Language Education Policy Profile

CITY OF SHEFFIELD

Language Policy Division, Strasbourg
www.coe.int/lang

City of Sheffield

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APPENDICES

1 Introduction

1.1 The origins, context and purpose of the Language Education Policy Profile

The Language Policy Division of the Council of Europe offers to member states and to regions and cities in member states assistance in carrying out analyses of their language education policies. According to the *Guidelines and Procedures*,[1] "the aim is to offer member states (or regions or cities) the opportunity to undertake a 'self-evaluation' of their policy in a spirit of dialogue with Council of Europe Experts, and with a view to focusing on possible future policy developments within the country. […] This does not mean 'external evaluation'. It is a process of reflection by the authorities and members of civil society, and the Council of Europe Experts have the function of acting as catalysts in this process."

This activity is known as the Language Education Policy Profile, and the process leads to an agreed report, the Profile, on the current position and possible future developments in language education of all kinds.

The view of the Council of Europe is that analysis and evaluation of language education cannot be compartmentalized, and that language teaching and learning in a country, region or city needs to be understood holistically, to include (i) the national language(s)/language(s) of education, (ii) regional and minority languages, (iii) the languages of immigrant groups, and (iv) foreign languages.

The Profile process consists of three principal phases:

- the production of a Country, Region or City Report, which describes the current position and raises issues that are under discussion or review (this report is presented by the authorities of the country, region or city in question);
- the production of an Experts' Report, which takes into account the Country, Region or City Report as well as discussions held and observations made during a week's visit to the country, region or city by a small number of Experts nominated by the Council of Europe from other member states;
- the production of a Language Education Policy Profile, which is developed from the Experts' Report and takes account of comments and feedback from those invited to a "round table" discussion of the Experts' Report (the Profile is agreed in its final form by the Experts and the country, region or city authorities, and published in English or French by the Council of Europe and where appropriate in its national/official language(s) by the country, region or city in question).

Thus the Experts act as catalysts in the process of self-analysis and provide an external view to stimulate reflection on problems and solutions.

The Profile (final document) takes account of both the priorities of the country, region or city in question and the policies and views of desirable practice presented in documents of the Council of Europe, in particular with respect to the promotion of plurilingualism.

The present *Language Education Policy Profile: City of Sheffield* is the outcome of the following:

- a City Report;
- a week-long study visit in January/February 2008, during which four Council of Europe Experts and one member of the Council of Europe Secretariat (Language

[1] Document DGIV/EDU/LANG (2002) 1 Rev. 3

Policy Division) held discussions with officials, language professionals and stakeholders and visited a variety of educational and other institutions;
- documentation provided before and during the study visit by the Sheffield City authorities and others;
- a meeting of the Experts and representatives of the Sheffield City authorities to review the Experts' Report in September 2008
- a Round Table held in Sheffield on 24 February 2009, during which the Experts presented their report to and had exchanges with the partners and stakeholders they had met during their study visit (the Profile takes account of comments and reactions)

The members of the Expert Group were: David Little (Rapporteur), Ireland; Ingrid Gogolin, Germany; Sabine Tritscher-Archan, Austria; Piet Van Avermaet, Belgium; Philia Thalgott, Council of Europe. Mike Reynolds, City Councillor, and Tania Sanders, School Improvement Adviser (Languages), acted as Sheffield liaison persons and advisers.

The City Profile does not contain a definitive list of potential decisions, responsibility for which lies with the Sheffield authorities, relevant agencies and stakeholders.

1.2 Language education policy and social policy

The core objective of the Council of Europe is to preserve and promote human rights, democracy and the rule of law, as was re-iterated in the Warsaw Declaration of May 2005. Within that context, the fostering of the active involvement of citizens and civil society in democracy and governance are crucial conditions for success; so too are the promotion of a European identity and unity based on shared fundamental values and respect for a common heritage and cultural diversity. As stated in the Cultural Convention, this requires the study of languages, history and civilization in order to gain mutual understanding. It is only on the basis of such understanding that the need for political, intercultural and inter-faith dialogue mentioned in the Warsaw Declaration can be met.

Language teaching and learning are an essential part of social policy in Europe, and the analysis of language education policy is part of the effort which all member states make to develop their social policy. The Language Education Policy Profile is a contribution to this process.

1.3 Council of Europe language education policy

The language education policy of the Council of Europe is founded on the key concept of the plurilingualism of the individual. This needs to be distinguished from the multilingualism of geographical regions.

According to Council of Europe principles
- "multilingualism" refers to the presence in a geographical area, large or small, of more than one "language variety" (the mode of speaking of a social group whether it is formally recognized as a language or not); in such an area individuals may be monolingual, speaking only their own variety
- "plurilingualism" refers to the repertoire of language varieties used by individuals, and is therefore the opposite of monolingualism; it includes the language variety referred to as "mother tongue" or "first language" and any number of other languages or varieties at whatever level of competence; in some multilingual areas some individuals are monolingual and some are plurilingual.

Europe as a geographic area is multilingual, as are Council of Europe member states. The Council of Europe has developed an international consensus on principles to guide the

development of language education policies. These promote plurilingualism for the individual as a central aim of all language education policy. This position is formulated in a number of documents listed in Appendix 2.

Plurilingualism is defined in the *Common European Framework of Reference for Languages* as follows:

> [Plurilingualism is] the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.[2]

Thus plurilingualism refers to the full linguistic repertoire of the individual, including "mother tongue" or "first language", and this Profile is concerned by implication with all language education in the city of Sheffield – foreign languages, but also English as national language/language of education and the languages of minority communities.

This perspective places not languages but those who speak them at the centre of language policies. The emphasis is upon valuing and developing the ability of all individuals to learn and use several languages, to broaden this competence through appropriate teaching and through plurilingual education, the purpose of which is the creation of linguistic sensitivity and cultural understanding, as a basis for democratic citizenship.

This Profile is informed by the Council of Europe position, contained in the Recommendations of the Committee of Ministers and the Parliamentary Assembly of the Council of Europe and in normative instruments such as the *Common European Framework of Reference for Languages*, and presented in detail in the *Guide for the Development of Language Education Policies in Europe*.[3] In this latter document it is made clear that plurilingualism is also a fundamental aspect of policies of social inclusion and education for democratic citizenship:

> In the Declaration and Programme on Education for Democratic Citizenship of 7 May 1999, the Committee of Ministers stressed that the preservation of European linguistic diversity was not an end in itself, since it is placed on the same footing as the building of a more tolerant society based on solidarity: *"a freer, more tolerant and just society based on solidarity, common values and a cultural heritage enriched by its diversity"* (CM (99) 76). By making education for democratic citizenship a priority for the Council of Europe and its member states in 1997, Heads of State and Government set out the central place of languages in the exercise of democratic citizenship in Europe: the need, in a democracy, for citizens to participate actively in political decision-making and the life of society presupposes that this should not be made impossible by lack of appropriate language skills. The possibility of taking part in the political and public life of Europe, and not only that of one's own country, involves plurilingual skills, in other words, the ability to interact effectively and appropriately with other European citizens.

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[2] *Common European Framework of Reference for Languages: Learning, teaching, assessment*, Council of Europe/Cambridge University Press, 2001, p.168. Available online at www.coe.int/lang. See also Appendix 1.

[3] *From Linguistic Diversity to Plurilingual Education. Guide for the Development of Language Education Policies in Europe.* Revised version published in 2007 by the Language Policy Division, Council of Europe. Available online at www.coe.int/lang.

> The development of plurilingualism is not simply a functional necessity: it is also an essential component of democratic behaviour. Recognition of the diversity of speakers' plurilingual repertoires should lead to linguistic tolerance and thus to respect for linguistic differences: respect for the linguistic rights of individuals and groups in their relations with the state and linguistic majorities, respect for freedom of expression, respect for linguistic minorities, respect for the least commonly spoken and taught national languages, respect for the diversity of languages for inter-regional and international communication. Language education policies are intimately connected with education in the values of democratic citizenship because their purposes are complementary: language teaching, the ideal locus for intercultural contact, is a sector in which education for democratic life in its intercultural dimensions can be included in education systems.[4]

It should be noted that while the development of plurilingualism is a generally accepted aim of language education, its implementation is only just beginning in most educational contexts. Measures may be more or less demanding, e.g. ministerial regulations concerning curriculum, or new forms of organization, which may require special financial arrangements, or political decisions, implying extensive discussion at all levels. It is necessary to emphasize that the Council of Europe's concern to promote plurilingualism is not only a matter of strengthening and diversifying foreign language learning. Most member states contain significant numbers of residents whose plurilingualism is "natural" rather than "cultivated", and this too should be acknowledged, legitimated, and further developed within educational systems.

Implementation of policies for the development of plurilingualism can be approached in different ways, and it is not necessarily a matter of "all or nothing". The responses to the Language Education Policy Profile in any particular country, region or city can thus be expected to vary according to circumstances, history and priorities.

[4] *Guide for the development of Language Education Policies in Europe*, p.36.

2 LEPP Sheffield: issues and priorities

Sheffield was only the second English city to produce its own City Languages Strategy. Launched in March 2004, the Strategy was the work of a Languages Partnership Group that comprised representatives of education, business and industry, and the Local Authority. It sought to recognize "the depth and breadth of language learning and use already going on in the city's schools, college, universities and communities" (where "communities" referred to business as well as ethnic communities in the city). Its objectives were "To contribute significantly to the social, economic and cultural regeneration of Sheffield:

1. To recognize 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 the number 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 21st 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"

When the City of Sheffield requested the Council of Europe's assistance in developing a Language Education Policy Profile (LEPP), it intended that the LEPP should

- contribute to the review and updating of the City Languages Strategy, taking account of the fact that the social and educational realities against which the strategy was drawn up have changed;
- help to raise the national and international profile and presence of Sheffield;
- involve sectors other than education in the review and updating of the Languages Strategy and its subsequent implementation.

Account was also to be taken of the following points:

- The City Languages Strategy arose out of what people were doing already. It has always faced the problem of sustainability. No money was provided for implementation, which has had to proceed on the basis of project funding, partnerships with Specialist Language Colleges, etc. The hope is that when funding comes to an end, networks and personal relationships will remain to keep the work going.
- Although networks are at the heart of city strategy, collaboration is not always straightforward and networks need to be drawn together. Thus the LEPP process might consider some of the barriers to the success of networks.
- Language maintenance is an important issue in the city's immigrant communities.
- There are good partnerships between particular schools and companies, but in general links between languages education and industry need to be strengthened.
- Links between the various stakeholders in language education will determine the local flavour of language education policy.

- In general there is a stubborn gap in educational performance between Sheffield and the UK generally. Despite the success of primary languages (almost 100% of Sheffield primary schools have some language provision at Key Stage 2, 7–11), there is a big need for school improvement (Sheffield is ranked 150th out of 160 Local Authorities).

The City Report, which was prepared to give the Council of Europe Expert Group an overview of the situation and the challenges, brings together a wealth of descriptive and statistical data and identifies the following issues of concern:

- the decline of language learning after the end of KS3 (age 14), and the effect this is having on recruitment to further and higher education courses and on the future teaching of foreign languages;
- diversity in languages offer;
- the achievement of full coverage at KS2 – and KS1;
- assessment at KS1 and KS2;
- transitions between Key Stages;
- the impact of recent government policy on the take-up of ESOL provision (courses in English for speakers of other languages);
- the impact of recent government policy on adult "recreational" language learning;
- the implementation of the City Languages Strategy;
- the development and strengthening of cross-sectoral links.

The chapters that follow are partly shaped by the City Report and informed by exchanges that the Council of Europe Expert team had with relevant partners and stakeholders during their study visit in Sheffield (see Appendix 5), as well as by exchanges, comments and feedback during and after the Round Table. Chapter 3 deals with the structures of city governance and the various agencies that can support the development and implementation of language education policy; Chapter 4 is concerned with languages in the community; Chapters 5 and 6 focus on languages in education, respectively at school and in further and higher education. Finally, Chapter 7 identifies a number of issues that should be taken into account when deciding on future action.

3 City governance and support for the implementation of language education policy

3.1 Sheffield City Council and Local Authority

Politically Sheffield is divided into 28 wards, with three City Councillors for each ward. The City Council thus comprises 84 elected members. It is by far the largest employer in the city with more than 18,000 employees. The Council is organized according to the "Cabinet and Scrutiny" model. The Cabinet comprises the leader and seven members of the main party; the main opposition party forms a Shadow Cabinet; and 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 organized into four directorates: Chief Executive; Children and Young People (which deals with education); Development, Environment and Leisure; and Neighbourhoods and Community Care.

