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Outreach in Modern Languages

a DfES funded report
mapping cross-sector
collaboration

Paula Davis

Outreach in a DfES funded report mapping cross-sector collaboration Modern Languages

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Outreach in Modern Languages: a DfES funded report mapping cross-sector collaboration

ISBN: 1-905788-10-X

July 2006

This report presents the findings of a DfES-funded mapping project into cross-sector collaboration between universities and schools in England. Its many examples of good practice and detailed case studies will be a useful resource for higher education staff and school teachers involved in language outreach activities.

About the author

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Published by

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EXECUTIVE SUMMARY

In October 2005, the Department for Education and Skills (DfES) commissioned the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies to carry out a mapping exercise into cross-sector collaboration between universities and schools in England in promoting the take up of languages. The study was commissioned in response to recommendation 10 of the Footitt report¹. Recent Government directives (concerning primary language entitlement², the removal of compulsory language study at Key Stage 4³, and widening participation targets⁴), together with the decline in numbers studying languages as a major subject at university⁵, make effective outreach particularly important at this time.

Objectives

In order to identify and encourage the sharing of good practice, the project aimed to:

- survey the current range of language outreach activities
- map current outreach provision
- identify which outreach activities have the greatest impact

Research methodology

The project drew on three main sources of information:

- analysis of a questionnaire study with 171 respondents from schools and universities
- 11 case study interviews with representatives from schools and universities
- background research (mainly web-based) into outreach activities in languages and other subject areas

Conclusions/key findings

Range of activities

There was evidence of much excellent cross-sector collaboration involving a wide range of activities. The key findings from the questionnaire survey were:

- most common cross-sector collaboration activity: initial teacher training
- the activity perceived to be the most useful: collaborative staff development/in-service training
- most common aim: promoting languages
- most common difficulty: lack of time

Coordination

- Many outreach activities are ad hoc, uncoordinated, and dependent upon enthusiastic staff and students
- There is insufficient time built into the school and university academic timetable for outreach activities
- Consortium/strategy groups at regional level are a useful means of coordinating outreach activities
- In universities, language departments are able to benefit from using the expertise of widening participation and schools liaison teams
- There is a role for a dedicated member of staff in higher education institutions to coordinate language outreach activities, preferably someone with school teaching experience

Awareness

- Colleagues in the non-specialist language college secondary sector report lack of information about outreach activity as being a major difficulty
- There is some confusion over the range of schemes on offer (e.g. the range of 'student ambassador' schemes)
- Outreach activities need to reach parents as well as school students
- Information about activities carried out by individual higher education institutions is not always easy to find on institutional websites

Fitness for purpose

- Schools want outreach activities that are integrated into the curriculum
- Schools and universities do not necessarily share the same outreach aims and it is important for universities to take schools' needs into account
- Good practice occurs where there is a team of enthusiastic staff providing fun, relevant, educational activities for school students

Evaluation

- There is little formal evaluation of the impact of outreach activities, so methods need to be developed for measuring impact/long-term tracking of students

Sharing good practice

- