, offered in just one or two schools in each case, were Bengali (at Abbeydale Grange and Sheffield Park Academy), Farsi, Portuguese, and Turkish.

The numbers taking an A level, at the end of KS5, in a foreign language dropped from 607 in 2004 to 506 in 2007: a smaller fall than for GCSE, but still significant at less than 17%.

Subject	2004	2005	2006	2007
No. of entrants				
All Languages	607	459	386	506
Arabic	61	38	30	48
Chinese	2	6	2	12
Dutch	4	11	4	
French	277	207	168	185
German	115	81	74	85
Italian				4
Japanese	1	6	6	4
Latin	6	2	2	4
Modern Hebrew			1	
Persian	1	3	6	5
Portuguese			2	4
Russian	5	2	6	6
Spanish	111	84	62	104
Turkish				2
Urdu	24	19	23	43

Subject	2004	2005	2006	2007
Percentage A-B				
All Languages	60%	60%	56%	56%
Arabic	80%	61%	57%	50%
Chinese	100%	100%	100%	92%
Dutch	0%	27%	75%	
French	58%	65%	57%	50%
German	52%	53%	41%	54%
Italian				75%
Japanese	100%	33%	33%	25%
Latin	83%	50%	50%	50%
Modern Hebrew			100%	
Persian	100%	100%	100%	100%
Portuguese			50%	50%
Russian	100%	100%	100%	100%
Spanish	57%	54%	56%	54%
Turkish				100%
Urdu	83%	63%	70%	77%

Table 36a: A level entries & results (grades A & B) by language, 2004-2007

Subject	2004	2005	2006	2007
Percentage A-E				
All Languages	95%	96%	95%	96%
Arabic	95%	100%	90%	98%
Chinese	100%	100%	100%	92%
Dutch	75%	91%	100%	
French	95%	96%	95%	92%
German	96%	96%	96%	100%
Italian				100%
Japanese	100%	100%	83%	100%
Latin	83%	100%	100%	100%
Modern Hebrew			100%	
Persian	100%	100%	100%	100%
Portuguese			100%	100%
Russian	100%	100%	100%	100%
Spanish	95%	95%	95%	95%
Turkish				100%
Urdu	100%	89%	91%	98%

Table 36b: A-Level Language Analysis, grades A to E

Source: Research & Analysis, CYPD, Sheffield City Council

Over half the A level entrants gained one of the top two grades (see Table 36a), with consistently very high rates – though very small numbers – in Chinese, and Russian. The achievements in Urdu are particularly encouraging.

There is no data available as yet on entrants for ASSET languages, though this is likely to become significant. An interesting special case is Somali, for which there has only been an accreditation by the Chartered Institute of Linguists, but not one recognised by the DCSF. This has now changed with the introduction at ASSET of Somali at the lowest, Breakthrough, level. With significant numbers of Somali pupils in a number of schools, it is to be expected that some at least will take this qualification in their home language.

## Section 3 – Languages at Work and in the Community

### 3.1 Regional Language Network – Yorkshire and the Humber

#### 3.1.1 Background

The Regional Language Network Yorkshire & The Humber ([www.rln-yh.com/www.thebusinessoflanguage.org.uk](http://www.rln-yh.com/www.thebusinessoflanguage.org.uk)) is one of 12 (Regional) Language Network offices around the UK. Each office liaises closely with each other and with CILT, the National Centre for Languages. Together they harness activity to promote an increase in language and cultural skills for business and employment across the country.

In Yorkshire & The Humber, the RLN YH is funded by the Regional Development Agency (RDA), Yorkshire Forward, and works to an agreed operational plan. Additionally, the RLN YH sources funding from other sources where possible to add value to its core activities agreed with Yorkshire Forward and to work towards sustainability for when government funding expires.

RLN YH was established in 2001; it has operated full-time since September 2002. Its current funding through the RDA expires in March 2009.

#### Top level information

The Regional Language Network Yorkshire & The Humber is the leader in the sustainability programme for the national RLN programme, which is no longer centrally funded. For this purpose, the Regional Language Network Yorkshire & The Humber is working with Business Links through its EU funding to position the RLNs as the recognized Information Advice and Guidance body for business to improve their ability to gain a competitive advantage in the globalised market.

This means supporting companies in their international trade effort and in their ability to optimise the contribution of migrant workers. This involves offering training (provided by recognized language service providers) in language and cultural skills in foreign languages (how to do business in...see [www.thebusinessoflanguage.org.uk/...](http://www.thebusinessoflanguage.org.uk/)) and training for migrant workers in how to understand the culture in which they are operating, as well as for Supervisors and Human Resources Managers to understand the culture of their foreign employees. This improves retention of migrant workers employees and productivity, thus improving the potential company profitability.

An additional dimension is improving the employability of young people in the city and the region, by encouraging them to see the ability to speak languages other than English as a way of improving their 'market readiness' for jobs within the globalised market.

### 3.1.2 Support for Multi-Lingual City Forum

Since its full-time operations in 2002, the RLN YH has been a strong supporter of Multi-Lingual City Forum and the languages agenda in Sheffield. The two organisations have collaborated on a number of projects:

- March 2003 Sheffield Europe Week: RLN on working party to design and coordinate the programme of events. Facilitated business language training tasters in French, German, Spanish and Italian via Sheffield Hallam University
- 2003 the largest sub-regional survey of its type: "Provision and demand for language skills in South Yorkshire" - [www.rln-yh.com/Mapping/sy\\_study.aspx](http://www.rln-yh.com/Mapping/sy_study.aspx) , funded by the Learning & Skills Council South Yorkshire and CILT, The National Centre for Languages
- 2003-6 RLN YH has been a major sponsor of two of MLCF's annual conferences:  
"Language Strategies at Work – locally and nationally", June 2003  
"Languages and International Business", June 2006
- March 2004 Sheffield Europe Week: RLN on working party to design and coordinate programme of activities.
- 2004 Joint approach to Sheffield JOBMatch to raise awareness of value of language and cultural skills for business and inward investment
- October 2004 Joint funding bid to Learning & Skills Council to fund mother-tongue IT training – (unsuccessful)
- 2002-4 the Director of RLN YH was a member of the Steering Group for the development of the Sheffield Languages Strategy, chaired by Mike Reynolds, MLCF
- February 2005 Sheffield 'Europe Week' – Family Learning Language Tasters, Sheffield Millennium Gallery
- June 2005 Sheffield providers' workshop: "Leicester and Leicestershire Languages Network model"
- June 2006 RLN support for Sheffield Comenius Conference: "Primary Languages – Making It Happen"
- Ongoing RLN YH member of Sheffield Languages Alliance, implementation group for Sheffield Languages Strategy

### 3.1.3 RLN activities specific to Sheffield

#### European Day of Languages

- 2002 Facilitated business speaker presentations for local Sheffield schools.
- 2003 Series of 7 'Talk the Talk' workshops across the region, including 1 in Sheffield: taster classes in use of introductory / reception phrases in French, German, Spanish, Italian and cultural awareness for employees in the tourism sector.

Learning outcomes assessed according to NVQ criteria. Trainee awards given.

2005 Series of 8 'Talk the Talk' workshops across the region, including 2 for Sheffield employees: taster classes in use of introductory / reception phrases in EU languages (French, German, Spanish, Italian and cultural awareness) and/or World languages (Russian, Chinese and Japanese) for all employees.

### 3.1.3.1 Linguistic Auditing

May 2004 RLN skills training workshop for providers, Sheffield:

"Linguistic Auditing – identify and develop corporate foreign language skills".

### 3.1.3.2 Business/Vocational Language Training in Further Education Forum

Ongoing RLN coordinates and facilitates a forum of FE providers to come together to support vocational language training. Location: Sheffield.

### 3.1.4 Labour Market Intelligence (LMI)

The RLN YH's newly re-named "RLN Data and Research Service" - [www.rln-research.com](http://www.rln-research.com) - provides LMI reports about language skills in the region as regular bulletins and in response to market demand. In Sheffield, this service has been provided on a number of occasions for the local inward investment agency, Creative Sheffield (ex-Sheffield JOBMatch / Sheffield First for Investment):

January 06 Availability of German, Dutch, French, Spanish, Swedish, Danish and Polish speakers in Yorkshire and the Humber/South Yorkshire

March 06 Headline figures on language skills in South Yorkshire; data on British Sign Language; visitors' data (incorporating data on people registered as Deaf or hard of hearing in Sheffield)

July 06 Implementation of recruitment drive for speakers of French, German, Spanish and Italian

July 06 RLN YH Services for Sheffield First for Investment

Autumn 2006 Promotion of RLN's "Language Skills Survey", including through Sheffield First for Investment – a survey of language skills in the three northern regions of England: Yorkshire & The Humber, North East and North West.

May 07 Size of the Japanese community in Sheffield and/or South Yorkshire. Japanese community groups or Japanese Saturday Schools in the area.

October 07 Languages other than English in South Yorkshire.

#### 3.1.4.1 Other enquiries / bulletins specific to Sheffield:

- January 06 Ethnic Minority Community Languages in Yorkshire and the Humber (including specific references to Sheffield data)  
General RLN YH LMI Bulletin
- March 06 Availability of Sub-Titling Courses (as module in MA Translation Studies) in Yorkshire & The Humber and nationally (incorporating Sheffield data)  
Client: RLN YH
- July 06 Spanish, Italian, German & French speakers in the Sheffield Area  
Client: Randstad Recruitment Agency
- July 07 Number of English speakers in Japan, Australia, USA, France, Italy and Dubai  
Client: Sheffield Chamber of Commerce

#### 3.1.5 Vocational Language Learning

A number of survey findings and national initiatives, together with the creative input of Sheffield stakeholders, have prompted the development of vocational language learning in schools, colleges and higher education. The RLN YH has been very keen to support this drive.

- 2004 RLN YH was instrumental in sourcing Objective One funding to facilitate the Sheffield pilot of NVQ Business Language training in schools, – the VIPS project. RLN YH continues as a member of the project's Steering Group.
- 2005 RLN YH supported the region's Comenius Centre to run a regional pilot of the national 'Business Language Champions' project in Yorkshire & The Humber. As from April 2006, the RLN YH took over management of the regional project and has since identified 36 Business Language Champions across Yorkshire & The Humber. Five of these are based in Sheffield: Novotel Sheffield; Community Language Services; Horizon Recruitment; Gripple Ltd; Infoflow UK Ltd.

Through collaboration with the local Education Business Partnership, the RLN and Business Education South Yorkshire (BESY) put on a company training event for teachers in October 2006 to introduce teachers to good practice in working with employers. The RLN encourages schools and Business Language Champions to develop plans for a sustained, long term relationship of mutual benefit to each other. Sheffield has witnessed some of the most successful examples of this:



### Novotel Sheffield + King Edward VII School

Novotel is supporting the staff at King Edward VII School to develop a course with a specific focus on the language skills needed in the hospitality and tourism sectors. Novotel will provide:

- Provision of authentic materials (correspondence, promotional materials etc)
- Providing access to in-house staff training materials
- Two way visits

Further collaboration has been discussed and may include:

- Novotel providing authentic materials for KES students for language work (correspondence, proformas, forms, promotional materials etc)
- Novotel staff contributing to the School's Careers Education Programme
- KES students / staff producing multilingual signs for the Novotel
- Novotel providing work experience placements for visiting students from KES's partner schools in France, Germany and Spain
- KES senior students acting as mentors / buddies for new Novotel staff from abroad, helping them settle in Sheffield and contributing to induction events for new staff
- KES staff providing language courses for Novotel staff, e.g. bespoke short courses for receptionists / telephonists in a range of languages, possibly with accreditation via NVQ Language Units
- Novotel hosting a whole day event for KES students (language and business studies activities)

### Gripple Ltd + Meadowhead School

Staff from the company and the school have created the following plan of action:

- Students to put together 'glossary' in various languages to include Gripple technical words.
- Students will script, translate and read the text for a CD Rom audio tour for foreign visitors to Gripple. Update: a group of 2 teachers and 4 students are visiting Gripple on 8.11.07 to record the audio tour for translation into French back at school with the

whole group of 15 students taking a chunk and working on it in sub-groups. Once the French one has been checked and approved by Gripple, the teachers will get the students to translate into German and Spanish too and provide laminated technical vocabulary lists for Gripple visitors as an aid to these terms when the company visitors experience the company tour, in addition to the audio.

- o Staff from Gripple will visit school during 'options' to give careers talks and will stress the importance of languages and talk about their own experiences etc.
- o Meadowhead will offer free places at evening language courses in exchange for careers talks and/or sponsorship of banners/flags in school entrance.
- o Update: Gripple have now sponsored 3 new World time zone clocks that the school has ordered for the school foyer.
- o Gripple have provided company brochures for the school students to work with in French, English, Spanish and German to enable them to familiarise themselves with some technical terms about the product both in English and the other languages they are studying.

#### Horizon Recruitment + Abbeydale Grange School

2007 RLN YH support for the Yorkshire Universities consortium bid for 'Routes Into Languages' HEFCE funded programme. Both Sheffield Universities are involved and RLN YH is a member of the Project Management Group.

HEFCE funded programme <http://www.routesintolanguages.ac.uk/>

2007 Vocational Learning Support Programme – RLN YH was awarded funding from the Learning & Skills Network to facilitate two schools networks to support vocational language learning at Key Stage 4. As a result, RLN YH is glad to be able to bring together strands of both the a) Business Language Champions project and b) the 'Routes Into Languages' project, with specific added value for Sheffield Hallam University, as part of this programme.

#### 3.1.6 Business support

The RLN YH collaborates closely with the full range of business support intermediaries in Sheffield, e.g. Chamber of Commerce, South Yorkshire International Trade Centre, Learning & Skills Council Skills Brokers. In keeping with the principles of 'Better Deal for Business', enquiries are managed amongst intermediary organizations and referrals are passed from one to the other to make maximum use of the expertise of each adviser. All enquiries relating to language and cultural skills come to the RLN YH.

Since early 2006, the RLN has instigated a rigorous data management system for the collection of its operational data. From these records, of the 1199 companies assisted across Yorkshire & The Humber, 349 are based in Sheffield. This includes advice on translations, interpreters, language training, funding, international business support, management of migrant workers, networking events and the RLN virtual network via its *quarterly e-newsletter*.

Following on from the 2003 survey, "Provision and demand for language skills in South Yorkshire" (see above), the RLN has created an *interactive map* of language service providers (translators, interpreters, language trainers and cultural briefing consultants) for the region, including all providers sourced in Sheffield. Go to [www.thebusinessoflanguage.org.uk](http://www.thebusinessoflanguage.org.uk) and select 'find a service'.

### 3.1.7 Language 'skills assisted'

From the time of the RLN's new data management database in early 2006, it is recorded that the RLN facilitated a minimum of 6 hours' training ('skills assisted') in language and/or cultural skills for 531 adult trainees in Yorkshire & The Humber, of which 158 were in Sheffield.

### 3.2 Translators and Interpreters

There are thirty entries listed under 'Translators and Interpreters' in the current Sheffield edition of Yellow Pages. A number of these are individuals working in one or two languages, others are companies that offer the full range of translating and interpreting services, including Chamber Translation Services at the Sheffield Chamber of Commerce and Industry.

In the public sector, there is an interpreting service – SCAIS – attached to Sheffield Primary Care Trust, the delivery arm for NHS primary health services. It provides interpreters in 100 languages and has seen the demand for its services increase from 7,500 in 2000-01 to 45,000 in 2006-07.

The rest of this section presents three case studies to illustrate the variety of operation in this important and often overlooked sector of language use: first a community based co-operative, the second one of Sheffield's main private sector agencies, and finally another public sector provider, a part of the City Council.

## Community Language Services (CLS)

CLS is a translation and interpretation agency that operates as a co-operative in Burngreave. It began in September 2003 as the Burngreave Language Support Agency (BLSA), with £250,000 funding over three years from Burngreave New Deal for Communities (BNDfC) \*. BLSA resulted from a public demand in Burngreave for a languages service in this area, where more than 60 languages and dialects are spoken, and was based on the findings of a feasibility study in 2002.

It was monitored by Burngreave Community Action Trust with two main aims: to ensure access to and availability of languages service, and to train local people in the provision of translation and interpretation services to statutory, public, private and voluntary sectors in Burngreave and beyond. From 2003 to 2006 BLSA built up a strong portfolio of translation and interpreting contracts in the public and private sectors, carried out research and put on conferences and workshops into language matters in Burngreave, and with regular Steering Group meetings, prepared to launch itself as a co-operative when public funding should cease, as it did in 2006.

Since 2006, BLSA has continued as CLS (Community Language Services) and works closely with RLN YH (see section 3.1). With the collaboration and assistance of RLN YH, it is expanding its services and capabilities, to provide a full range of services, including internet translation, technical and specialist translation, overnight translation, software localisation, translation of digital sound files, translation of marketing materials, and multilingual word processing and design and creating a multilingual website. To these ends, it is equipped with a variety of languages software.

Training in translation and interpreting is an important aspect of CLS activity. It puts on the following programmes, for local people and those beyond Burngreave:

- Certificate in Translation and Interpretation – with the Sheffield College.
- Introduction to Community Interpreting (ICI): Designed and delivered by CLS at different venues for community organisations like Refugee Housing Association and Sure Start.
- Diploma in Public Service Interpreting (DiPSI): This is the national standard in interpreting recognized by public bodies such as the police and the courts, and is a qualification awarded by the Chartered Institute of Linguists. CLS is now the only organization in Sheffield to offer this course, since it was dropped by the Sheffield College, and has done so successfully since session 2005-6. Between 8 and 12 people a session take the Diploma.
- One-off tailored programmes of training in translation and interpretation delivered to Nottingham City Council, and solicitors in Bradford.

CLS offers translating and interpreting services in more than 40 languages. The languages in most demand are Urdu, Arabic and Somali; other languages in demand include Bengali, Chinese, Farsi, Kurdish, Tigrinya and Turkish. Burngreave has settled communities from Pakistan, Yemen and Somalia, while the recent high influx of refugees and asylum seekers has made this area even more complex and multilingual.

The number of freelance translators and interpreters that CLS calls upon has reached 322, of whom 45% are female. It maintains a freelance translators database according to gender, area, languages, speciality and expertise of written and spoken work.

CLS has been awarded a major translation contract from the Early Years section of DCSF. The pilot translation in Urdu, French and Bengali was successfully completed in January 2007. This led to another big contract of eight booklets (35,000 words) in the following ten languages: Arabic, Bengali, Cantonese, French, Gujarati, Panjabi, Polish, Somali, Tamil and Urdu. The project is in process of translation and voice-over, and will be completed in January 2008.

CLS received a "Business Language Champion Award" from Sir Digby Jones in November 2006 in an event organised by RLN-YH. It works closely with MLCF and ASCLS (see case study 'From SMLCI to Languages Sheffield'), and it organizes drop-in sessions for Slovaks in Burngreave. Other activities include work experience with schools, a visit to a prison with DiPSI students, help in assessments and interviews for different organizations and help in student research on community / language issues

#### Contact details

CLS (Community Language Services)

12 Burngreave Road,

Sheffield S3 9DD

Tel: 0114 276 5442

Email: [cls.ltd@btconnect.com](mailto:cls.ltd@btconnect.com)

\* Note: 'New Deal' is a major central government regeneration project for socio-economically deprived urban areas.

## TransAction Translators

A full member of the Association of Translation Companies, TransAction was established in 1983 to offer several languages to local industry, which at that time was predominantly in the field of steel manufacturing and metallurgy. Now the only remaining translation agency set up and run by Sheffields, in recent years TransAction has competed with other language companies moving to the region by evolving an ever more sophisticated array of services for a wider base of clients – using local linguists in many instances.

The higher level of sophistication has been driven by an increased demand to offer more languages, which now include all European languages, the major 'global' languages such as Japanese, Mandarin, Cantonese and Arabic, and community languages such as Urdu, Hindi, Kurdish and Somali.

The technical complexities of working with languages have also mushroomed, with documents now being created and published digitally, usually as PDFs, in DTP applications such as Quark and in Design, or as office applications such as PowerPoint, Word and Excel, though some documents still arrive as hard copy, fax or as scans which, depending on legibility, can sometimes be converted to an editable and therefore translatable digital format. A major increase in demand has of course been driven by the Internet's success, especially for web sites – basically a collection of many types of files – HTML, ASP, PHP, Flash animations and graphics, all of which need localising, so that they are comprehensible to the target audience. Such digital formats allow for easy extraction and reinsertion using Translation Memory, which also lets the user 'recycle' past translations.

TransAction's client base, that stretches around the world, is a varied one – steel manufacturers and metallurgy companies are still its mainstay, but it now encompasses web and print design houses, financial and insurance institutions, telecommunications giants, solicitors' firms large and small, local and national government, Regional Development Agencies, automotive and machine builders, and many more. A market TransAction has tapped into using its website [www.certificatetranslator.co.uk](http://www.certificatetranslator.co.uk), doubling revenue in the last year, is that for certified and legal translations for private individuals who want to get married or work abroad, as well as foreign nationals wanting to work in Britain. Along with Berlitz, TransAction is the only other provider recommended by the General Medical Council to health workers coming to work in the UK who need official translations of their qualifications.

Now with a staff recently increased to three full-time project managers, one full-time business development officer and two part-time project managers for private clients, TransAction is looking to grow in the coming years and consolidate its position as one of the region's main language service providers. Its website can be seen at [www.transaction.co.uk](http://www.transaction.co.uk).

## Language Support Services – Sheffield City Council

### Overview

Language Support Services (LSS) is part of the Chief Executive's Customer Services group, providing translation and interpreting services.

Good communication and interaction with customers is vital for effective service delivery and a positive customer experience. Recognising and providing appropriate language support underpins this for customers who speak different languages, and is key to removing barriers to accessing services.

LSS play a key role in achieving core aims and objectives for Sheffield City Council, and its strategic partners. Private citizens, public sector organisations and businesses also use our services (although this is a relatively small customer group).

LSS works in partnership with the private sector to offer a range of value for money and customer-led solutions to current and future needs:

- Overcome communication and access barriers
- Improve social inclusion
- Ensure all customers receive the same level of services
- Offer a range of delivery options to meet service needs, in an efficient and responsive way
- Reduce the risk of service delivery failure in providing a network of suppliers
- Support service providers deliver their services in a Value For Money way

LSS has access to over 170 languages, including British Sign Language/English (BSL), to quickly meet the changing needs of our customers and diverse communities. LSS acts as an interface between suppliers to arrange:

- In-person interpretations
- Telephone based interpretations (24/7 365 days a year)
- Written translations (including Braille)
- Advice and support in working effectively with interpreters
- Management of corporate contracts
- Provision of British Sign Language to Sheffield Teaching Hospitals

LSS has a small in-house team (5.5 FTE) of interpreters and translators, including a full-time BSL/English interpreter supported by a pool of freelance workers. BSL interpreters are in short supply and freelance workers apply their own fees and conditions.



The service operates a 'trading account' approach and charges on a 'pay as you go' basis. Each service provider is responsible for assessing its needs, with the Asylum Service being the biggest user.

A Business Services Manager manages LSS, and is currently undertaking an activity review of in-house services to determine viability (linked to the Organisational Transformation Programme).

#### Delivery framework

LSS has strategically positioned itself to work in partnership with the private sector to be able to support the in-house team effectively. 'Community Languages' have become more diverse and so partnership working is essential to meet changing needs.

Customer Services developed a procurement consortium with Sheffield Teaching Hospitals and other partners, to get the best possible Value For Money by market testing suppliers through a rolling programme of competitive tendering:

- April 2005                      Provision of a Telephone Based Interpretation Service:  
Awarded to National Interpreting Service
- August 2006                    Provision of a Translation Service  
Awarded to Global Connections
- December 2007                Provision of an In-Person Interpreting Service  
(currently in the process of being awarded)

LSS employ a full time BSL/English interpreter, supported by a pool of freelance workers. Qualified BSL interpreters are in short supply and so self-employed freelance workers apply their own fees and conditions – service users are charged 'at cost'.

In-house languages (Arabic, Bengali, Chinese, Urdu and Somali) are delivered on demand and so resources are not always fully utilised – particularly as language trends change.

#### Language Trends and Usage

Language trends change over time – reflecting the changing demographics of our city and diverse communities.

Several reports can be used to evidence 'most frequently requested' languages commissioned through LSS to illustrate demand in Sheffield:

In 2006-07 (April-March) LSS carried out 289 translations and in the last six months has done 153 in 33 languages. The three most frequently requested are Arabic, Urdu and Somali (see Appendix 4 for full details of LSS translations and interpretations for the period from April 2006 to September 2007).

Development work is currently in progress to categorise the different types of documents we are requested to translate. Feedback from translators confirms demand is moving away from 'information giving' type documents (i.e. general information about services) towards specific information such as reports following meetings (e.g. child protection reviews).

### Interpretations

In-person interpretations are ideal for longer meetings, or where complex and sensitive information is discussed. This contract is currently in the process of being offered and we expect to deliver efficiency savings as a result (including self-service type bookings and a streamlined charging framework to reduce administration and business processing)

More than 2300 interpretations were carried out between April 2006 and March 2007, and a further 1002 between April and September 2007. The most frequently requested language has been BSL (over a thousand), followed by Arabic (336), Somali (248), Urdu (201), Panjabi (183) and Kurdish (177). French has been required on 122 occasions. The full figures are in Appendix 4

### Telephone based interpreting

Telephone interpreting is ideal for short conversations and is available 24/7, 365 days a year.

There have been over 3,100 phone-based interpretations between April 2006 and September 2007, in 37 languages (see Appendix 4). Apart from Arabic and Somali, other frequently used languages have been Tigrinya, Farsi, Slovak – 'new arrivals' from an EU accession country – and French.

### Language Support Services staffing

In addition to the Business Services Manager (Kay Thompson), there are 10 staff members in LSS. These include 2 full-time interpreter/translators for Bengali, one each for Arabic, Somali and BSL/English, and a half-time interpreter for each of Mandarin Chinese and Urdu/Panjabi. A second part-time interpreter in Urdu/Panjabi is to retire in January 2008 and the vacancy will not be filled. Contracted partners will cover Service delivery.

### 3.3 Sheffield International Linking Committee

#### 3.3.1 About SILC

SILC is a voluntary organisation formed in 2001 by the amalgamation of Sheffield International Affairs Association and the former Sheffield International Linking Committee to become the single umbrella organisation for linking abroad in Sheffield. These groups were set up in response to the City Council's decision to close its international office. It is not the only Sheffield organisation involved in international affairs but does include or have contacts with a wide range of active local groups and has strong links with the City Council.

Its aims are:

- To promote Sheffield's international links through friendship, cultural and educational contacts and exchanges;
- To increase cultural and racial harmony and understanding;
- To strengthen and develop the relationships of those with existing contacts;
- To encourage and support the development of new links abroad and at home;
- To help raise the profile of the City of Sheffield overseas;
- To publicise the international development of organisations in the public, private and voluntary and community sectors.

In pursuit of these aims, SILC

- Aims to keep people informed of current activities and encourages the sharing of information;
- Encourages groups and individuals to take part in international activity;
- Puts on events to inform and support people working internationally;
- Responds to external and other enquiries on linking abroad.

#### 3.3.2 Sheffield's International links

Long-standing formal links exist with China (Anshan – 1983), Germany (Bochum – since 1950), Nicaragua (Esteli), Ukraine (Donetsk – since 1956) and Zambia (Kitwe). There are friendship links with Japan (Kawasaki) and the USA (Pittsburgh).

#### 3.3.3 SILC events

SILC works with many individuals and groups, such as Languages Sheffield and the Development Education Centre South Yorkshire, to mount events and members are involved in events put on by other groups. In recent years there have been regular Schools' Days on international trade, a conference primarily for teachers 'Learning Linking and Understanding', an International Festival involving businesses alongside schools, the universities and NGOs, consultations led by the Lord Mayor and an annual Lord Mayor's Reception for Overseas Students. The current focus is on an event in 2008, which will focus on Latin America.

## From the Sheffield Multilingual City Initiative to Languages Sheffield – a case study

On a Saturday in late January 1994, the Mandela Room in Sheffield Town Hall was filled to capacity for the launch of the *Sheffield Multilingual City initiative*. This was an initiative of the Local Education Authority, specifically of the Sheffield Unified Multicultural Education Service (SUMES) within the Authority and masterminded by the then head of SUMES, Ahmed Gurnah.