Sheffield is governed by the City Council working closely with a Local Strategic Partnership collectively known as Sheffield First, which brings together representatives of public, private, community and voluntary sectors in the city. Sheffield First's Sheffield City Strategy 2005–2010 (updated 2007) declares: "Sheffield will be a successful distinctive city of European significance at the head of a strong city region with opportunities." As the City Report notes, languages and the promotion of plurilingualism have an obvious and significant role to play in achieving this ambition.

The Local Authority seeks a close, "adult" relationship with schools and fosters the collaborative development of policy. Sheffield is asylum-seeker-friendly, encouraging asylum seekers to identify with the city while retaining their own national, cultural and religious identity. Events designed to include minority communities are organized at city level, and the city's Community Cohesion Strategy aims to enable young people to realize their full potential. Languages have a central role to play in this.

Majority and minority communities in Sheffield take the view that people must speak English in order to integrate; at the same time it is important to maintain community languages, and schools are encouraged to celebrate diversity, for example by arranging visits to the mosque or bringing in dance troupes from other countries. This gives rise to two challenges. On the one hand it is necessary to ensure that adequate measures are in place to support the development of the English language proficiency of minority community members; on the other hand the celebration of diversity must seek to avoid stereotyping and tokenism. These are issues that a revised City Languages Strategy will need to address.

3.2 Creative Sheffield

Launched in April 2007, Creative Sheffield is the first city development company of its kind in the UK. It is owned by three public sector bodies – Sheffield City Council, Yorkshire Forward (the regional development authority), and English Partnerships – and managed by an independent board with key members from these three organizations. Other board members are drawn from the private sector and the universities (the Vice Chancellors of Sheffield's two universities are directors).

Creative Sheffield's role is to spearhead the economic transformation of Sheffield. It has five areas of activity that were previously the concern of separate organizations:

- The physical regeneration of the city, working in partnership with the City Council

- Strategic marketing of the city
- Attracting inward investment
- Developing enterprise and high-level skills
- Promoting innovation and the development of the knowledge economy

One of Creative Sheffield's aims is to develop Sheffield as a European city of international significance. It seems obvious that languages will play an important role in the achievement of this aim. Potential investors in the city are necessarily interested in languages skill provision in the city and region, and indigenous companies increasingly look for one or more languages, usually a second working language for technical purposes. The languages requested include French, German, Italian, Russian, Japanese, and Scandinavian languages. In responding to the language needs of local companies and potential investors, Creative Sheffield makes use of the Regional Language Network, which is effectively part of its marketing team.

Although some companies ask for "basic" languages skills, each business is different and there are no clearly identifiable trends. However, if a company's needs cannot be met immediately, investment will usually be lost. The decision to drop languages as a GCSE requirement is widely held to be "disastrous" because it undermines the "platform of provision" that offers a basis from which it is possible to respond to specific training needs. It should be noted that that whereas curriculum decisions for the 5–16 age group are made nationally, post-16 education tends to operate regionally; thus Creative Sheffield can seek to influence, for example, the integration of vocational training and languages (the introduction of Vocational Diplomas affords an important opportunity here).

Sheffield could influence the development of national languages policy by a combination of economic and cultural arguments based on its own needs and experience. On the basis of such arguments the local area might be given permission to "flex" its GCSE provision to include an emphasis on languages skills. Such a move would send a powerful message into the market place: "Sheffield – City of Languages". It seems clear that this kind of strategy should play an important part in Sheffield's languages policy. It cannot be the whole policy, however, because it is unlikely to do much for the great majority of community languages in the city, estimated at around a hundred.

3.3 Chamber of Commerce

Sheffield's Chamber of Commerce, one of the strongest in the UK, works with the Local Authority and through its links with education, business and international trade to respond to the needs of business and raise the profile of the city. It sources languages services – translation and interpreting, language training – for Sheffield companies and potential inward investors.

Businesses often find it difficult to work directly with the education sector. For example, when Japanese and Chinese began to gain in importance, the Chamber attempted to organize cultural awareness training, but this was not a success because managers disliked being in a class, preferring individual instruction on their own premises. The Chamber helps to solve this kind of problem through its cooperation with translation agencies and freelance language teachers.

The Chamber participates in the International Business Communication project (IBC;[5] see 5.2.2 below), which links schools with businesses and provides students with a practical demonstration of the importance of languages to business. The Chamber also arranges

[5] The scheme was formerly known as Vocational International Project Sheffield (VIPS).

talks in schools and promotes work placements that help students to improve their languages skills. However, its careers advice portal makes no reference to languages (www.u-explore.com/sheffield/).

It seems that not many Sheffield companies need employees with foreign languages skills; and when the need for such skills arises it may be met by overseas recruitment. Although the Chamber of Commerce greatly values the services of the Regional Languages Network, it is difficult to change the prevailing business attitude that English is spoken everywhere so that there is no need to learn foreign languages – an attitude that often goes hand in hand with a failure to recognize the multilingual nature of contemporary English society. Although it was not exclusively about languages, Sheffield's "Europe Week", which ran for ten years before it was discontinued, helped to raise awareness.

During the LEPP process representatives of Sheffield's business community expressed the view that the decision to drop languages as a GCSE requirement was "the biggest mistake ever made". They also argued, however, that approaches to language teaching at school need to become more focused, more functional, more work-related and more fun; that a more diverse range of languages should be offered at school, including community languages; and that a shift of perspective is necessary at tertiary level. These considerations should be taken into account when the City Languages Strategy is revised. So too should the business community's suggestion that a strategic body should be established to promote the kind of contribution that Gripple and AESSeals are making to IBC (see 5.2.2 below for details) and its view that although there are many languages-related initiatives, organizations and networks, there is a serious lack of coordination.

3.4 Regional Language Network (Yorkshire and The Humber)

The Regional Language Network – Yorkshire and The Humber is one of twelve RLNs around the UK. The RLNs liaise closely with one another and with CILT (Centre for Information on Language Teaching and Research), 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 and to counter the belief that "English being an international language, the customer's language does not need to be learnt". Besides providing a number of languages-related services to business and industry, RLN YH fosters links between the business and industry sector and education.

RLN YH is responsible not only for the city of Sheffield but for the Yorkshire and Humber region, which has a population of about five million. However, as the northern part of the region is primarily rural, the network concentrates its services on the cities, especially Sheffield. The foundation of RLNs reflects the general move towards regionalization in England since the 1990s. To begin with they were funded through CILT, but since 2006 they have been the responsibility of the Regional Development Agencies (RDAs).

RLN YH is the only RLN to be organized via a commercial management system whose website (www.myv12.com) provides information about languages services and resources in the region. Two examples from the website are "Find a service", a database with information about translators and interpreters, and "Country guides", which provides information on how to do business in different countries. The website also provides podcasts (for example, interviews with people who have successfully established a business contact in a foreign country) and training modules (for example, in building successful cross-cultural teams). Other services include a bi-monthly e-zine with around 9,000 subscribers and statistical information of various kinds. The RLN has a second website, originally developed by CILT for all RLNs, at www.rln-yh.com.

The RLN sponsors the Business Language Champions Project, originally a national initiative launched in 2001 (the European Year of Languages), which seeks to develop languages-related links between businesses and schools. More generally it helps schools to create conditions favourable to language learning, especially for economic reasons. It is possible that schools would be prepared to pay for the service they get, provided they could see an added value.

Looking to the future, the RLN aims to set up a strong system of structures (as opposed to projects) in order to guarantee sustainability. At the time of the Council of Europe Experts' study visit the RLN's services were provided free of charge, but from 2009 some services will be charged for. It is recognized that as a strategic body the RLN needs to develop demand as well as react to it. It aims to be open to local and international cooperation and looks forward to contributing to the further development of Sheffield's languages policy.

3.5 The Multilingual City Forum, ASCLS and Languages Sheffield

In 2001 the Multilingual City Forum was established as a not-for-profit company "to promote the languages agenda in its widest possible scope; to promote and extend existing bilingualism; to encourage lifelong language learning". The Forum oversaw the production of the City Languages Strategy, referred to in Chapter 2, undertook a comprehensive survey of language learning provision across South Yorkshire, and currently organizes annual conferences on topics such as languages and international business, pre-school language learning, and community languages. In December 2007 the Forum merged with the Association of Sheffield Community Language Schools (ASCLS)[6] to form Languages Sheffield.

Languages Sheffield sees its functions as including the following: to support existing plurilingualism in the city; to encourage lifelong language learning; to fill gaps in the available languages provision; to lobby on behalf of languages interests in the city; to organize voluntary training for teachers at complementary schools; to maintain a database of interpreters, translators and teachers of less widely taught languages; and to commission research.

Languages Sheffield might be charged with (re)developing the city's languages strategy, overseeing and evaluating its implementation, and making regular reports to the City Council and the Local Authority. However, if it is to do this effectively Languages Sheffield will require funding: at present it has voluntary human resources but little money.

[6] ASCLS was the umbrella organization for the city's complementary schools, whose function is to maintain community languages, especially by supporting the development of literacy. There are currently 28 complementary schools affiliated to Languages Sheffield and perhaps as many as 10 that are not affiliated. As their name suggests, complementary schools operate outside mainstream education, usually at the weekend.

4 Languages in the community

4.1 Ethnic and linguistic diversity

Sheffield has a population of more than half a million and is the fifth largest city in the United Kingdom. After some decades of decline the population has started to rise and is predicted to exceed 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. Over the period 2001–2005 there was an average annual increase of 3,500 in the BME population against an average annual decrease of 1,600 in the White British population. A growing number of BME community members are from Eastern Europe. Thus the population of Sheffield is defined in part by its ethnic and cultural diversity and its multilingualism.[7]

The BME communities are most numerous in the inner city areas, which have the highest indices of social deprivation. By far the largest is the Pakistani community (nearly 16,000 in the 2001 census), the great majority of whom are Kashmiris from the Azad Kashmir region and speak a dialect of Panjabi commonly called Mirpuri. A much smaller number come from the North West of Pakistan and speak Pashto. The first generation of immigrants, in the 1950s and 1960s, came mostly from rural areas and had received little education in Pakistan. This meant that not many of them were Urdu speakers and were thus not literate in a community language.

The Pakistani community is active and visible, with some large, well-established and influential community organizations. 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. One of the largest traders, Karachi Stores, hosts a radio station that broadcasts in Urdu during Ramadhan; *Jang*, the national bilingual Urdu-English newspaper, circulates widely in the culturally diverse wards of the city; and Radio Sheffield broadcasts in 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. It is the fastest growing BME community in the city, with numbers currently estimated at about 4,000. It has two active community centres and four complementary schools. The Somali Education Breakthrough group provides homework support. The relative under-achievement of Somalis at secondary school is a cause of some official concern. Until the recent introduction of the Asset Languages Ladder there was no officially recognized public examination in Somali, and that is thought to have had a deleterious effect on the maintenance of the language. It is hoped that the inclusion of Somali in the Asset Languages Ladder will boost the prestige of the language in the eyes of Somalis and the wider community.

The Bengali community has about 2,900 members, mainly Bangladeshis from Sylhet province. It is not very visible except for the Bengali Woman's Support Group, which has published a number of bilingual books in Bangla and English.

The Yemeni community comprises between 3,000 and 3,500 people. It was initially established in the 1950s and 1960s, with the majority of Yemenis taking employment in the steel industry. The community contracted in size in the 1980s when the steel industry

[7] The City Council recognizes five community languages in its literature and some of its public signage: Arabic, Bangla, Chinese, Somali and Urdu.

was hit by unemployment. It is one of the most active BME communities in education and enterprise (see also 4.2 below).

Linguistic diversity in Sheffield is much greater than this brief description of the city's main BME communities may imply. According to the City Report, in the January 2007 School Census, 86% of children and adolescents (60,626 out of 70,672) reported that they spoke English at home. But the census also revealed that 91 home languages were spoken in Sheffield's maintained nursery, primary, secondary and special schools – 81 languages in primary and 60 in secondary. 14 languages were reported by only one speaker, 6 by only two speakers, and 25 by fewer than ten speakers. The most frequently reported languages were Panjabi (1,880 speakers) and Urdu (1,435).[8] The other major language community groups were Arabic (1,030 speakers), Somali (867), and Bangla (453). The only other language with more than a hundred reported speakers was Pashto (from North West Pakistan), which had 174. The most frequently reported European language was French, with 98 speakers, some of whom came from Francophone Africa. Other significant European language groups are Slovak (77), Polish (75), and Portuguese (50). A number of languages are recent arrivals, for example, Polish, Slovak and Czech since the EU enlargement in 2005.

Sheffield's established community languages do not figure prominently in mainstream education, though King Edward VII School has a scheme called TAFAL ("Teach a friend a language"), in which bilingual students teach monolingual peers their home language. This is a measure that could usefully be copied in other schools as a first step towards making community languages part of the educational experience of members of the majority community.

4.2 Complementary schools – the example of the Yemeni community

Sheffield has one of the largest long-standing Yemeni communities in the UK (over 3,000 strong). Fir Vale Yemeni Economic and Training Centre provides ESOL classes for wives and recent arrivals during the week and functions as a complementary school on Friday and Saturday. The complementary school has about 10 teachers and 150 pupils (80% Yemeni, the rest from other Arabic-speaking backgrounds); it provides six hours of instruction per week in Arabic literacy and the Koran. The school sees its role in terms of identity and ethnicity as well as language. Those who go through the school tend to be more successful in mainstream education than those who do not. Pupils' motivation is reported to be high, perhaps because the Yemeni community as a whole sees education as the key to progress – the number of Yemenis going to university is increasing. Although the teachers have been offered training by Languages Sheffield, teaching standards are very variable. Language maintenance in the Yemeni community is supported by satellite television, the ease of travel between Sheffield and Yemen, and the fact that marriage partners still tend to come from Yemen.

A revised City Languages Strategy should give consideration to promoting the systematic study of the linguistic and educational situation of the Yemeni and other minority communities. It seems particularly important to seek ways of raising the standard of language teaching in complementary schools and developing closer links between them and mainstream schools.

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[8] It is likely that many who reported themselves as Urdu speakers were at least trilingual, in Urdu, one or another variety of Panjabi, and English. Urdu is the community language of literacy; Pakistani Panjabi and its dialects are not written.

4.3 Primary Care Trust

The Sheffield Community Access and Interpreting Service (SCAIS) was set up to facilitate communication with non-English speakers seeking primary care (general practitioner, dentist, etc.). When Sheffield became a dispersal area for asylum seekers, it was necessary to expand the service. In 1998 there were approximately 300 service requests annually for six languages; today there are 45,000 requests each year and SCAIS interpreters work in more than 100 languages. Requests are sometimes received for new languages but it is often difficult to find interpreters. 99% of the interpreting is done in person, 1% by telephone. The service is offered 24 hours a day, 7 days a week. SCAIS provides translators and interpreters to work within the health service but also for other agencies and organizations, for example, solicitors, housing providers and benefits agencies.

SCAIS is self-financing. Its service is provided free of charge to the person who needs interpretation and paid for by the requesting agency or organization (e.g. solicitor, GP, hospital). It does not derive any financial benefits from its links with the NHS, to which it pays rent. However, any profits made by SCAIS are used by the NHS to balance other, less profitable departments; and the situation of SCAIS has worsened because the NHS has imposed a freeze on recruitment.

SCAIS interpreters are freelance. Although they are very knowledgeable and urgently needed, they are employed on short-term contracts and earn very little (there has been no increase in interpreters' rates of pay since 1998). Moreover, interpreters are often not academically trained, and those who received training in another country often find that their qualifications are not recognized in the UK. The cost of studying for the Diploma in Public Service Interpreting is very high, the pass rate is rather low, and not all languages are offered. However, interpreters are tested for their language skills before they are hired (SCAIS is assisted in this by the universities), and they receive in-service training, as well as counselling to help them cope with the difficult cases they are often exposed to.

SCAIS has a policy of gender matching whenever possible; in other words, a female patient is accompanied by a female interpreter and a male by a male. If this is not possible an interpreter of the opposite gender is hired provided that the client agrees and the appointment does not involve examinations of an intimate nature. The demand for languages changes over time. A few years ago Farsi was the language most often requested; at the moment there is an urgent need for Slovak and Romani interpreters.

Every family in the UK with one or more children under five has a named Health Visitor who offers support through the early years, from pregnancy and childbirth to primary school and beyond. When families need specialist help, HVs introduce them to the appropriate agency. In the case of speech-impaired children, HVs try to determine the cause, though they often lack sufficient detailed and accurate information to make a reliable judgement. It is the job of speech therapists to work with all children who have a language impairment, whatever their first language. The tests therapists have to use with children from minority communities are open to criticism on the ground that they were designed for children whose first language is English and are culturally biased against children with some other mother tongue.

It is generally admitted that languages services in Sheffield are poorly coordinated. There is little interaction between the different institutions involved and a lack of joined-up thinking, which may be due in part to the way in which the government organizes funding. A revised City Languages Strategy will need to consider what local measures could be taken to improve the situation.

5 Languages at school

5.1 Introduction

In England the Department for Children, Schools and Families is the government body responsible for education up to the age of sixteen, and the Department for Innovation, Universities and Skills is responsible for all other education sectors. At local level the management and administration of education is the responsibility of the Local Authority.

The Education Reform Act of 1988 provided for the introduction of a National Curriculum and the delegation of budgets to schools; it also allowed primary and secondary schools to opt out of Local Authority control. Thus from the late 1980s schools lost much of the curricular freedom they had enjoyed, while Local Authorities lost much of their control over education. Central control was reinforced by inspection and evaluation policies, for which a new non-ministerial government department, OFSTED (Office for Standards in Education), became responsible.

Compulsory education in England lasts for eleven years, from 5 to 16. Most pupils transfer from primary to secondary school at the age of 11. Most secondary schools are comprehensive and do not operate a selective entrance system. The National Curriculum established four Key Stages for compulsory schooling: KS1 (5–7 years), KS2 (7–11), KS3 (11–14), and KS4 (14–16). Pupils are assessed by National Curriculum tests at the end of each Key Stage.

Under the School Standards and Framework Act of 1998 there are three categories of maintained school: Community, Foundation and Voluntary. Schools in all three categories work in partnership with other schools and the Local Authority, receive funding from the Local Authority, and are obliged to deliver the National Curriculum. Any maintained secondary school may apply to be designated a Specialist School in one or two of ten specialisms: arts (performing, visual or media), business and enterprise, engineering, humanities, language, mathematics and computing, music, science, sports, technology. Specialist Schools must meet National Curriculum requirements in full but have a particular focus on their chosen specialism(s). They are meant to play a key role in revitalizing education and must have a plan that includes working with the local community. In September 2007 (when the City Report was compiled) there were 223 Specialist Language Colleges, 15 Specialist Schools with a specialism in languages combined with some other area, and 71 Specialist Schools with a second specialism in languages – 309 in all. The government aims to have 400 such schools by 2010. Specialist Language Schools are expected to raise standards of achievement and the quality of teaching and learning in languages for all pupils. Other types of school are: City Technology Colleges, Academies (publicly funded independent schools with the freedom to raise standards through innovative approaches to management, governance, teaching and curriculum), Grammar Schools (which select all or most of their pupils on the basis of high academic attainment), Non-Maintained Special Schools, and Independent Schools (fee-paying, not maintained by the Local Authority or central government).

Current debates about the languages curriculum are largely shaped by two considerations: (i) it is no longer obligatory to learn a second or foreign language after the age of 14, and (ii) languages will be a compulsory element of KS2 (7–11) from 2010. Government policy on languages is encapsulated in the National Languages Strategy (2002), whose main objectives are:

- To improve the teaching and learning of languages in schools (including an entitlement to languages for all pupils in KS2)

– To introduce a recognition system (the Languages Ladder)
– To increase the number of people studying languages beyond school

Since 2003 there has been a significant expansion of language learning at primary level, but take-up of languages beyond KS3 has remained a challenge.

The implementation of languages policy is supported by a number of organizations and their networks: CILT (the National Centre for Languages); the Specialist Schools and Academies Trust; the Association for Language Learning; the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies; and the Universities Council for Modern Languages.

In Sheffield, education in the maintained sector is monitored and serviced by the Children and Young People's Directorate of the City Council. There are 5 nursery, 23 infant, 20 junior, 95 primary, and 27 secondary schools (including 2 Academies and two Roman Catholic schools). 25 of the secondary schools have achieved Specialist School status, three in languages and one in languages and sport. The remaining two schools are applying for Specialist School status.

There are six independent schools in Sheffield. Two are nursery and preparatory (primary) schools, four take pupils from a junior age to age 16, and two of these four also have sixth forms.

5.2 Languages at secondary level

5.2.1 Specialist Language Colleges (SLCs)

Specialist Language Colleges are meant to be international in their ethos and outlook, though they are not necessarily leaders in approaches to language teaching. When they were first set up they had to raise £100,000 in sponsorship; however, this was a problem for schools in poorer areas, and in due course the requirement was reduced to £50,000. SLCs must encourage as many pupils as possible to take two languages at GCSE. The national shift from obligation to entitlement raised fears that their students too would want to stop learning languages before GCSE. Lack of teacher training programmes appears to be one obstacle to offering a wider range of languages at school. To some extent this can be overcome by in-school training with mentoring and university supervision, which is a means of building capacity in less widely taught and especially community languages.

Sheffield has four SLCs, one of which combines specialisms in languages and sport:

King Edward VII

A comprehensive school for students aged 11–18, King Edward VII was Sheffield's first SLC. It is the most oversubscribed school in the city, with 3.5 applications for each place. However, SLC status is not a factor in attracting pupils: the school is strong across the board. Currently King Edward VII has 1,660 students aged 11–16, roughly equal numbers of boys and girls, and about 500 students in post-16 education, most of whom will go on to third level. Attainment is generally high. The socio-economic profile of the school is very diverse: students come from 35–40 primary schools across the city, about a third of them belong to BME communities, and there are 26 mother tongues, of which the largest are Urdu, Bengali, Arabic, Chinese, Somali and Panjabi. Only a tiny minority of pupils come to the school with very little English; they are assigned to mainstream classes but provided with focussed support.

The first foreign language taught at King Edward VII is Spanish. At the end of their first year pupils choose their second foreign language, either French or German. Currently 60% choose French and 40% German (the position of German has strengthened recently). Japanese can be learned recreationally from the age of 12. Of the community languages, only Urdu is taught for GCSE, though Chinese and Arabic are facilitated. There are problems of teacher supply in these languages, and pupils taking community languages are not necessarily already fluent in the language in question. The school achieves almost 100% take-up of one language to age 16, 20–25% of students take two languages, and a small minority takes more than two. At the age of 16 students can continue with languages to A Level. However, numbers are less than the school would like, which reflects national trends.

King Edward VII promotes its international dimension through various partnerships, study visits and Comenius projects. The Language College is a significant part of what the school does, developing links with primary schools, accommodating complementary schools at the weekend, and attracting some 350 adult learners each year. Since 2000 the school has been a Specialist Training School. In this capacity it works with both Sheffield universities to develop teacher education and with the Association for Language Learning to provide continuing professional development for language teachers.

Meadowhead

Meadowhead School's catchment area is Sheffield 8, where the population is mostly White, so relatively few of its 1,700 students come from BME communities. The school has a strong pastoral dimension, well-developed home–school liaison, and an effective support scheme for students with learning difficulties. The school building is arranged so that different subject groupings occupy different wings. The walls are decorated with evidence of the school's international contacts, not only in the languages wing.

Lessons finish at 2.45 p.m. and as many activities as possible are organized between 3 and 4 p.m., including language clubs and extra-curricular learning activities, sports, performing arts, and bands. During the Easter holidays the school organizes GCSE revision sessions with external teachers. It also offers evening classes in an attempt to engage the local community with languages – "continuation" courses in the first two terms, "holiday" courses in the summer term. In the evenings senior citizens use the school's woodworking facilities.

The non-teaching manager of the school's Languages Centre has a business language background. Her responsibilities include developing external links, securing funding, liaising with companies, and preparing students for company visits. One of the benefits of such visits is that they can help students to realize that they know more of the foreign language than they imagined. The NVQ scheme aims to equip students to perform foreign language tasks in practical working environments, whereas the Business Language Champions scheme is designed for students who are following more traditional academic courses. Meadowhead provides language training for Gripple staff (see 5.2.2 below).

Silverdale

Silverdale has about 1,250 students aged between 11 and 18+. It is situated in an affluent area in the south west of Sheffield. Students who live in the area come from middle-class families with high expectations; those from further afield tend to come from socially less advantaged families (often BME) with lower expectations. There is a lot of cultural diversity and richness in the school, and it is part of the school's mission to exploit this in positive ways.