The initiative grew originally out of a very successful black literacy campaign run by Gurnah with the Yemeni community in Sheffield in the late 1980s. It had as its, admittedly utopian, slogan that 'every schoolchild in Sheffield would be bilingual in ten years' time', i.e. by 2004. Needless to say that that target has not been achieved! However, it did serve as a rallying cry for those many people who got involved in the campaigning activities of the initiative. Sheffield Multilingual City staged an annual conference in the city, organised a number of action groups for various education sectors, such as Primary and Research (Higher & Further Education), and effectively promoted language learning in the city's nursery and primary schools. It formed a solid basis for the work carried out later by Danielle Stone, as SMLCI co-ordinator, from 1997 to 2001, and Geoff Swinn, as Languages Advisor on Sheffield Local Education Authority from 2003 to 2007. It was also the precursor of the *Multi-Lingual City Forum* in Sheffield, a not-for-profit company and latterly a charity, that was established in December 2001.

The three aims of MLCF were "to promote the languages agenda in its widest possible scope; to promote and extend existing bilingualism; to encourage lifelong language learning".

Since 2001 it has achieved a number of significant results. A major one has been overseeing the production of the City Languages Strategy, launched in March 2004 (see section 1.9), and another has been a comprehensive survey of language learning provision across South Yorkshire – i.e. the supply side – for the Regional Language Network-Yorkshire and the Humber, which accompanied a companion study by Priority Research, Sheffield, into the languages needs of businesses in South Yorkshire (January 2004; see [www.rln-yh.com/Mapping/sy.aspx](http://www.rln-yh.com/Mapping/sy.aspx)). The Forum has continued the series of annual one-day conferences, with the most recent being on the themes of national and local language strategies (2004), on languages and international business (2006) and early years language learning (2007). The venues for all conferences, except the last have been one or other of Sheffield's two universities.

In conjunction with Hallam Volunteering at Sheffield Hallam University, the Forum has been running monthly 'language exchange' evenings in the city centre Students' Union building. As many as 60 people have attended these events, with up to 20 languages

represented. The events draw upon the multilingual nature of the student body, and are much appreciated as a way of informally practising foreign language skills, at levels from basic to fluent.

The Forum has provided a language advice service for members of the public, who are often looking for a class or a teacher of a particular foreign language. It has also given training for Early Years practitioners introducing foreign language activities into their settings, which include voluntary childminding and pre-nursery groups and playgroups, as well nursery schools and pre-school Children's Centres.

The Forum disseminates information of its activities and also of language issues in general by means of a regular Newsletter.

At present the Forum is about to merge with the Association of Sheffield Community Language Schools (ASCLS), to form *Languages Sheffield*. ASCLS is the umbrella organisation supporting the city's complementary schools whose function is to maintain the community languages spoken by BME children, and to inculcate literacy in their home languages. It was founded in the early 1980s, under the auspices of SUMES, and became a charity in 1992. Its mission statement is as follows:

"Celebrating and championing all the languages of our community and all the achievements of the children who speak them and tutors who teach them."

ASCLS' activities include study support for BME pupils in mainstream education and the production of core schemes of work in Arabic, Somali, Spanish and Urdu for use by voluntary tutors in the complementary schools, who often have to work in very basic and struggling circumstances. ASCLS will also help its member schools with funding applications and policies and procedures to meet professional standards. There are currently 28 member schools, embracing 16 languages. Some are attached to mosques, many run on Saturdays and/or after the school day. Seven use the premises and facilities at the weekend at King Edward VII Language College (see section 2.1.3.1). There are more than one school for Arabic, Bangla, Somali and Urdu, and at least one for the other languages, which include Farsi, Polish – the oldest complementary school – Greek and Portuguese.

One of ASCLS' most valuable services is to provide Open College Network recognised training, at Levels 1 to 3, for volunteer teachers in the schools, in order that they provide language teaching which will match the standards in the mainstream schools. Another activity has been working in four primary schools in the Burngreave area, under the New Deal programme and in conjunction with the LA, in which Bangla, Somali and Urdu have been taught.

*Languages Sheffield* will be able to raise the profile of language learning and of the city's rich diversity of community languages, in order to have languages treated as a vital element of the economic, social, cultural and working life of Sheffield. It does not underestimate what a task that is!

## Section 4 – Issues and questions for discussion

The following are issues of concern and for discussion:

- the drop-off after KS3, at age 14, and the affect that this is having upon recruitment onto courses at FE and HE, and on the future teaching of foreign languages;
- diversity in languages offer;
- the achievement of full coverage at KS2 – and KS1;
- assessment at primary level (KS1 and KS2);
- transitions between Stages;
- ESOL provision;
- the effect on adult recreational language learning
- the implementation of the City Languages Strategy;
- developing and strengthening cross-sectoral links where language learning and language use in Sheffield are concerned.

### 4.1 The drop-off after KS3; diversity of offer; the position of complementary schools

The first issue would be regarded by many as the most urgent and it is not, of course, a problem for Sheffield alone: it is a national problem, which will need a national solution, at central government level. It is an anomaly that, at the same time that languages became an 'entitlement' from age 7 (and this will become a statutory requirement from 2010, if the Dearing (2007) recommendation is implemented), the requirement to study a foreign language until GCSE was dropped. The drop in numbers taking a foreign language at GCSE is very noticeable in Sheffield, both at secondary school and in FE. The drop is particularly steep in the case of French and German, the longest established languages on the British curriculum. It is less noticeable with Spanish, which is the most popular language in a number of sectors, and of growing importance in schools.

There is also a significant difference in take-up of the languages entitlement post-14 between schools in different socio-economic contexts, which threatens social inclusion and access to opportunities in the job market.

In general the diversity of offer in foreign languages needs developing. There is good work being done here in the SLCs: how can it be widened to other secondary schools and their clusters?

How can the position of community languages in schools, primary as well as secondary, be assured? Linked to this, there is the need for sound support for complementary schools, both in terms of financial and human resources, training of teachers, and meaningful collaboration between complementary and mainstream schools,

in curriculum, training and study support, as well as the provision of premises and teaching facilities. The DfES/CILT/SSAT (see section 1.6) project on collaboration between mainstream and complementary schools will be useful here. There is a University of Sheffield representative on the advisory board.

There is concern over the numbers taking a dual language option at KS4 and beyond. This is an area that some of the SLCs are giving attention to and it is also addressed in the independent sector. How, again, can this issue be effectively addressed more widely among the city's secondary schools?

#### 4.2 Achieving complete coverage at KS1 and KS2; assessment at Primary level

Sheffield has come a long way towards achieving full coverage in its primary schools, but there remain a few clusters of schools where there is no languages provision. Another issue is that of assessment at KS1 and KS2. Emphasis at primary level language learning is placed on enjoyment, with much use of songs, games and rhymes in practising the foreign language, as well as inculcating good habits in the metacognition of language learning, so that pupils will carry a good and successful experience with them into secondary school. Not all primary schools are happy at the prospect of formal assessment of language learning. The potential with newer forms of assessment, using the Languages Ladder and the European Languages Portfolio, for example, need further exploring.

#### 4.3 Key Stage transitions (Foundation → KS1; KS2 → KS3)

Transition between stages has long been a problem, especially between KS2, at the child's primary school, and KS3 in the secondary school. There is also now the question of transition between Foundation Stage and KS1, and this issue will probably increase in importance.

#### 4.4 ESOL provision

The Sheffield College and WEA have indicated the effect that Government policies are having upon the take up of ESOL by immigrants and especially by refugees and asylum seekers. How can this policy be effectively influenced, from a local level? More generally, perhaps, there is the issue of how much autonomy any local authority has in implementing national policies, when these are so highly centralised. This issue impacts, of course, far more widely than just where foreign languages and language learning is concerned.

#### 4.5 Adult 'recreational' language learning

As the Sheffield College (section 2.2) has pointed out, government policies on charging for the provision of post-19 education is having a deleterious effect on numbers taking adult language classes. This has been until now a vibrant area of language learning. How can this effect be addressed, and the decline halted and reversed? Again, this is a national concern, not limited to Sheffield.



#### 4.6 Making the City Languages Strategy work: developing & strengthening cross-sectoral links

The City Languages Strategy is in need of reviewing. How far has it achieved its aims? Which ones have been ignored or overlooked? How does it need reframing, in the light of developments nationally and locally, such as the Dearing Review (2007) and reorganisations within CYPD, which have meant that there is no longer a Languages Strategy Adviser with full-time responsibility for languages, but instead a School Improvement Adviser (Languages) who can only give up to half her time to developing the languages strategy across sectors?

A further issue regarding the Languages Strategy is its monitoring, and the need for sufficient human and financial resource to see that this is done properly and consistently.

Finally, Sheffield has produced, quite deliberately, a *City* – i.e. city-wide, cross-sectoral – Languages Strategy. How far are the other sectors beside education committed to the Strategy? How can they be more closely and profitably bound in? The report on SILC (section 3.3) stated that Sheffield City Council's international office was closed down in the 1990s. An International Officer has just been appointed by Creative Sheffield. It is important that the role that languages need to play in raising Sheffield's international profile is recognised and acted upon.

There is plenty of evidence of business and education working together, for instance through the VIPS programme, and there are good examples of individual companies with active and progressive language policies. Such good practice needs to become more widespread: how to achieve this? How best to raise and then maintain a high profile for languages and language use across Sheffield, such that the slogan for Sheffield as “a distinctive European city” really means what it implies, in actual practice?