From the beginning students at Silverdale learn two languages, French and either German or Spanish. Six classes are formed each year, three for either language pair. Many of the school's language teachers are native speakers of the language they teach. The fact that students are not allowed to opt out of languages is not a problem as parents are familiar with the specific profile of the school.

Silverdale believes that it is "important to develop continuity of language learning", where continuity refers to language learning experience in general rather than the learning of a particular language. The school tries to get as much information as possible from its four feeder schools in order to be able to build on students' earlier language learning experience. Transition is generally not seen as a problem because there is good cooperation with feeder schools and children have used the European Language Portfolio[9] and Languages Ladder.

Students from the Somali community make up 12% of Silverdale's population and are the largest minority. Because members of this group were seen to be losing their mother tongue and also had literacy problems in English, the school offers them a foreign language but also Somali and support for the development of literacy skills in English. There is one Somali teacher on the staff. At present Somali is assessed only by the Languages Ladder, but there are plans to develop an NVQ course in Business English and Somali Literacy.

Apart from Somali the main community languages at Silverdale are Urdu and Arabic. Most children with these mother tongues speak them fluently but are not literate in them. They are provided with support so that they can take their respective language at GCSE. Mandarin Chinese, assessed by the Languages Ladder, is offered to all students.

Silverdale hosts an Arabic complementary school. Classes are held in the evenings and on Saturdays, and students come from all over the city.

Parkwood High School

Parkwood High is in a socially deprived area with a high level of unemployment. This is reflected in the profile of the school's 700 students: 41% have prepaid school meals and 32% come from minority communities – Somali, Pakistani, Yemeni, Black African, Russian, Ukrainian and Slovak. The school benefits from effective leadership, a motivated team, and creativity in curriculum planning (in KS3 students have 13 of their 25 classes with the same teacher, an innovation prompted by reflection on primary practice).

Parkwood High recently attained Specialist School status with a dual specialism in languages and sport. Contrary to the national trend, the number of students taking languages at GCSE is rising. Three languages are offered: German, Spanish and French (before choosing their language students have five weeks of "taster" classes). In addition language and literacy support is provided in community languages (there is one qualified teacher for Arabic and one for Urdu).

The school has contacts with France, Germany and other countries; it is seeking to develop more links with business in order to show students the potential benefits of language learning.

[9] Devised by the Council of Europe; see Appendix 3.

5.2.2 Partnerships with industry: IBC (International Business Communication)

Gripple and AESSeals

Gripple has a total staff of 270 in Sheffield and offices and warehouses in Strasbourg and the US. 80% of its business is export, which means that languages are important. AESSeals, founded in Rotherham in 1979, is now the second-largest manufacturer of mechanical seals in the UK and the fourth-largest in the western hemisphere. It has 60 branches throughout the world and exports to 100 countries, so it has an obvious need for languages.

Gripple and AESSeals are both involved in the IBC scheme, which is designed for students who are following the NVQ programme in a language. The main aim of the scheme, which includes a special qualification, is to make students aware that foreign languages can be used in the workplace. As an integral part of their language learning students visit a company, ask prepared questions, and report on the visit afterwards. Observing business people using a foreign language can boost motivation for language learning at school; indeed, the vocational approach to language learning has been particularly successful with boys and there has been a steady increase in the number of boys taking languages at KS4. When IBC students visit Gripple and AESSeals they are given a talk in French or German and a tour of the factory.

As part of the Business Language Champions scheme, which was devised to involve more gifted pupils, Gripple has developed an action plan with Meadowhead School: the company provides a careers guidance talk when pupils are making their GCSE choices, and it may give preference to students from Meadowhead in the allocation of summer jobs. In return Gripple has access to language courses at Meadowhead.

5.2.3 Issues for reflection (secondary)

- At a time of curriculum change across the key stages it is essential that support networks for teachers such as the Strategic Learning Network are maintained. A revised City Languages Strategy should give careful consideration to the relation and interaction between its own and national initiatives.
- League tables mean that there is a lot of competition between schools, especially at a time when pupil numbers are declining.[10] Accordingly, schools must do all they can to ensure that they have a good standing. There are plenty of data to show that it is more difficult to get high grades in languages than in other subjects, and that tempts schools to reduce their languages offering. From a competitive point of view it may be better to drop languages (considered to be difficult) and focus on other subjects (for example, media studies, regarded as easier for students). Until about five years ago 90% of secondary students took a language at GCSE, with 50% getting A–C grades, whereas now fewer than 50% take languages but the overall grade averages have not gone up. Against this must be set the positive impact of the introduction of NVQ programmes in languages. These are issues that should be addressed in a revised City Languages Strategy.
- Another factor working against languages is believed to be the additional cost of visits abroad. In this connexion it is worth pointing out that most languages students in the Russell Group of universities (which includes Sheffield University) come from

[10] The current decline is forecast to continue until 2014–2015, when the secondary school population will be 9% less than at present. On the other hand, the number of primary pupils is forecast to rise from 2009–2010 and to increase by 5% over the next four years.

private education. A revised City Languages Strategy might usefully consider promoting schemes to assist pupils from disadvantaged backgrounds to participate in visits abroad.

- Some Sheffield stakeholders believe that the decision to drop languages as a GCSE requirement is an example of pressure exerted by central government that did not coincide with the local agenda. The decision is not about to be reversed, however, so a revised City Languages Strategy must consider how to promote language learning at KS4 without the support of a change in government policy. It should be noted that although no one compelled head teachers to remove languages from the KS4 curriculum, no one gave them incentives not to do so. This prompts the question: What kinds of incentive are available at local level?
- It is worth pointing out that utilitarian and vocational reasons for learning languages may have been over-emphasized in recent debates and other reasons neglected, especially the promotion of intercultural understanding. Greater emphasis could also be given to the importance of learning an additional language for the development of overall language and literacy skills. In addition it is worth noting that language learning can play a key role in the development of pupils' self-confidence and self-esteem. Ironically, schools that have substantially reduced their languages provision also tend to be schools where issues of confidence and self-esteem urgently need to be addressed. These are points that could usefully be developed in a revised City Languages Strategy.
- Some primary schools use CLIL (Content and Language Integrated Learning) to teach foreign languages: an approach in which curriculum content, e.g. in History, Geography or Science, is delivered through a second or foreign language. This has been found to benefit low achievers because the content provides additional comprehension support; at the same time it benefits more gifted learners because it provides many opportunities for further work. There seems no reason not to believe that CLIL could have a similar impact at secondary level. However, it is rare for languages teachers to cooperate with teachers of other subjects except within the framework of a special project. As the first responsibility of secondary school teachers is to deliver subject content, departments tend to work in isolation from one another. What is more, the National Curriculum is thought by some to be an obstacle to the development of cross-curricular approaches. These are issues that could usefully be explored further in a revised City Languages Strategy.
- Most schools try to enable pupils from minority communities to take GCSE in their home language but there is a serious lack of trained teachers. To combat this, some schools recruit teaching assistants to work with students in their home language. A revised City Languages Strategy will need to address the challenge of providing qualified teachers of community languages, including the languages of recently arrived immigrants.
- A revised City Languages Strategy might usefully seek ways of developing contact with EU education programmes.

5.3 Languages at primary level

5.3.1 Strategic support and coordination

In 2010–2011 languages become a statutory requirement for KS2. In early 2008 only three out of almost 100 primary schools in Sheffield had not yet introduced languages, 37

schools were already teaching languages at KS1, and some were doing so at foundation level.

Strategic support

The introduction of primary languages is organized using a pyramid structure, with a secondary school at the top and feeder primary schools underneath. Providing for continuity in the transition from primary to secondary is a major concern, which can only be addressed by effective coordination. At the same time it is possible to judge continuity in terms of language learning experience and language awareness rather than necessarily continuing at secondary school with a language begun at primary. An important part of coordination is the practice of having some primary languages classes taught by a teacher from the linked secondary school.

Native speakers of French and Spanish from the Modern Languages Teaching Centre at Sheffield University give language courses for primary teachers at beginner and intermediate levels, run as "twilight sessions" at the end of the school day. Courses in Arabic and Mandarin are in preparation.

The KS2 languages framework[11] has three main objectives: oracy, literacy, and intercultural understanding, supported by cross-cutting knowledge about language and language learning strategies. Literacy need not always involve continuous text and teachers are encouraged to display plenty of writing in the foreign language on classroom walls. This is an area that requires a lot more training – for example, in order to convince teachers that literacy in a foreign language supports literacy in English. As regards more general support, identified needs include information about the national context, model lessons, and teaching/learning materials. The European Language Portfolio for primary learners developed by CILT has been used successfully.

Between 2004 and 2008 there were 90 foreign language assistants working in Sheffield schools, but mostly at secondary level. Those who work in primary schools receive training at the beginning of the school year from one of the Regional Trainers. They are expected to support the class teacher rather than take over the language lessons.

A pilot project to establish Urdu as a curriculum subject has been introduced at Tinsley Junior School. One issue that remains unresolved is whether Urdu will be allowed to count as a modern foreign language, given that 95% of the pupils are already Urdu speakers.

Primary/Secondary Focus Group

The Primary/Secondary Focus Group comprises the School Improvement Adviser (Languages), the two KS2 Primary Languages Consultants, the Primary Transition Coordinator, primary and secondary teachers, and advisors. The group is charged with implementing the national Languages for All strategy for pupils aged 11–14.

In Sheffield it is usual practice for specialist language teachers from secondary schools to assist their feeder primary schools. Because KS3 is very much based on primary education methods, primary teachers can share their methodological experience with their secondary colleagues, who in turn can impart specialist language teaching experience. Schools can provide language classes for teachers in their own time, but in practice such classes are difficult to organize.

The Local Authority receives funding from central government, of which one third is retained to provide coordination, teacher training, etc., while two thirds are disbursed to

[11] http://www.standards.dfes.gov.uk/primary/publications/languages/framework

schools so that they can buy learning materials and other resources. The amount that schools receive is not sufficient to hire additional staff.

Strategic Learning Network Groups are being developed to address the issue of languages uptake at KS4. The main objective is to develop good practice by concentrating on particular issues, e.g. raising boys' interest in language learning. At the same time, NVQs are a good alternative to GCSE because they enable less academic pupils to achieve a worthwhile qualification that is focussed on communication. Piloted in 2003, NVQs are now available in 17 of Sheffield's 27 maintained secondary schools.

5.3.2 Languages at three primary schools

Monteney

The school's intake comes from a low socio-economic background (20% of pupils receive free school meals) but in early 2008 only one pupil came from a minority community. At entry pupils tend to have poor language skills in English, so a speech and language therapist is employed to work in the school one day a week. Different intervention strategies are used, especially as regards literacy development, with assessments at the beginning and end of intervention. A special needs coordinator is responsible for the diagnosis and the choice of methods and materials, mostly those produced by the government and available free of charge. Interventions can be undertaken by teaching assistants in the regular class, but often children with special needs are grouped separately. Each reception class has its own teaching assistant; otherwise teaching assistants are shared between two classes. Some teaching assistants are qualified and some are volunteers. Class teachers normally teach a class for only one year.

The school offers one foreign language, Spanish. The teacher is a "lead professional" and "framework trainer" for KS2. She teaches in the secondary school to which Monteney sends its pupils and in the three other feeder schools. In this way she can guarantee continuity and at the same time apply useful primary teaching techniques in the secondary school.

Ecclesall Junior School (i.e. KS2 only)

Ecclesall started to teach foreign languages in 2002 as a member of the Pathfinder Project, which was set up to explore how best to introduce languages in primary schools. Ecclesall is a feeder school for Silverdale, so teachers of French from Silverdale teach alongside the regular class teachers in Years 5 and 6. The Silverdale teacher who gives two classes a week in Ecclesall uses a CLIL (content and language integrated learning) approach, teaching elements of curriculum content through French. Ecclesall staff are given the opportunity to take courses in French or Spanish (10–12 hours over ten weeks), and in this way some of them have learned languages for the first time. Ecclesall teachers are also able to go to Bannerdale (the Local Authority Teachers' Centre) for training in how to use the materials produced by the Wakefield Scheme. Ecclesall pupils who are learning Spanish have named partners in Spain; those learning French go on a trip to France; and Ecclesall has an exchange arrangement with France that brings French teachers to work in the school.