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## Appendix 1

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Dr. Mike Reynolds  
Councillor, Ecclesall Ward

## Appendix 2

## Glossary of Terms

Page in City Report	Acronym	Definition	ACRONYMS IN ALPHABETICAL ORDER
95	AEPC	Academic English Preparatory Course	
29	ALL	Association of Language Learning	
43	ASCLS	Association of Sheffield Community Languages Schools (143)	
62	ASSET	Asset Languages is a way of recognising rewards and achievement in languages learning from OCR (an examining board). The Asset Languages assessment scheme supports the Government's National Languages Strategy and is designed to provide voluntary accreditation options for learners of all ages and abilities from primary to further, higher and adult education.	
74	BAML / BAML I	BA = Bachelor of Arts (anyone who has a degree in the domain of literature, the humanities, arts or languages). ML = Masters of Linguistics. <i>BAML</i> = degree programme in an 'arts' subject with an extra year of study at 'Masters' level.	
113	BESY	Business Education South Yorkshire	
7	BME	Black and Minority Ethnic Communities	
18	CILT	The National Centre for Languages	
118	CLS	Community Language Services	
8	Creative Sheffield	Part of the 'Sheffield First' initiative; 1 <sup>st</sup> city development company – an initiative to promote the city of Sheffield	
27	CPD	Continuing Professional Development	
15	CYPD	Children and Young People's Directorate	
21	DCSF	Department for Children, Schools and Families > 16 years	
27	DfES	Department for Education and Skills (which is now called the Department for Children, Schools and Families)	
21	DIUS	Department for Innovation, Universities and Skills (other sectors)	
95	EABS	East Asian Business Services (English language and educational programmes for Japanese students)	
102	EAL	English as an Additional Language	
98	EFIS	English For International Students	
48	EFL	English as a Foreign Language	
95	ELTC	English Language Teaching Centre	
138	Further Education College	An establishment that offers a wide range of courses for Post 16 students and adults	
20	GCSE	General Certificate of Secondary Education (the exams you take at the end of compulsory schooling, usually age 16)	
29	HEFCE	Higher Education Funding Council of England	
87	HEIs	Higher Education Institutions	
36	ITT	Initial Teacher Training	
76	IWLP	Institution Wide Language Programme	
45	Junior School	= Primary School	

40	KS	Key <a href="#">Stage</a> (see details – attached page)
11	Languages Ladder	Recognition system – associated accreditation system (e.g. Somali) – Voluntary national recognition scheme for languages (one of 3 overarching aims of the National Languages Strategy). (43) (NB: similar to CEFR 6 level scale / external assessment) <a href="http://www.dfes.gov.uk/languages/uploads/Ladder.pdf">http://www.dfes.gov.uk/languages/uploads/Ladder.pdf</a> <a href="http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm">http://www.dfes.gov.uk/languages/DSP_languagesladder.cfm</a>
33	LAS	Learning and Achievement Service (within CYPDD)
112	LMI	Labour Market Intelligence
17	LSP	Local Strategic Partnership (a local area initiative that helps coordinate the running of the city)
121	LSS	Language Support Service
76	MLTC	Modern Language teaching centre (provides IWLP)
28	NACELL	National Advisory Centre on Early Language Learning
9	NHS	National Health Service
68	NOCN	National Open College Network – provides national qualifications and programmes in a wide range of subject areas and offers a local accreditation service, through the Open College Network.
9	NVQ	National Vocation Qualification << ... for less academically able >>
36	PGCE	Postgraduate Certificate of Education
117	Primary Care Trust	<< the delivery arm for NHS primary health service
36	QTS	Qualified Teacher Status
34	RC	Roman Catholic
46	RCG / RSG	Regional Consultative Group / Regional Support Group
111	RLN	Regional Language Network
103	SAVTE	Sheffield Association for the Voluntary Teaching of English
72	SEAS	School of East Asian Studies
22	SEN	Special Educational Needs – the UK has a policy of ‘inclusion’ in schools, which means that many children with physical and mental disabilities or illnesses and behavioural problems go to ‘mainstream’ schools. To help these children, every school has a SENCO (Special Educational Needs Coordinator) who develops, where necessary, extra care for children.
17	Sheffield First	‘Family’ and partnership that make up the LSP
42	<i>Sheffieldness</i>	
83	SHU	Sheffield Hallam University
124	SILC	Sheffield International Linking Company
61	SLC	Specialist Language College
72	SOMLAL	School of Modern Languages and Linguistics
28	SSAT	Specialist Schools and Academies Trust
36	TDA	Training and Development Agency (the regulatory body that monitors the quality of teachers going in to schools) page 100: “TDA” also used for ‘Teacher Development Agency’
97	TESOL	Teaching English to Speakers of Other Languages
75	TILL	The Institute of Lifelong Learning
135	TLSG	Transforming Learning Strategy Group
105	U3A	University of the 3 <sup>rd</sup> Age
136	UCLES	University of Cambridge Local Examination Syndicate
28	UCML	Universities Council for Modern Languages
84	ULS	University Language Scheme

67	VIPS	Vocational International Project Sheffield (54 – 70 – 121)
104	WEA	Worker's Educational Association

## 'Key Stages' in the UK compulsory school system

Key stage 1 = the 1<sup>st</sup> 3 years of compulsory schooling from the age 5 - 7.

Key stage 2 = the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year of compulsory schooling from the age 8 – 10.

KEY STAGE 1 & 2 = PRIMARY SCHOOL EDUCATION

Key stage 3 = the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> year of compulsory schooling from the age of 11 – 13.

Key stage 4 = the 10<sup>th</sup> and 11<sup>th</sup> years of compulsory schooling from the age of 14 – 16.

KEY STAGE 3 & 4 = SECONDARY SCHOOL EDUCATION

## The UK national exam system from age 5 onwards

At the end of KS2 (end of the 6<sup>th</sup> year of compulsory schooling, aged 10)

Pupils sit SATs (Standard Attainment Tests) in English, Maths and Science. The pupil is awarded a 'National Curriculum Level' (Level 1 = the lowest to Level 8 = the highest). This level is passed onto the Secondary school the pupil will be going to in the 7<sup>th</sup> year of compulsory schooling to allow the teachers there to cater for their needs. Most pupils should be working at level 4 of the National Curriculum at the end of Primary School.

At the end of KS4 (end of the 11<sup>th</sup> and final year of compulsory schooling, aged 16)

Pupils sit GCSEs (General Certificate of Secondary Education), in a range of subjects. The compulsory subjects are English Literature and Language, Maths, Design and Technology and Science. Each pupil at the beginning of KS4 will have also chosen their 'options' (optional GCSE subjects that you study alongside the compulsory ones). Usually pupils choose 4 'options' from the range that is offered by the school they are going to but students who are deemed 'gifted and talented' could be encouraged to do more. For each subject, the student will receive a grade A\* - F (A\* = exceptional F = the lowest grade you can achieve and still be deemed to have a GCSE in that subject).

Post KS4 (Post 16 education)

Students who wish to continue studying can do one or a combination of the following:

- Those whose school provides A-level (Advanced Level) provision may choose to continue studying at their school at which they passed their GCSEs, although students are only accepted onto an A-level course of their choice if they have achieved a grade C or above in that subject. For example, a student who has studied GCSE Music needs a C in that subject to be able to study it at A-level. Generally, schools and colleges usually also require students to have at least 5 GCSEs overall at grade C and above to be able to do any kind of A-level course but some institutions are now requiring students to have higher grades. Usually, students study a minimum of 3 A-levels.



- Those whose school does not provide A-level provision, or who wish to continue their 'Further Education' elsewhere, usually go to 'college'. A 'Further Education College' is an institution that provides all kinds of courses for anyone aged 16 and above. This includes A-levels and AS-levels, National Vocational Qualifications, Diplomas and other nationally recognised certificates that can be studied part-time or at night to fit around working hours.

#### University studies / 'Higher Education'

To get a place on a university course in the UK you usually have to have achieved 3 A-levels, related to the subject you want to study. For example, if you want to study English Literature at university, one of your 3 or more A-levels has to be in English Literature. If you are studying an 'arts' subject (art, literature, humanities, linguistics), at the end of your degree, you will be awarded a BA (Bachelor of Arts) Honours degree. A standard BA usually takes 3 years but those studying a language usually have to spend an extra year working or studying abroad to perfect their language. After you have obtained a degree, you are said to have 'graduated'. You can continue studying at a higher level (postgraduate level) as follows.

#### Postgraduate study

##### PGCE – Postgraduate Certificate in Education

If you want to become a teacher in a primary or a secondary school in the UK and your degree course does not give you Qualified Teacher Status, you can take this one year course that qualifies you to teach.

##### MA (Master of Arts)

This is usually a one-year extension of your degree programme that allows you to study in depth an aspect of your subject that interests you.



Appendix 3

Home languages spoken by Sheffield school children – Primary January Census 2007

Primary - January Census 2007	Girls by Year Groups								Boys by Year Groups								All Pupils by Year Groups								
	R	1	2	3	4	5	6	Total	R	1	2	3	4	5	6	Total	R	1	2	3	4	5	6	Total	
Afrikaans						1		1							1	1							1	1	2
Akan Twi Fante	1	1	1			1	1	5				1	2		1	4	1	1	1	1	2	1	2	9	
Albanian Shqip	2	2	3	1			2	10	1	1	1	1		2	6	3	3	4	2		2	2	16		
Amharic		1	1	1		1		4			1	1			2		1	2	2		1		6		
Arabic	59	55	52	44	42	36	42	330	55	63	56	55	49	59	41	378	114	118	108	99	91	95	83	708	
Balochi								0				1			1				1					1	
Bemba		2	1		4	1	1	9	1		4		2		2	9	1	2	5		6	1	3	18	
Burmese Myanma				1	1	1		3	1				1	2		4	1			1	2	3		7	
Bengali	27	32	27	18	25	25	21	175	33	18	29	29	32	11	27	179	60	50	56	47	57	36	48	354	
British Sign Language	1	3	1	1		2	1	9	1	3	2	1				7	2	6	3	2		2	1	16	
Caribbean Creole English								0								1							1	1	
Chechen	1	1			1			3							1	1	1				1	1		4	
Chinese	2	4	7	2	4	6	6	31	4	2	2	4	8	7	4	31	6	6	9	6	12	13	10	62	
Chichewa Nyanja								0	1			1			2	1			1					2	
Czech		1		1	2	4		8					2	3	1	6		1		1	4	7	1	14	
Danish					1	1		2								3				2	1	1	1	5	
Dutch Flemish		2	1		2	2		7				2	1	1	1	5		2	1	2	3	3	1	12	
Ebira	3							3	2							2	5							5	
Efik Ibibio								0	2			1			3	2				1				3	
Believed to be English	42	35	10	3	1	2		93	39	30	5	3	1		1	79	81	65	15	6	2	2	1	172	
English	1931	2155	2275	2301	2393	2468	2414	15937	2003	2266	2355	2406	2487	2565	2490	16572	3934	4421	4630	4707	4880	5033	4904	32509	
French	3	9	6	6	4	8	4	40	6	6	5	7	5	5	2	36	9	15	11	13	9	13	6	76	
Fula Fulfulde Pulaar								0								0								0	
Ga								0			1				1				1					1	
German	2	2		3	4	1		12	2	1	1	1	1	1	8	4	3	1	4	5	2	1	20		
Kikuyu Gikuyu								0				1			1				1					1	
Greek								0	1		1	1			3	1			1	1				3	
Gujarati		1		2	3	2	3	11	1	1	2	1	2	4	1	12	1	2	2	3	5	6	4	23	
Hindko								0								0								0	
Hebrew	1							1				1			1	1	1			1				2	
Hungarian		1	1			1	1	4					1			1			1	1		1	1	5	
Hindi	4			1		1	1	7	1	3	1	1			6	5	3	1	2		1	1	1	13	
Igbo						1		1	1			2	1	1	1	6	1			2	1	2	1	7	
Icelandic			1					1								0			1					1	
Italian						3	1	4		2	1		2		5		2	1		2	3	1		9	
Javanese						1		1							0							1		1	
Japanese	1					1		2	1		2			1	4	2		2				2		6	
Karen Any	1		1	1	1			4						1	2	3	1		1	1	1	1	2	7	
Kirundi								0								0								0	
Korean		1	2	1	2	1		7		1	5	1	1	3	1	12		2	7	2	3	4	1	19	
Krio							1	1							0								1	1	
Kurdish	1	1	1	3	3	2	2	13	2	4	1		3	5	4	19	3	5	2	3	6	7	6	32	
Lingala		1		1		3		5			2	1	1		5		1	2	2	1	3	1	1	10	
Lithuanian	1			1			1	3			1			2	1	4	1		1	1		2	2	7	
Latvian								0						1		1						1		1	
Luo Kenya Tanzania								0	1						1	1	1							1	
Marathi								0	1						1	1	1							1	

## Appendix 3

## Home languages spoken by Sheffield school children – Primary January Census 2007 (continued)

Malayalam	2	2	2	1	1	2		10	3	1		3			7	5	3	2	4	1	2		17	
Malay Indonesian		3	1	4	2	2	3	15	2	1	4	3	4	1	2	17	2	4	5	7	6	3	5	32
Mongolian Khalkha					1			1					1			1				2			2	
Ndebele			2	1			2	5	1	3		1	1		2	8	1	3	2	2	1		4	13
Nepali			1					1								0			1				1	
Norwegian		1			1		2	4		1					1		2			1		2	5	
Information not obtained	9		1	2	1			13	2	3	1	1	1	2		10	11	3	2	3	2	2	23	
Nzema			1					1					1		1			1			1		2	
Believed to be Other than Eng	22	23	13	9	9	6	8	90	42	28	18	8	12	10	7	125	64	51	31	17	21	16	15	215
Other than English	24	22	20	26	18	32	22	164	13	22	30	31	21	27	19	163	37	44	50	57	39	59	41	327
Other Language	1	3	3	2	2	5		16		1		6		1	3	11	1	4	3	8	2	6	3	27
Pashto Pakhto	15	8	11	12	8	16	13	83	10	11	9	14	13	4	4	65	25	19	20	26	21	20	17	148
Pahari Pakistan								0				2			2				2				2	
Panjabi	110	108	109	98	84	81	80	670	116	109	105	91	109	99	84	713	226	217	214	189	193	180	164	1383
Polish	6	2	2	3	4	3	6	26	3	8	2	5	6	5	2	31	9	10	4	8	10	8	8	57
Portuguese	3	3	3	6	1	1	3	20	2	2	1	1	2	1	5	14	5	5	4	7	3	2	8	34
Persian Farsi	5	1	3	3	5	3	5	25	3	2	5	3	4	5	6	28	8	3	8	6	9	8	11	53
Refused								0	1							1	1							1
Romany English Romanes	1	2	1	1	4	6	2	17	1	1	4	3	2	2	4	17	2	3	5	4	6	8	6	34
Romanian		1					1	2		1		1				2		2		1			1	4
Russian	1	5		1	1	2		10	1	2	1	1	1	1		7	2	7	1	2	2	3		17
Serbian Croatian Bosnian	1				1		1	3	1		1		1	2		5	2		1		2	2	1	8
Shona	2	1		3	3	3	1	13	3	1	1	3	2	12	6	28	5	2	1	6	5	15	7	41
Slovak	3	7	3	7	5	3	8	36	4	3	1		5	7	6	26	7	10	4	7	10	10	14	62
Sinhala	2				1			3	1	1						2	3	1			1			5
Somali	32	37	42	44	36	52	43	286	23	38	54	49	44	42	41	291	55	75	96	93	80	94	84	577
Spanish	2	1	1	1	1			6	4	2	2	1	1	1		11	6	3	3	2	2	1		17
Swazi Siswati								0								1						1		1
Swahili Kiswahili	1			2	3	1	4	11	3	1		2	2	2	3	13	4	1		4	5	3	7	24
Swedish								0	1						1	2	1						1	2
Tamil	3	1	1	2	1	1	1	10	2			1	1	1	1	6	5	1	1	3	2	2	2	16
Telugu	1							1			1					1	1		1					2
Tagalog Filipino		1			1	1		3		2	1	2		1	1	7		3	1	2	1	2	1	10
Tigrinya	2				1	1	1	5			1				1	2	2		1		1	2	1	7
Thai			2	2				4	1	1	1	1		1	5	1	1	1	3	3			1	9
Berber Tamazight								0			1				1	2		1					1	2
Turkish	2	1	2	3	2	1		11		1	2	1	1	1	3	9	2	2	4	4	3	2	3	20
Umbundu			1					1	1							1	1		1					2
Urdu	74	59	55	68	68	34	49	407	63	55	53	71	68	50	61	421	137	114	108	139	136	84	110	828
Urhobo Isoko		1					1	2					1			1		1			1		1	3
Visayan Bisaya		1			1	1		3					1			1		1			1	2		4
Yoruba				1				1	1	1		1	1			4	1	1		1	2			5
Zulu			1					1						1		1			1		1			2
Classification Pending	10	15	13	7	7	5	13	70	9	7	12	10	3	4	4	49	19	22	25	17	10	9	17	119
Unknown	163							163	191							191	354							354
<b>Total</b>	<b>2580</b>	<b>2619</b>	<b>2685</b>	<b>2700</b>	<b>2767</b>	<b>2838</b>	<b>2771</b>	<b>18960</b>	<b>2668</b>	<b>2711</b>	<b>2789</b>	<b>2840</b>	<b>2909</b>	<b>2961</b>	<b>2852</b>	<b>19730</b>	<b>5248</b>	<b>5330</b>	<b>5474</b>	<b>5540</b>	<b>5676</b>	<b>5799</b>	<b>5623</b>	<b>38690</b>

NOTE:

R = Reception Year 0

Appendix 3

Home languages spoken by Sheffield school children - Secondary January Census 2007

Secondary - January Census 2007	Girls by Year Groups									Boys by Year Groups									All Pupils by Year Groups													
	7	8	9	10	11	12	13	14	Total	7	8	9	10	11	12	13	14	Total	7	8	9	10	11	12	13	14	Total					
Afrikaans		1							1												1							1				
Akan Twi Fante	1			1	1				3	1											2		1	1				4				
Arabic	29	20	30	19	23	2	3	1	127	42	31	25	35	38	2	1				174	71	51	55	54	61	4	4	1	301			
Armenian												1								1			1					1				
Balochi			1						1	1										1	1		1					2				
Bemba	2		1	4	1				8		1		2							3	2	1	1	6	1			11				
Burmese Myanma	2		2	1					5	1				1						2	3		2	1	1			7				
Bengali	12	3	11	9	6	4	2		47	8	8	8	10	6	4	1				45	20	11	19	19	12	8	3	92				
British Sign Language				1					1														1					1				
Chaga		1							1													1						1				
Chinese	4	2	3	3	3	2	4		21	7	4	3	3	2	2	2				23	11	6	6	6	5	4	6	44				
Chichewa Nyanja								1	1																		1	1				
Czech	1	1							2											1	1	1	1					3				
Danish					1				1					1						1					2			2				
Dutch Flemish		2							2		1		2	2						5		3		2	2			7				
Believed to be English	32	56	3	9	8	4	3	1	116	34	44	4	7	6	3	2	1			101	66	100	7	16	14	7	5	2	217			
English	2266	2433	2543	2566	2601	558	507	8	13482	2404	2449	2575	2618	2609	541	456	8			13660	4670	4882	5118	5184	5210	1099	963	16	27142			
French	1	1	4	3	2				11	1	3	2	4							10	2	4	6	7	2			21				
Georgian														1						1				1				1				
German			1		1	1	1		4	1	1		1							3	1	1	1	1	1	1	1	7				
Greek										1				1						2	1			1				2				
Gujarati	1	1		1	3				6	1	1	1	1	1						5	2	2	1	2	4			11				
Hindko	1		1						2		1									1	1	1	1					3				
Hindi		2	2	5					9		2		1	1						4		4	2	6	1			13				
Italian			1						1			1					1			2			2			1		3				
Karen Any	2	1	1						4	1		1	1							3	3	1	2	1				7				
Kurdish	1								1			1	1							2	1		1	1				3				
Lingala				1					1			1	1							2			2	1				3				
Lithuanian		1		1					2			1								1		1	1	1				3				
Lango Uganda												1								1			1					1				
Latvian		1							1						1					1		1				1		2				
Malayalam			1	1	2				4			2		1						3			3	1	3			7				