Greenhill School

Greenhill School offers French, German, Spanish, Italian and Chinese. By the end of KS2 pupils are tuned in to languages but do not have significant proficiency in any particular language. Like Ecclesall, Greenhill gets support from its partner secondary school.

Greenhill teachers start by team-teaching a language, then teach on their own; problems arise when teachers who have developed language teaching skills leave the school. Greenhill encourages pupils with a mother tongue other than English to contribute to the general exploration of language.

Both Ecclesall and Greenhill use the European Language Portfolio.

5.3.3 Issues for reflection (primary)

- A major concern of many stakeholders is the low level at which they perceive the introduction of primary languages to be funded. A revised City Languages Strategy will need to address the challenge of developing languages provision at primary level at a time when resources are scarce.
- The primary sector has had to cope with non-stop innovation for the past 10 years, and many teachers feel that constant demands for change are not supported by adequate preparation or coordination. A revised City Languages Strategy will need to consider how to ensure that the innovations it proposes are thoroughly prepared and coordinated.
- The introduction of languages at KS2 is hampered by the fact that teachers often do not have high levels of foreign language proficiency. It thus seems self-evident that language learning and language teaching methods should become obligatory components of pre-service primary teacher education. Pending such a development, there is a need to explore the possibility of teacher release in order to enable primary teachers to engage in more intensive language learning. A revised City Languages Strategy should consider how this might be achieved.
- The success of primary languages will clearly depend in part on effective cooperation between secondary schools and their feeder primary schools. In some cases arrangements have been described as “pretty ad hoc”, “very inconsistent”, and “not particularly satisfactory”, while in others schemes have been introduced that are judged successful and productive for both sides. A revised City Languages Strategy will need to consider how best to promote mutually beneficial cooperation between primary and secondary schools. In this connexion it is worth reflecting on the view that there can be negative and positive aspects to the situation of secondary languages teachers who serve several primary schools. On the negative side, the short amount of time spent in each school means that it is impossible to forge cross-curricular links or provide pupils with reinforcement between their weekly lessons. On the positive side, a trained language teacher can deliver effective language classes and provide some coaching for her primary colleagues.
- Concern has been expressed that children enter KS3 with very different language learning experiences, ranging from “patchy language awareness” to “explicit language learning experiences in different languages”. It is important to point out that no group of learners is ever entirely homogeneous. Even when a class has been taught by the same teacher for several years learning outcomes vary from pupil to pupil. This fact implies that language teachers need to be able to diagnose the competence of individual pupils and to individualize their teaching on the basis of such diagnosis. A revised City Languages Strategy could usefully consider how best to promote the development of these pedagogical skills, which are equally important at primary and secondary levels.
- It is the official view is that all language teaching should help to develop pupils’ literacy. A revised City Languages Strategy might consider the implications of this view for classroom practice and continuity from KS2 to KS3.

- It has been observed that children from minority communities often learn a foreign language very easily because they are already experienced in dealing with more than one language. This implies that community languages have a positive and explicit role to play in languages education at primary level. The assessment provided by Asset Languages has helped to create more positive attitudes to the use of community languages in the classroom, and a revised City Languages Strategy will need to consider how best to build on this foundation. In doing so it will be necessary to take account of the fact that Sheffield Hallam and the University of Sheffield have both made unsuccessful attempts to introduce training for teachers of Urdu, and that it has proved difficult to attract more BME students into teaching.
- At the Round Table one primary head teacher expressed the hope that assessment will not become the "be all and end all" for languages as it is for other areas of the curriculum. A revised City Languages Strategy could usefully reflect on the role of assessment in primary languages teaching.

5.4 Association for Language Learning

The Association for Language Learning (ALL), a voluntary membership organization, is the national subject association for language teachers and plays a key role in supporting teachers' continuing professional development. ALL protested very strongly against dropping languages as a GCSE requirement. The close collaboration between ALL's South Yorkshire branch and the Specialist Language Colleges is a relationship of mutual benefit that could be further developed both in South Yorkshire and nationally. Most ALL members are secondary teachers, though some are university teachers. It is thought that the introduction of primary languages is unlikely to attract large numbers of primary teacher members – as generalists primary teachers cannot join every subject association, and most primary schools would find it difficult to afford group membership.

6 Languages in further and higher education

6.1 Further education: The Sheffield College

6.1.1 Modern Foreign Languages

The Sheffield College is one of the largest Further Education colleges in the UK and the major provider of modern foreign languages to post-16 and adult learners in the city. The college's offering is designed to

- provide languages courses within A Level programmes that are an integral part of a 16–18-year-old portfolio of study;
- provide specific language training for students taking vocational courses;
- meet the needs of adults who wish to study languages to enhance their employment prospects;
- meet the needs of a population that has ready access to travel in Europe and beyond;
- help expose learners to other cultures;
- provide opportunities for "recreational" language learning.

In 2007–08 1,472 students were registered for courses in nine languages: Arabic, Chinese, French, German, Greek, Italian, Japanese, Spanish and Turkish; the three most popular languages were French, Italian and Spanish. The number of students taking AS/A Level courses is declining in line with the national trend; where previously it was common for students to take two languages, now the college struggles to fill day-time classes. Five languages have been dropped in the last five years: Dutch, Farsi, Portuguese, Russian and Urdu.

There is a small languages component in Travel and Tourism, but there could have been a greater championing of languages in the new diploma courses introduced in September 2008. For example, community languages, including eastern European languages, might have been part of the Health and Social Care diploma.

Evening classes for adults range from beginners to A Level. Numbers here are "vibrant" and learners tend to be highly motivated. At the same time, The Sheffield College is obliged to provide accredited courses and finds itself in competition with providers of short courses that are not accredited and therefore cheaper. Moreover, the funding mechanism for adult education is creating serious problems: fees go up annually (by 16% in 2008–2009) and this has a negative impact on student numbers, especially in the over-60 age group.

The Sheffield College has identified two "pools of sunlight" in the languages scene: an increase in the number of students from minority communities who want to achieve accreditation in their home language, and a request from a secondary school to deliver languages courses to KS4 pupils. These are significant developments whose implications could usefully be explored in a revised City Languages Strategy.

6.1.2 English

The Sheffield College offers a range of English language courses to over 2,000 learners from a large number of different nationalities. There are two kinds of provision: EFL (English as a foreign language) and ESOL (English for speakers of other languages). Full-time EFL courses are offered to overseas students who are seeking admission to a British university; part-time courses are aimed at learners who come to Sheffield for a limited period in order to improve their English and gain experience of British culture. Students

taking both kinds of course tend to be highly motivated. ESOL courses are aimed at Sheffield residents – refugees, asylum seekers, and migrant workers (especially from Poland) – who wish to improve their proficiency in English. A change in government funding policy will compel the college to increase fees significantly in 2008–09, which may have a negative impact on student numbers. However, students on welfare benefit will still be entitled to free courses.

The curriculum at The Sheffield College is assessment-driven, which means that the college has to choose which examinations students will take and develop courses accordingly. Teachers have flexibility as regards what and how they teach in their classroom. The college has provided a lot of staff training and development in pedagogy and didactics; students are required to develop individual learning plans; the proficiency levels of the CEFR are used for reporting student performance; and the European Language Portfolio has been tried but has not been widely adopted.

Migrants aged 16–18 need intensive ESOL courses. The integration of ESOL with other courses and coordination between ESOL and other staff have been identified as issues that require further development. Two particular challenges are the provision of dyslexia support and literacy development for students who are not literate in their first language. There has recently been an increase in the inclusiveness of ESOL provision; for example, blind and deaf students are now catered for. Although the college does not make systematic use of the language skills that students bring with them, some students informally act as interpreters. There is also anecdotal evidence of quite a high degree of informal language learning in the college. No research has been undertaken on the impact of ESOL on students' daily functioning in Sheffield society. A revised City Languages Strategy might usefully promote an impact study of ESOL provision in Sheffield generally.

6.2 The University of Sheffield

6.2.1 Introduction

The University of Sheffield is a member of the Russell Group of UK universities. In July 2007 it had over 24,000 students and over 5,750 staff. 17% of the students were from overseas, from 128 countries; the top five countries were China, Malaysia, India, Germany and Japan. Sheffield University has all the major disciplines except veterinary science; Sheffield Teaching Hospitals Trust is closely linked to the Faculty of Medicine and half of the research in the university is medical. In 2006–07 students of foreign languages represented 7.25% of all undergraduates and 9.4% of all postgraduates.

The university is unusual in the breadth of language teaching that is offered and is in the top 20 universities in Europe as regards the number of student exchanges. There is, however, no research on the impact of Erasmus exchanges on Sheffield students' foreign language proficiency. The establishment of a Confucius Institute at the university arose from relations with universities in Beijing and Nanjing; and the White Rose University Consortium (comprising the universities of Sheffield, Leeds and York, which together have similar research power to Oxford and Cambridge) has set up an East Asia Centre. The Language Education Policy Profile is likely to be of interest to the university, especially the social sciences, the various language departments, and the medical faculty.

Internationalizing the university is a major priority. The university organizes an international week with national days, but the Pro-Vice-Chancellor for International Relations told the Council of Europe Experts that more could probably be done to promote the languages and cultures present in the student community.

6.2.2 School of Modern Languages and Linguistics

The School of Modern Languages and Linguistics (SOMLAL) has departments of French, Germanic Studies, Hispanic Studies, and Russian and Slavonic Studies. Whereas at other universities enrolments in languages degree programmes have decreased, at Sheffield they have increased. This is thought to be due to the range of languages offered, which includes a number of less commonly taught languages (Catalan, Czech, Danish, Dutch, Polish, Portuguese and Russian), and the flexibility of course structures – students may take a foreign language in combination with another subject, for example, Cultural Studies, Film or Politics.

The majority of Sheffield's languages graduates go straight into the labour market; they may not need their language skills, but they use the transversal skills they have acquired. Only a few graduates go into teaching. SOMLAL's alumni club provides undergraduates with career advice, and contacts with companies abroad are used to arrange student placements.

SOMLAL has expressed an interest in engaging in constructive dialogue with the city, despite the fact that previous efforts to do so proved frustrating. There is some interaction with secondary schools, though it is admitted that more could be done in this regard.

6.2.3 School of East Asian Studies

The School of East Asian Studies (SEAS) teaches courses in Japanese, Chinese and Korean. It admits 90 undergraduate students each year, 45–50 in Japanese and 20–30 in Chinese (student numbers have doubled in the past 5 years). Students come mostly from the UK and tend to choose SEAS because they are interested in East Asian culture, arts, sports, etc. rather than languages; economic reasons for choosing East Asian languages are becoming more important. SEAS is not directly affected by the decline of foreign languages in the school system because almost all students come with no previous knowledge of their chosen language. SEAS addresses this by providing an intensive first year and requiring students to spend a language year abroad. Some SEAS graduates return to work in the place where they spent their language year; others work as interpreters and translators in the UK; and there is also significant interest in cultural jobs.

SEAS has a distance learning centre and invests a great deal in the development of new technology and methods of delivery. It is also involved in the White Rose East Asian Centre, where there is a need for high level language training, and the Confucius Institute, which promotes Chinese culture and the teaching of Chinese in schools, and itself provides language courses for the wider community. The Confucius Institute cooperates with the Chamber of Commerce, and SEAS students work for the British and EU Chambers of Commerce in Beijing.

Chinese and Japanese are becoming more popular in secondary schools, and SEAS regards this as an opportunity for itself and the School of Education, which offers PGCE courses in Chinese and Japanese. However, it can be difficult to place student teachers of these languages in Sheffield schools.

6.2.4 Modern Languages Teaching Centre

The Modern Languages Teaching Centre (MLTC) provides language courses for non-specialists. Most students take general language courses within a modular degree structure; some take courses in languages for specific purposes, for example in a science degree with a language. MLTC student numbers have increased by 30% in the past 5 years, with particular growth in beginners' and post-A Level courses. Some science departments are

looking to increase the amount of foreign languages their students can take because they find that this attracts better students. At the same time, however, other departments are reducing the number of "free" languages modules they allow their students to take. Moreover, in many departments students are permitted to take external modules only in their first year, so students who want to develop their foreign language proficiency throughout their undergraduate course must do so on an extra-curricular basis and pay for it themselves. The number of students in this category is growing significantly. Discussion is ongoing as regards university policy on language modules and the suggestion that all Sheffield graduates should have some foreign language proficiency in their profile.

6.2.5 School of Education, Department of Educational Studies

The PGCE course provided by the School of Education's Department of Educational Studies is unique in its languages offer. It recruits 37 students each year and almost always fills its quota. The languages catered for are French, German, Spanish, Russian, Japanese, Mandarin and Urdu. For Mandarin and Japanese the Department sends students on placement to schools around the country.

In 2007 the Department introduced the MA in Applied Professional Studies in Education. This has a subject focus as well as a focus on professional development and classroom-based enquiry for teachers (including newly qualified teachers). In 2008 the Department introduced an EdD (Educational Doctorate) in Language Learning and Teaching; it also offers PhD studies in languages. The Department works closely with the Association for Language Learning.

The Department has strong relations with a range of national and international organizations. CILT's Northern Graduate Teacher Programme (GTP) is run by one of its PGCE tutors, who also works one day a week with CILT on the TDA-funded website for language tutors on PGCE courses (ITTMFL). The Department has been involved in national research into e-learning in Languages, Linguistics and Area Studies (together with the Modern Languages Teaching Centre), and in international projects such as EuroPAL (European Pedagogy for Autonomous Learning).

6.2.6 English Language Teaching Centre

The English Language Teaching Centre (ELTC) is part of student services. Originally its function was to provide English language support for overseas students, but it now devotes more of its resources to preparatory courses that are taught from September to June. It also provides an intensive summer programme from July to September and support for students with dyslexia. The ELTC has developed a strong relationship with the recently established Sheffield International College, which runs academic foundation courses (ELTC provides English language teaching and contributes to the assessment of students at the end of the programme). In addition the ELTC has recently employed a teacher trainer so that it can offer teacher training courses (CELTA and DELTA, the Certificate and the Diploma in English Language Teaching to Adults).

The ELTC is open to collaboration with the MA in Applied Linguistics, which attracts about 25 students each year, though financing such collaboration is problematic. The ELTC is exploring the possibility of introducing credit-bearing EFL modules for international students, e.g. in technical writing or some other specialism. Historically it has not had very strong links with the local community. However, when the CELTA course is introduced it may be possible to offer free classes for members of the immigrant community as a way of providing students with teaching practice.

6.3 Sheffield Hallam University

6.3.1 Introduction

Sheffield Hallam is one of the 30 new universities established in the early 1990s. Previously it was a polytechnic, and its degree-level and other courses retain a strong vocational thrust; it also maintains close links with local business and industry. Sheffield Hallam has 30,000 students, of whom 35% are part-time; it has a high proportion of mature students.

The university has a much higher profile internationally now than it had five years ago. It actively recruits overseas students and seeks to ensure that they are fully integrated into the student community. On some courses where the study of languages is not compulsory, the number of students who spend study time abroad is quite low. This may be because of lack of proficiency in foreign languages, for financial reasons or because they do not wish to lose contact with their Sheffield networks. However, a placement year, whether at home or abroad, is a key element in the university's employability agenda and the university invests considerable resources in ensuring students successfully complete and benefit from a work placement. The university also encourages students to take advantage of the opportunity to study abroad. Erasmus funding provides valuable additional financial support for students undertaking a study placement in Europe. The US tends to be the destination of choice for those students who do not speak a second language.

6.3.2 Modern Foreign Languages

Modern foreign languages belong to the Faculty of Organization and Management. Language degree modules are an integral part of BA Honours courses in (i) International Business with a Language, (ii) Two Languages with International Business, (iii) Two Languages with Marketing, and (iv) Two Languages with Tourism. These degrees include one Erasmus semester in a foreign university and an 11-month work placement in a company in a relevant foreign country. Five languages are offered: German and French (both post-A Level only), Spanish (*ab initio* and post-A Level), and Italian and Chinese (both *ab initio* only). In the past three years there has been a decline in student numbers, though this decline was reversed in 2007–2008. Sheffield Hallam University is a national Centre for Excellence in Teaching and Learning (CETL) in Embedding, Enhancing and Integrating Employability (E3I). As part of its employability framework, consideration is being given to awarding students a "certificate of employability". The combination of study and work placement abroad has a significant impact on students, improving both their foreign language proficiency but also their self-confidence.

Sheffield Hallam also offers languages modules as part of its University Language Scheme. These modules are optional and open to all students in the university. They are available in six languages – French, German, Spanish, Italian, Japanese and Chinese – at a variety of levels. The number of students taking them has declined in the past three years.

Students are supported in their language learning through the use of the VLE Blackboard, where they can access a range of multi-media resources, including interactive online quizzes, audio and video files, and blogs and wikis for collaborative learning and the production of e-portfolios. Using the VLE, staff can monitor student activities and provide feedback online. At intermediate and advanced levels, students complete a reflective portfolio designed to develop their autonomous learning skills and to enable them to tailor their learning to their specific needs in all skill areas.

Sheffield Hallam is one of a number of universities throughout Yorkshire and Humberside participating in a HEFCE funded project called "Routes into Languages", which aims to

increase the uptake of languages at key stages in the secondary curriculum and to widen participation in language study particularly by children attending schools where language study is not strongly promoted.

6.3.3 TESOL

Sheffield Hallam's TESOL Centre was recently divided into two departments, one providing English language support for overseas students and the other offering training for teachers of ESOL.

English language support takes various forms: a year-round programme in English for International Students; preparation courses for the IELTS exam; a full-time pre-sessional course in academic English; a credit-bearing module in English for Academic Purposes for Erasmus students; part-time English language support for international students across the university; and a Language Advisory Service of 30-minute one-to-one consultations. There is also a 24-week diploma in English and Business that prepares overseas students for entry to a taught master's course. English language support courses are free for registered students (they are paid for from special initiative funding); other courses must be paid for by the students themselves.

Because timetabling English language support is a major problem, multi-discipline courses are offered several times a week and students choose the time that suits them. About 400 students enrol each year, of whom about 25% drop out.

On the teacher education side the Centre offers postgraduate TESOL programmes; the students are mostly native speakers of English. At Certificate level the Centre offers various versions of the Trinity College London Certificate, which has proved very successful for people who are contemplating a change of career, perhaps later in life. Free classes are offered to the wider community in order to provide students with teaching practice (this arrangement attracts European immigrants, especially Poles). The ESOL Diploma combines elements from Trinity College London and Sheffield Hallam. The master's degree in ESOL, which currently has between 80 and 90 students, can only be taken at distance.

Sheffield Hallam used to provide a two-year English language course at a secondary school in Beijing as a means of recruiting Chinese students and at the same time preparing them for university study in the UK. This has been replaced by a test: SHELT (Sheffield Hallam English Language Test) which the university itself administers in China.

6.3.4 Languages Teacher Education

Secondary – Sheffield Hallam admits about 20 students a year to its PGCE in modern foreign languages. Students mostly combine French with either German or Spanish; occasionally students are admitted with German or Spanish only, but it can then be difficult to secure school placements for them. Sheffield Hallam is in partnership with the University of Hull, which runs a French extension course for those students who need to add French to German or Spanish. The course lasts 14 weeks, including a two-week stay in France, and is supported by the Training and Development Unit. A similar intensive course in German has been launched by the University of Newcastle. Numbers were down in 2007–08, which it is thought could be the beginning of a decline.

In the UK all PGCE programmes comprise a 36-week course, of which 24 weeks are spent in school. All students must spend time in at least two different schools. At the beginning of the academic year Sheffield Hallam students spend three and a half weeks in the university; then they have a week's induction in their first placement school; for two

weeks after that they spend two days a week in the university and three days in school; and then they have a block placement in the school supported by weekly formal contact with their mentor. They are assessed against competence standards, and it is their responsibility to assemble evidence of their competences. At the end of the first placement their mentor produces a report, a copy of which is sent to their second placement school. After Christmas the same scheme is repeated, but with a longer block placement.

In England teachers are not trained to teach both a language and a non-language subject. This would appear to be a serious impediment to the development of CLIL (content and language integrated learning) programmes. However, the Training and Development Unit funds placements designed to prepare teachers of French to deliver curriculum content through French and in-service courses are provided by other agencies besides the universities (for example, the Association for Language Learning). Acting as a mentor for trainee teachers can count towards a master's qualification.

Primary – In response to the introduction of modern foreign languages at KS2, Sheffield Hallam has joined a training scheme for primary teachers coordinated by the Training and Development Agency. Within this scheme the university provides initial degree-level training for primary teachers who wish to teach French as well as the rest of the primary curriculum. Students take a French course offered by the University Language Scheme in their first year and a module worth 10-ECTS credits[12] that combines language and cultural content in their second year. This prepares them for a four-week placement in France, also in their second year, which includes teaching French pupils through French. The third year of study includes modules on language teaching theory and subject leadership.

Sheffield Hallam has provided initial professional development courses for primary teachers of French, helping them to enhance their language and language teaching skills. As part of the 500 Teachers Scheme, funded by the Training and Development Agency, the university has twice sent 9 students to France for two weeks. They spend the first week taking a language course and the second week shadowing a French teacher in his or her classroom. The scheme aims to forge permanent links between schools in England and France. Sheffield Hallam and CILT have joined forces to provide in-service training for mentors.

6.4 Issues for reflection

- The absence of a languages component from so many courses in further education tends to institutionalize the belief that native speakers of English do not need to learn languages. A revised City Languages Strategy could usefully address this point.
- It is sometimes argued that language learning can increase tolerance, make people listen to others more carefully, and foster the development of transversal skills that enhance employability; also that languages graduates are good communicators, can give effective presentations, and thanks to their obligatory year abroad, have learned to adjust to new situations. A revised City Languages Strategy might consider these points when developing introductory arguments in favour of learning languages.
- The number of students taking university courses with a language component is likely to fall as a result of the decision to drop languages as a GCSE requirement, and in due course this will lead to a decline in teacher supply. A revised City

[12] The European Credit Transfer and Accumulation System is used to compare programmes of study and student performance in higher education across the European Union and other collaborating European countries.

Languages Strategy will need to consider whether there are any steps that Sheffield can take to counteract this trend.

- Informants at the University of Sheffield were critical of standards generally, arguing that A Level has to make up for deficiencies at GCSE and university has to make up for deficiencies at A Level. A revised City Languages Strategy might usefully consider how to promote more effective coordination between the different educational levels.
- It seems that many overseas students are not ready for university study through English. European students tend to improve more quickly than their Asian peers, perhaps because they are more fully integrated in the wider community and thus have more sustained contact with the English language. A revised City Languages Strategy could explore ways of addressing this problem via forms of community action.

7 Some reflections on issues of concern and some suggestions regarding future action

It was noted in Chapter 2 that the decision to develop a Language Education Policy Profile for Sheffield was prompted by three aspirations: to review and update the City Languages Strategy; to help raise the national and international profile of the city; and to engage the interest and commitment of non-educational sectors. The issues of concern identified in the City Report were: the decline of languages in the educational system post-KS3; the introduction of languages at KS2 and the transition from KS2 to KS3; the impact of changes in government funding policy on the take-up of ESOL and foreign languages in the further education sector; and the strengthening and further development of cross-sectoral links. To these concerns it is necessary to add the first objective of the City Languages Strategy: to recognize the diversity and equal worth of languages spoken and taught in the city. This chapter first offers some reflections on these issues of concern, then makes some general suggestions regarding future action. These should be read together with the suggestions made earlier in the Profile, especially in sections 5.2.3, 5.3.3 and 6.4. It is hoped that together they will help to inform the development of a revised City Languages Strategy.

7.1 Reflections on issues of concern

7.1.1 Community languages

Chapter 1 presented the Council of Europe's language education policy, which is built on the concept of plurilingualism. While the development of plurilingualism is increasingly recognized as a central aim of language education, its implementation is only just beginning in most educational contexts,[13] and Sheffield is no exception in this regard.

Asset Languages has made assessment available in a number of languages that were previously excluded from formal recognition; and wherever possible schools encourage students from BME communities to take GCSE in their home language. At the same time, however, there is no evidence that students from the majority community are systematically introduced to any of the minority languages that abound in Sheffield. There are two reasons why serious consideration should be given to this issue. The first has to do with social cohesion: teaching pupils from the majority community even a few words of a minority language should help to persuade them that the language is a positive possession, not a deficit. The second reason has to do with Sheffield's desire to be known as a city where language learning is actively encouraged and successfully pursued. It is always a major challenge to pass from language learning to language use, and this is clearly in the minds of some primary teachers who consider that their pupils rarely have an opportunity to interact with native speakers of the language they are learning. They have in mind native speakers of French and Spanish; but with so many languages other than English present in the community, it is worth asking whether French and Spanish are the most appropriate choice for pupils' first encounter with another language. If they were to learn no more than simple greetings in Urdu or Somali or Arabic or Chinese, it would at least be possible to create opportunities for them to use those greetings in social encounters. It is worth adding, moreover, that from a language development perspective there are

[13] It is worth noting, however, that the Council of Europe is currently preparing a guide to the development and implementation of curricula for plurilingual education.

advantages in learning even a few phrases of a language that is typologically very different from one's own.