## Appendix 3

## Home languages spoken by Sheffield school children - Nursery/Special January Census 2007

	All Pupils by Year Groups																		
	N1	N2	R	X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Arabic	2	7	2		1			1		1		1	1	1	3		1		21
Bengali	2						2		1		1						1		7
Caribbean Creole English									1										1
Chechen		1																	1
Chinese									1										1
English	59	162	11	67	21	27	27	35	39	53	83	83	74	93	103	19	10	9	975
French	1																		1
German	1																		1
Hebrew		1																	1
Japanese	2																		2
Malay Indonesian		1																	1
Information not obtained	2	5		2															9
Believed to be Other than English		1		6								1			1				9
Other than English				13								1		1		1			16
Other Language													1						1
Pashto Pakhto					1			1		1									3
Pahari Pakistan							1												1
Panjabi	2	4	1		2	1	1	3	2	1	4	1	3	2	1	2	1		31
Polish		1								1									2
Persian Farsi		1																	1
Romany English Romanes																1			1
Shona		1									1								2
Somali	2	6				2	1			1	3	2	1		1		1		20
Spanish		1													1				2
Turkish	1														1				2
Urdu		3				1			1	1	2	1	1		1	1		1	13
Total	74	195	14	88	25	31	32	40	45	59	94	90	81	97	112	24	14	10	1125





Appendix 4

Subject	2004	2005	2006	2007	Subject	2004	2005	2006	2007
Number of entrants					Percentage grades A*-C				
All Languages	4153	3586	3547	3022	All Languages	43%	49%	51%	63%
GCSE Arabic	51	70	72	36	GCSE Arabic	67%	61%	81%	86%
GCSE Bengali	11	5	6	5	GCSE Bengali	73%	40%	100%	80%
GCSE Cantonese				1	GCSE Cantonese				100%
GCSE Chinese	10	12	10	4	GCSE Chinese	100%	92%	100%	100%
GCSE Dutch	6	8	9	4	GCSE Dutch	83%	88%	100%	100%
GCSE French	2015	1610	1319	790	GCSE French	42%	50%	55%	68%
GCSE German	1370	885	507	519	GCSE German	40%	56%	70%	71%
GCSE Italian	17	18	23	17	GCSE Italian	94%	100%	83%	82%
GCSE Japanese	13	5	8	9	GCSE Japanese	85%	100%	100%	78%
GCSE Latin	13	11	4	8	GCSE Latin	69%	82%	100%	63%
GCSE Mandarin				1	GCSE Mandarin				100%
GCSE Modern Greek	2	1	2		GCSE Modern Greek	100%	100%	100%	
GCSE Modern Hebrew	1		1		GCSE Modern Hebrew	100%		100%	
GCSE Persian	4	2	4	3	GCSE Persian	100%	100%	100%	67%
GCSE Polish		2	3		GCSE Polish		50%	67%	
GCSE Portuguese		1	1	2	GCSE Portuguese		100%	100%	100%
GCSE Russian	34	24	17	14	GCSE Russian	65%	79%	82%	100%
GCSE Spanish	445	493	412	415	GCSE Spanish	44%	54%	68%	67%
GCSE Turkish	1		2		GCSE Turkish	100%		100%	
GCSE Urdu	146	113	105	93	GCSE Urdu	47%	61%	63%	55%
GCSE Short Course French	4		2		GCSE Short Course French	0%		50%	
GCSE Short Course German	10				GCSE Short Course German	40%			

Table 37: GCSE Language entries, 2004-2007. Source: Research & Analysis, CYPD, Sheffield City Council

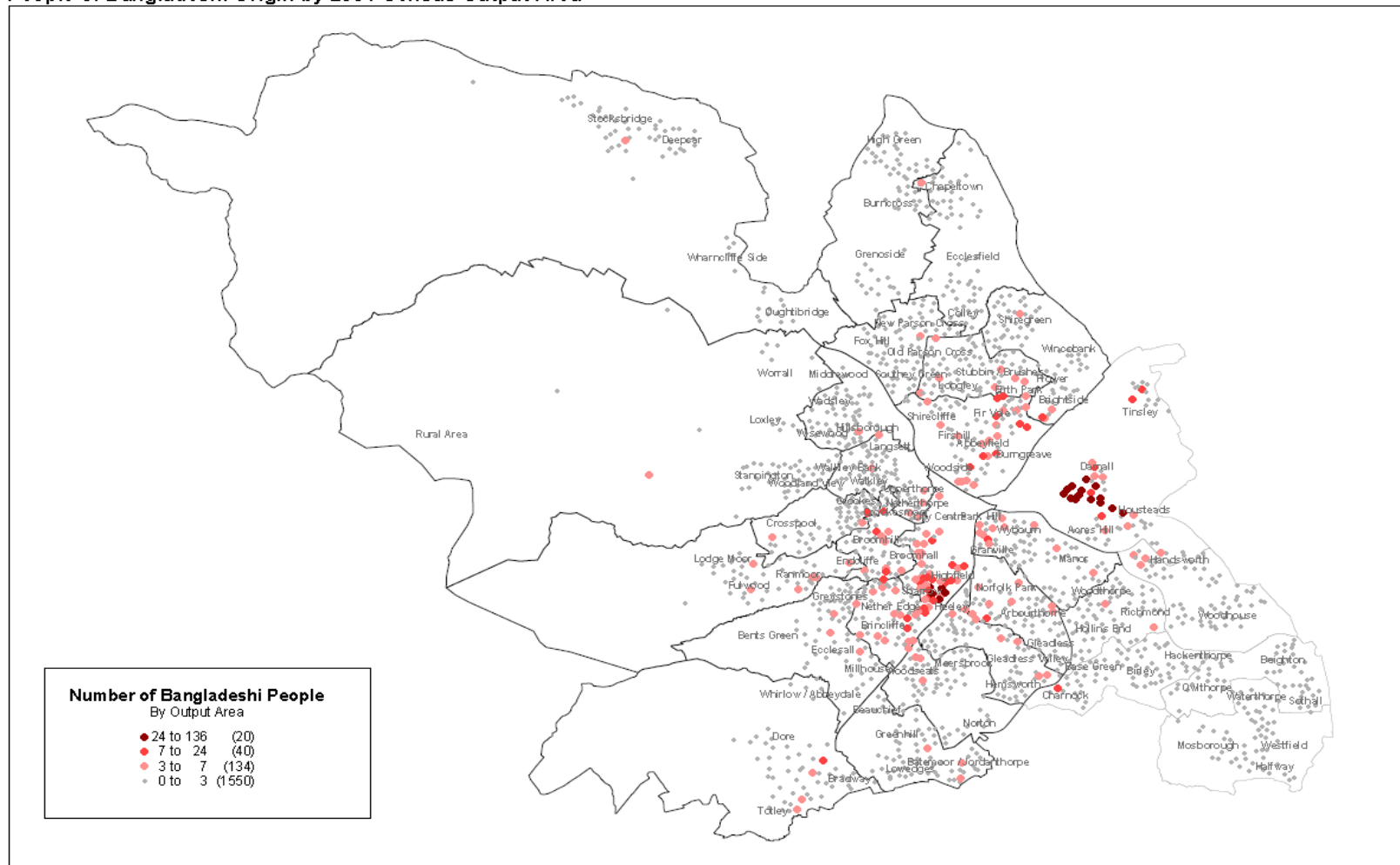
Appendix 4

Subject	2004	2005	2006	2007	Subject	2004	2005	2006	2007
Number of entrants					Percentage grades A* - C				
VLU1 French - Listening		46	96	59	VLU1 French – Listening		0%	0%	0%
VLU1 French - Reading		59	95	36	VLU1 French – Reading		0%	0%	0%
VLU1 French - Speaking		49	109		VLU1 French – Speaking		0%	0%	
VLU1 French - Writing		49	118	61	VLU1 French – Writing		0%	0%	0%
VLU1 Spanish - Listening		28	30	16	VLU1 Spanish – Listening		0%	0%	0%
VLU1 Spanish - Reading		38	40		VLU1 Spanish - Reading		0%	0%	
VLU1 Spanish - Speaking		28	24		VLU1 Spanish - Speaking		0%	0%	
VLU1 Spanish - Writing		29	33		VLU1 Spanish - Writing		0%	0%	
VLU1 German - Listening			60	52	VLU1 German - Listening			0%	0%
VLU1 German - Reading			60	38	VLU1 German - Reading			0%	0%
VLU1 German - Speaking			84	53	VLU1 German - Speaking			0%	0%
VLU1 German - Writing			65	39	VLU1 German - Writing			0%	0%
VLU2 French - Listening			40	59	VLU2 French - Listening			100%	100%
VLU2 French - Reading			38	50	VLU2 French - Reading			100%	100%
VLU2 French - Speaking			11	27	VLU2 French - Speaking			100%	100%
VLU2 French - Writing			5	28	VLU2 French - Writing			100%	100%
VLU2 German - Listening			37	43	VLU2 German - Listening			100%	100%
VLU2 German - Reading			38	40	VLU2 German - Reading			100%	100%
VLU2 German - Speaking			32	41	VLU2 German - Speaking			100%	100%
VLU2 German - Writing			9	25	VLU2 German - Writing			100%	100%
VLU2 English - Listening			4		VLU2 English - Listening			100%	
VLU2 English - Reading			4		VLU2 English - Reading			100%	
VLU2 English - Speaking			4		VLU2 English - Speaking			100%	
VLU2 English - Writing			4		VLU2 English - Writing			100%	