During their study visit the Council of Europe Experts were told several times that there is a lack of trained teachers of minority languages. This is clearly a serious obstacle to the inclusion of community languages as fully fledged curriculum subjects. But it should not be an obstacle to the cultivation of a plurilingual climate in which pupils from different language backgrounds learn from one another and deal on a daily basis with the multilingual reality of the society to which they belong.

It is no doubt inevitable that complementary schools are set apart from the educational mainstream, given that they are catering for a minority whose needs cannot be met by mainstream schooling. But closer links between all teachers of languages to children and adolescents would be beneficial, especially as regards the development of effective teaching approaches.[14] These need to recognize that academic language always differs from the vernacular: when community languages are taught to community members at school with a view to developing literacy in those languages, learners are given a cognitive tool that they will not easily develop outside educational contexts.

7.1.2 Languages at school

Secondary

Throughout the LEPP process there has been criticism of the decision to drop languages as a KS4/GCSE requirement. Those outside the education system expressed the belief that languages should have a more prominent place in the curriculum; language professionals were concerned that the decline of languages at GCSE will mean a further decline at A Level, which in turn will mean fewer languages graduates in the future, and thus fewer languages teachers. These concerns are fully justified, but it is worth pointing out that languages at A Level have been in decline since 1992, leading to the closure of languages departments at a number of universities. It is also worth noting that one of the reasons for dropping languages as a GCSE requirement was the generally low level of achievement. During the Council of Europe Experts' study visit the narrow scope of A Level compared with school-leaving examinations in other European countries was not a topic of discussion. But it is difficult to see how languages can come to play a more central role in English education unless the scope of A Level is broadened. This is a national issue, of course, but a city with a strong commitment to a languages strategy, as represented in its Language Education Policy Profile, may well be able to influence national debate.

The IBC scheme is a commendable achievement, as is the commitment of Gripple and AESSeals. Between them they respond to the second and third objectives of the City Languages Strategy, to challenge the idea of languages as elitist and promote languages for all, and to halt the decline in the number of those studying languages. But while it is important to make secondary students aware of the usefulness of languages in the world of work, it is also important to stress the other benefits that language learning can bring. However well students are prepared, their visit to Gripple or AESSeals is one event in their two or three years of language learning at secondary school; whereas language learning that connects with their interests may broaden their horizons in a much more immediate and sustained way, especially if their learning is supported by access to the internet and other new technologies.

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[14] The project "Our Languages" (www.ourlanguages.org.uk/) has been funded to promote collaboration between complementary and mainstream schools. The South Yorkshire Branch of the Association for Language Learning is coordinating a number of accreditation clusters.

Primary

A great deal of effort is being put into the introduction of languages at KS2, much has been achieved in a short space of time, and strong relations are evolving between some primary and secondary schools. At the same time it is clear that this major innovation poses a significant challenge to primary teachers, many of whom must now learn a foreign language for the first time in order to teach it. Although much has already been done to develop teacher proficiency, the work of the Local Authority and its partners in this area is clearly far from finished.

Primary schools are required to provide one 30-minute language lesson a week and to integrate the foreign language with other activity for 30 more minutes. Given such a small allocation of time it may be unrealistic to expect that languages at KS2 will produce significant levels of communicative ability.

Transition

When primary languages were introduced in the 1960s, the scheme failed because transition from primary to secondary was not adequately provided for. This may help to explain why transition figures so prominently in current discussion about languages at KS2. There appear, however, to be two quite different understandings of what successful transition should entail. Officially it is the goal of primary languages to raise interest and awareness and thus motivate pupils for further learning. From this perspective transition should be seen in rather general terms: pupils arriving at secondary school with an awareness of languages and language learning and an interest in learning more. Unofficially there is a widespread view that the purpose of teaching languages at primary level is to compensate for the absence of languages at KS4. According to this view, effective transition depends on doing everything possible to ensure that pupils who learn (say) Spanish at primary school all arrive at their secondary school with similar knowledge so that classes are as homogeneous as possible (though, as we pointed out in 5.3.3, the idea that classes can be homogeneous in the first place is an illusion). The effort to develop "families of schools" and to have some primary classes taught by secondary teachers seems to reflect the second of these views. But it is clear that this approach can only ever achieve partial success, simply because there are so many more primary than secondary schools in the city. For this practical reason alone it is worth giving serious consideration to teaching community rather than foreign languages in primary schools (see above).

Pedagogy

Until the introduction of comprehensive schools in the 1960s, foreign languages were taught only at grammar and independent schools. This gave them an elite status that they have never managed to lose; indeed, their "difficulty" seems to be confirmed by the fact that GCSE grades in languages are lower than in other subjects. Despite more than two decades of research that stresses the importance of communicative goals and shifts the focus from teaching to learning, attempts to transform languages into a "universal" school subject have clearly met with only limited success. The very existence of a City Languages Strategy implies a serious interest in how languages are learnt in different contexts, and thus how they should be taught. In other words, pedagogical experiments and their empirical evaluation should play a central role in the implementation of the strategy, and should impact on the continuing professional development of teachers. In this the city could seek the support and assistance of the Association for Language Learning.

ESOL (English for speakers of other languages)

Across Europe educational systems face the challenge of integrating large numbers of non-native-speaker pupils and students. English language support for pupils and students from minority communities was not a topic of discussion during the LEPP process. However, one school that the Council of Europe Experts visited makes special provision to support the English language development of Somali students; and the Experts were told that BME students aged 16–18 need significant levels of English language support. This suggests that English language support for non-native-speaker pupils and students should be included in a revised City Languages Strategy.

7.1.3 Adult education

Changes in government funding arrangements are likely to have a negative impact on numbers taking ESOL and foreign languages in further education. This is a national rather than a city issue, but one on which it may be appropriate for the city to lobby central government.

7.1.4 Links between education and other sectors

Creative Sheffield and the Chamber of Commerce both recognize the importance of languages for Sheffield's development as a city with a strong international profile and strong international links, but it is clear that more needs to be done to forge and exploit links between education and other sectors of Sheffield society. The city is justly proud of IBC and the contribution that Gripple and AESSeals make to the project. Nevertheless most companies in the city tend to believe that "English is enough". Clearly, a revised City Languages Strategy will need to address this issue.

Exchanges during the LEPP process led to the conclusion that the economic sector is primarily interested in high-level language skills, whereas the educational sector is concerned with disadvantage. Moreover, "business multilingualism" (focused on foreign languages) and "social multilingualism" (created by the languages of minorities and immigrants) seem to point in opposite directions. A major challenge for a revised City Languages Strategy will be to bring these not obviously compatible perspectives into fruitful interaction.

7.2 Some suggestions regarding future action

The task of updating the City Languages Strategy and overseeing its implementation and evaluation should be the responsibility of an independent representative body that reports to Sheffield City Council. Languages Sheffield has evolved out of the Multilingual City Forum, which oversaw the production of the 2004 City Languages Strategy. It already brings together key interest groups, and thus provides an appropriate foundation for such a body. Given the complexity of the English system and the limited responsibility that the Local Authority has for secondary schools, the successful implementation of an updated City Languages Strategy will depend on the willing cooperation of all concerned. This is a major challenge.

The independent representative body will require funding; it will not be able to function, for example, unless it has premises, a small full-time staff and a professionally designed and maintained website. The implementation of the strategy will also need funding, though that may come from sources other than the public purse. Ideally the independent representative body should be accommodated in a central location, preferably in premises large enough to host meetings, hold language-related exhibitions, and house a resource centre. It would act as a clearing house for all information on languages in Sheffield and

would make use of local, regional, national and international networks to promote the languages agenda.

Successful implementation of the City Languages Strategy will require two kinds of research. The first kind is sociolinguistic. Multilingualism is one of Sheffield's distinguishing characteristics, but it cannot be adequately described, far less understood, in the absence of a large-scale sociolinguistic survey and separate studies of the different language communities. To date only the Yemeni community has been the focus of serious linguistic study. The second kind of research has to do with the empirical evaluation of language learning outcomes and needs to underpin the pedagogical experimentation referred to in 7.1.2. For example, the European Language Portfolio is widely used in primary schools. It would be useful to know how it is used and what impact its use has on pupils' motivation, language awareness and communicative proficiency with the objective of increased dissemination and use. In England the only ELP model that has been implemented on a large scale is the one developed by CILT for primary schools. Sheffield could demonstrate its commitment to languages and language learning by supporting the development of ELPs for learners in secondary, adult and higher education. This would also provide a common focus for pedagogical experimentation and empirical evaluation.

The co-operation between the City authorities and the Council of Europe in the process of elaborating this Language Education Policy Profile confirms Sheffield's commitment to languages and language learning, and there is every reason to believe that this commitment can be further strengthened by the renewal and systematic implementation of the City Languages Strategy.

Appendix 1 – *Council of Europe viewpoint on language education: plurilingualism*

In view of the linguistic diversity of Europe and each of its states, the Council of Europe has adopted the policy of valuing and promoting plurilingualism. A consensus has been reached by Council of Europe member states that plurilingualism for every European should be the principal goal of language education policies. This position is set forth in various documents (see Appendix 2) and is spelled out in the *Guide for the development of language education policies in Europe* (see Appendix 3).

The concept of plurilingualism can be misunderstood and should be clearly defined. In the first place, the plurilingual approach puts the chief emphasis of education policies not on languages as such and multilingual diversity[15] but on the persons who use languages. Attention is then focused on each individual's ability to learn and use more than one language in social communication.

In the *Common European Framework of Reference for Languages*, plurilingualism is defined as "the ability to use languages for the purpose of communication and to take part in cultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw".[16]

In any political and social entity, languages do not all enjoy the same status or even recognition: they may be official languages, languages of instruction, languages of recognized minorities, languages of unrecognized groups; some are sought after and a source of prestige, while others are devalued or a handicap and thus a factor conducive to exclusion, etc.

It is for the state to ensure by democratic means a balance between the plurilingual repertoires of different groups and between the languages which the national, regional, federal etc. community uses for its projects (relations with border regions, integration in the region and in Europe, international trade, etc.). The major role of language policies is thus to organize the balanced management of plurilingual repertoires, the languages of the territory and collective needs, according to the resources available and cultural and educational traditions, in order to ensure social cohesion, if necessary by the explicit recognition of the linguistic rights and duties of each individual.

The valuing and promotion of plurilingualism thus forms one of the fundamental aspects of social inclusion and education for democratic citizenship.

In its Declaration and Programme on education for democratic citizenship of 7 May 1999, the Committee of Ministers of the Council of Europe stressed that the preservation of European linguistic diversity was not an end in itself, since it was placed on the same footing as the building of a more tolerant and more interdependent society: "*a freer, more tolerant and just society based on solidarity, common values and a cultural heritage enriched by its diversity*" (CM (99) 76). In making, from 1997 onwards, education for democratic citizenship a priority of the Council of Europe and its member states, Heads of

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15 "*Multilingualism*" refers to the presence in a given large or small geographical area of several linguistic varieties (forms of verbal communication regardless of their status). "*Plurilingualism*" refers to the repertoire of linguistic varieties that may be used by speakers (including mother tongue/first language and all those acquired subsequently, again regardless of their status at school and in society and the level of mastery).

16 *Common European Framework of Reference for Languages*, p.168

State and Government defined the central place of languages in the exercise of democratic citizenship in Europe: while the active participation of citizens in political decisions and society is necessary in a democracy, this means that such participation must not be rendered impossible by the absence of appropriate language skills. The possibility of citizens' taking part in the political and public life of Europe, not only in that of their own countries, presupposes plurilingual competence, that is, the ability to interact effectively and appropriately with the other citizens of Europe.

The development of plurilingualism is not just a functional necessity; it is also an essential component of democratic behaviour. Recognition of the diversity of speakers' plurilingual repertoires should lead to linguistic tolerance and thus to respect for linguistic differences, respect for the linguistic rights of individuals and groups in their relations with the state and with linguistic majorities, respect for freedom of expression, respect for linguistic minorities, respect for the least spoken and taught national languages, and respect for diversity in interregional and international communication. Language education policies are closely bound up with education in the values of democratic citizenship because their goals are complementary: language education, which provides a particularly favourable opportunity for intercultural contact, is a sector where education for democratic living in its intercultural dimensions can be given tangible form in education systems.

It should be stressed that this goal, which reflects a consensus among the member states, will have to be reached gradually. The introduction of appropriate measures (syllabuses and curricula, teacher training, etc.) may involve new forms of organization requiring additional financial resources or important policy decisions. The formulation of language education policies for the development of plurilingualism can be envisaged in many ways. We can therefore expect the implications of the *Profile* and its potential or actual consequences to vary with the country according to the national political situation or to its history and educational traditions.

Appendix 2 – *Documents formulating the position of the Council of Europe on language education policy*

CONVENTIONS:

- European Cultural Convention (1954)
- European Charter for Regional or Minority Languages [www.coe.int/minlang]
- Framework Convention for the Protection of National Minorities, www.coe.int/minorities

POLICY RECOMMENDATIONS AND RESOLUTIONS:

- ***Committee of Ministers of the Council of Europe*** www.coe.int/T/CM
  - Recommendation R (2008)7 on *The use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism*
  - Recommendation R (98) 6 based on the results of the CDCC Project 'Language Learning for European Citizenship' (1989 – 1996)
  - Recommendation R (82)18 based on the results of the CDCC Project N° 4 ('Modern Languages 1971-1981')

- ***Parliamentary Assembly of the Council of Europe*** www.assembly.coe.int
  - Recommendation 1598 (2003) on the protection of Sign languages in the member states of the Council of Europe
  - Recommendation 1539 (2001) on the European Year of Languages 2001
  - Recommendation 1383 (1998) on Linguistic Diversification and (CM(99)97)

- ***Standing Conference of European Ministers of Education***
  - Resolution on the *European Language Portfolio* adopted at the 20th Session of the Standing Conference (Krakow, Poland, October 2000)

These instruments and recommendations provide the legal and political basis for language education policies at all levels which not only facilitate the acquisition of a repertoire of language varieties – linguistic diversity for the plurilingual individual – but also ensure that attention is paid to diversification of the options for language learning. The latter refers to the need to encourage and enable the learning of a wide range of languages, not only those which have been dominant in language teaching traditions, and not only the contemporary demand for English.

The documents in question focus primarily on languages which are defined as 'minority languages' or 'modern languages'/'langues vivantes'. These terms usually exclude the languages considered to be the national and/or official languages of a state and education policies dealing with the teaching of these. There is, however, a need to include such languages in language education policies because they are part of the linguistic repertoire of individuals. In the third part of the *Guide for the Development of Language Education Policies in Europe*, options for the implementation of policies include the teaching and learning of national/official languages, which for many, but not all individuals, are their mother tongue/first language.

Appendix 3 – *Council of Europe instruments: presentation*

1. *Guide for the development of language education policies in Europe*
2. *European Language Portfolio (ELP)*
3. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*
4. *Manual for relating Language Examinations to the CEFR*

1. From linguistic diversity to plurilingual education: *Guide for the development of Language Education Policies in Europe* (www.coe.int/lang)

The aim of the *Guide* is to offer an analytical instrument which can serve as a reference document for the formulation or reorganization of language teaching in member states. Its purpose is to provide a response to the need to formulate language policies to promote plurilingualism and diversification in a planned manner so that decisions are coherently linked. It deals, for example, with the specification of guiding principles and aims, analysis of the particular situation and resources, expectations, needs, implementation and evaluation. Accordingly, the *Guide* does not promote any particular language education policy but attempts to identify the challenges and possible responses in the light of common principles.

To this end the *Guide* is organized in three parts:

1. Analysis of current language education policies in Europe (common characteristics of the policies of member states and presentation of Council of Europe principles)
2. Information required for the formulation of language education policies (methodologies for policy design, aspects/factors to be taken into account in decision making)
3. Implementation of language education policies (guiding principles and policy options for deciders in providing diversification in choice of languages learned and in promoting the development of plurilingual competence; inventory of technical means and description of each 'solution' with indicators of cost, lead-in time, means, teacher training implications, administration, etc.)

In order for the proposals made here to be accessible to readers with different needs, the *Guide for the Development of Language Education Policies in Europe* is available in two versions to suit the needs of specific groups of readers:

- the *Main Version* (reference version), which discusses, argues and exemplifies all the principles, analyses and approaches for organizing European language education policies, as they are conceived in the framework of the Council of Europe. This version is designed for readers interested in all aspects of these issues, including their technical dimensions. It provides the means of answering the question: *How can language education policies geared towards plurilingualism actually be introduced?* This version is itself extended by a series of Reference Studies (see website) which have been produced specifically for the *Guide* by specialists in the relevant fields. They are published separately and provide a synthesis of the issues dealt with in this version or take them up in more detail.
- an *Executive Version*, which has been written for those who influence, formulate and implement language education policies at any level, e.g. individual institution, local government, national education system or international public or private institution. It is a document not for language specialists but for policy makers who may have no specific specialist knowledge of technical matters in language education.

The *Guide* and the Reference Studies are available on the website.

2. European Language Portfolio (ELP) www.coe.int/portfolio

The European Language Portfolio was developed and piloted by the Language Policy Division of the Council of Europe, Strasbourg, from 1998 until 2000. It was launched on a pan-European level during the European Year of Languages (2001) as a tool to support the development of plurilingualism and pluriculturalism.

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language – whether at school or outside school – can record and reflect on their language learning and cultural experiences.

The Portfolio contains three parts:

- a **Language Passport** which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates.
- a detailed **Language Biography** which describes the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.
- a **Dossier** where examples of personal work can be kept to illustrate one's language competences.

Aims

The European Language Portfolio seeks to promote the aims of the Council of Europe. These include the development of democratic citizenship in Europe through

1. the deepening of mutual understanding and tolerance among citizens in Europe;
2. the protection and promotion of linguistic and cultural diversity;
3. the promotion of lifelong language and intercultural learning for plurilingualism through the development of learner responsibility and learner autonomy;
4. the clear and transparent description of competences and qualifications to facilitate coherence in language provision and mobility in Europe.

Principles

- All competence is valued, whether it is gained inside or outside formal education.
- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of Reference for Languages.

A set of common *Principles and Guidelines* have been agreed for all Portfolios (see web site).

Accreditation of ELP models: see detailed information on the website.

3. *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) www.coe.int/lang

Developed through a process of scientific research and wide consultation, this document provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. The CEFR provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility. It is increasingly used in the reform of national curricula and by international consortia for the comparison of language certificates. The CEFR is a document which describes in a comprehensive manner

- the competences necessary for communication
- the related knowledge and skills
- the situations and domains of communication

The CEFR facilitates the clear definition of teaching and learning objectives and methods. It provides the necessary tools for assessment of proficiency.

The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers – in fact to all who are directly involved in language teaching and testing. It is the result of extensive research and ongoing work on communicative objectives, as exemplified by the popular 'Threshold level' concept. The success of this standard-setting document has led to its widespread use at all levels and its translation into over thirty languages (see website).

Guides and Case Studies are available on the Council of Europe website.

English version of the CEFR: *Common European Framework of Reference for Languages: Learning, teaching, assessment*, 2001, Cambridge University Press.
ISBN: Hardback 0521803136 Paperback: 0521005310.

4. Manual for Relating Language Examinations to the CEFR

www.coe.int/lang

A Manual for relating language examinations to the Common European Framework of Reference for Languages (CEFR) has been produced by the Language Policy Division in order to assist member states and national/international providers of examinations in relating their certificates and diplomas to the CEFR. The final version was published in 2009.

The primary aim of the Manual is to help providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the CEFR.

The Manual aims to:

- contribute to competence building in the area of linking assessments to the CEFR;
- encourage increased transparency on the part of examination providers;
- encourage the development of both formal and informal national and international networks of institutions and experts.

The Manual is supported by illustrative material (video/DVD and CD-ROM) for the levels in a number of languages.

In addition it is complemented by a *Reference Supplement* which provides users of the Manual with additional information that will help them in their efforts to relate their certificates and diplomas to the CEFR (see also *Linking to the CEFR levels: Research perspectives*)

The Manual is accompanied by *Further Material on Maintaining Standards across Languages, Contexts and Administrations by exploiting Teacher Judgment and IRT Scaling*.

Appendix 4 – *City authorities and Council of Europe Expert Group*

Sheffield

Representative of authorities

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At the time of the study visit (January/February 2007):

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Appendix 5 – *Programme of the Expert Group's study visit*

Tuesday 29 January

08.30–09.00	Town Hall – Paul Makin, Liz Bashforth (Council of Europe team and Mike Reynolds)
09.00–10.30	Regional Language Network – Sandra Potesta (Ingrid Gogolin, Sabine Tritscher-Archan, Philia Thalgott)
	Sheffield College Castle Centre – Heather Smith (David Little, Piet Van Avermaet, Mike Reynolds)
11.00–12.30	Gripple – Emma Hibbert (Council of Europe team and Mike Reynolds)
13.00–14.00	Lunch – Sheffield Hallam University
14.00–16.00	Sheffield Hallam University, Modern Foreign Languages – Gudrun Myers (Ingrid Gogolin, Sabine Tritscher-Archan, Philia Thalgott)
	Sheffield Hallam University, TESOL and Teacher Education – (David Little, Piet Van Avermaet)

Wednesday 30 January

09.00–10.30	Creative Sheffield – John Hudson, Jane Crossan-Hird (Council of Europe team and Mike Reynolds)
11.00–12.30	Primary/secondary Focus Group, Bannerdale (Ingrid Gogolin, Piet Van Avermaet, Philia Thalgott)
	VIP/AESSeals – Katherine Smith (David Little, Sabine Tritscher-Archan, Mike Reynolds)
12.30–14.00	Lunch at Bannerdale
14.00–15.30	Parkwood High (Ingrid Gogolin, Piet Van Avermaet, Mike Reynolds)
	King Edward VII School (David Little, Sabine Tritscher-Archan, Philia Thalgott)
15.30–17.00	Weston Park Museum: Yemeni Exhibition (Council of Europe team and Mike Reynolds)

Thursday 31 January

09.00–10.30	MFL Team, Bannerdale – Tania Sanders (David Little, Ingrid Gogolin, Mike Reynolds)
	Chamber of Commerce – Paul Reeves (Sabine Tritscher-Archan, Piet Van Avermaet, Philia Thalgott)
11.00–12.30	Primary Care Trust – Deeba Akram, Jean Harris, Stephanie Anaya (Ingrid Gogolin, Sabine Tritscher-Archan, Philia Thalgott)
	Sheffield College Norton Centre – Alan Stewart (David Little, Piet Van Avermaet, Mike Reynolds)
12.30–13.00	Lunch at Meadowhead/Silverdale
13.00–14.30	Meadowhead – (David Little, Piet Van Avermaet, Mike Reynolds)
	Silverdale – (Ingrid Gogolin, Sabine Tritscher-Archan, Philia Thalgott)
15.00–16.30	Languages Sheffield – Mike Reynolds, Terry Lamb (Council of Europe team)

Friday 1 February

08.30–09.00	Sheffield University – Pro-Vice-Chancellor, Professor Fleming (Council of Europe team)
09.00–10.30	Sheffield University Language Teaching Centre – Danielle Barbereau (David Little, Ingrid Gogolin, Mike Reynolds)
	Sheffield University East Asian Studies – Tim Wright (Sabine Tritscher-Archan, Piet Van Avermaet, Philia Thalgott)
11.00–12.30	Sheffield University English Language Teaching Centre and Applied Linguistics – Richard Simpson and Gibson Ferguson (David Little, Ingrid Gogolin, Mike Reynolds)
	Sheffield University School of Modern Languages and Literature – Philip Swanson (Sabine Tritscher-Archan, Piet Van Avermaet, Philia Thalgott)
12.30–13.15	Lunch – Town Hall
13.15–14.00	Meeting with Lord Mayor (Council of Europe team)
14.30–15.30	Monteney Primary School, with representative from Grace Owen attending (Ingrid Gogolin, Piet Van Avermaet, Mike Reynolds)
	Ecclesall Junior School, with representative from Greenhill Primary School attending (David Little, Sabine Tritscher-Archan, Philia Thalgott)

Saturday 2 February

09.00–10.30	Community Language School – Eva Lamb (Council of Europe team and Mike Reynolds)
	Association for Language Learning – Eva Lamb and Terry Lamb (Council of Europe team and Mike Reynolds)