Table 38: NVQ language entries, 2004-2007 Source: Research & Analysis, CYPD, Sheffield City Council

Appendix 5

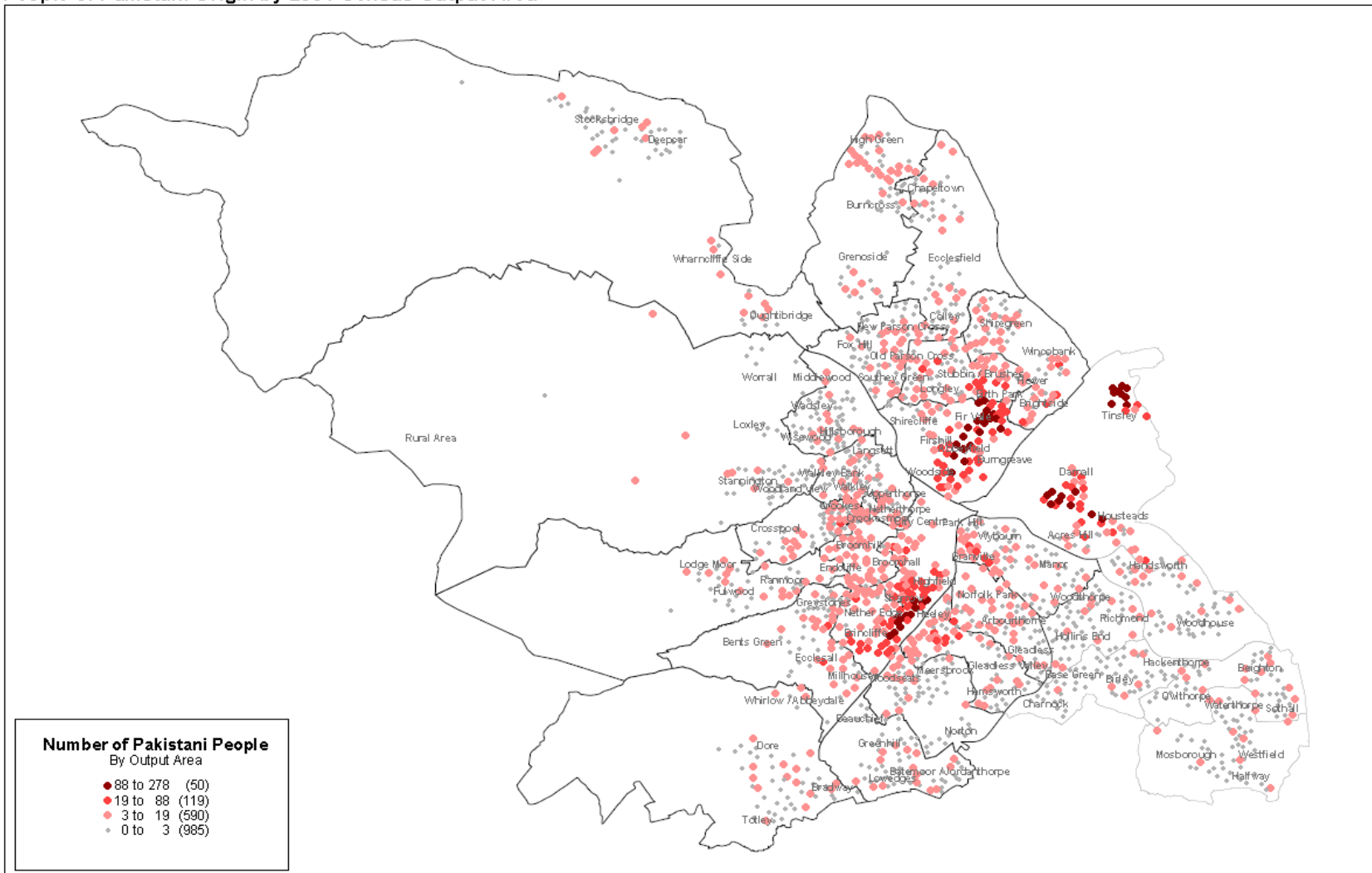
People of Bangladeshi Origin by 2001 Census Output Area



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Appendix 5

People of Pakistani Origin by 2001 Census Output Area



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Appendix 6 Language Support Services, Sheffield City Council: Language Usage  
 - Translations and Interpretations

Translations

Translations - total 06-07		Translations Total Q1 & Q2, 07/08	
Language	Total	Language	Total
Urdu	58	Arabic	38
Arabic	43	Urdu	24
Somali	41	Somali	14
Chinese	19	Bengali	10
Kurdish	19	English	10
French	14	Pushtu (Pashto)	8
Bengali	13	Farsi (Afghan)	7
Pushtu (Pashto)	13	Kurdish	7
Slovak	7	Chinese	6
Farsi (Afghan)	7	French	4
Turkish	6	Mandarin	3
Dari	6	Czech	3
Polish	6	Punjabi	2
Braille	4	Slovak	2
Punjabi	4	Spanish	2
Tigrinya	4	Cantonese	2
Swahili	3	Bsl	2
Spanish	3	Turkish	2
Amharic (Ethiopian)	3	Amharic (Ethiopian)	2
Mandarin	2	Russian	1
Albanian	2	Albanian	1
German	2	Tigrinya	1
		Bangladeshi	1
		Japanese	1
English	2		153
Korean	1		
Czech	1		
English audio	1		
Farsi persian	1		
Japanese	1		
Norwegian	1		
Slovakian roma	1		
Greek	1		
	289		

Appendix 6 - Interpretations

Interpretations - Total 06-07

Language	Total
Bsl	693
Arabic	203
Somali	188
Punjabi	164
Urdu	130
Kurdish	122
French	101
Pushtu (Pashto)	93
Slovak	75
Farsi (Afghan)	75
Tigrinya	67
Bengali	52
Mandarin	50
Amharic (Ethiopian)	47
Polish	31
Turkish	30
Dari	22
Albanian	21
Chinese	17
Cantonese	16
Swahili	16
Russian	10
Sylheti	10
Czech	9
Lipspeaker	9
Farsi persian	7
Burmese	7
Sorani	7
Portugese	7
Farsi afghan	6
Lingala	6
North somali	5
Tamil	3
Slovakian roma	2
Portuguese	2
Yemeni	2
Kosovan	2
Korean	2
Mirpuri	2
Eritrean	1
Dutch	1
Hakka	1
Not known	1
Latvian	1
Roma	1
Shona	1
Italian	1
Gujerati	1
Vietnamese	1
	<u>2321</u>

Interpretations Total Q1 & Q2, 07/08

Language	Total
Bsl	335
Arabic	133
Urdu	91
Somali	60
Kurdish	55
Pushtu (Pashto)	55
Farsi (Afghan)	33
Slovak	27
French	21
Punjabi	19
Amharic (Ethiopian)	18
Tigrinya	18
Bengali	17
Mandarin	15
Sylheti	11
Turkish	10
Bangladeshi	9
Cantonese	7
Czech	7
Lithuanian	7
Polish	7
Chinese	6
Swahili	6
Russian	4
Dari	4
Albanian	3
Portuguese	3
Farsi afghan	2
Korean	2
Lingala	2
Mirpuri	2
Portugese	2
Gujerati	1
Hindi	1
Indian	1
English audio	1
Italian	1
Yemeni	1
Burmese	1
Note taker	1
Sorani	1
Spanish	1
Lipspeaker	1
	<u>1002</u>

Appendix 6

Telephone based interpreting

**Phone Interpretation 06/07**

Language	Calls
Somali	388
Arabic	330
Tigrinya	321
Farsi	211
Sorani	179
Slovak	137
Kurdish	89
French	87
Urdu	77
Turkish	67
Amharic	58
Korean	55
Pashto	53
Portuguese	43
Swahili	42
Czech	41
Mandarin	32
Bengali	31
Russian	29

2270

**Phone Interpretation, Q1&Q2, 07/08**

Language	Calls
Arabic	161
Somali	129
Farsi	87
Tigrinya	85
Slovak	71
French	48
Kurdish	40
Amharic	38
Sorani	34
Korean	21
Swahili	20
Urdu	19
Polish	18
Pashto	15
Portuguese	15
Turkish	15
Mandarin	8
Punjabi	7
Bengali	6
Czech	6
Burmese	5
Oromo	5
Cantonese	4
Tibetan	4
Dari	3
Lingala	3
Romanian	3
Behdini	2
Lithuanian	2
Russian	2
German	1
Karen	1
Kurmanji	1
Malay	1
Nuer	1
Spanish	1
Vietnamese	1

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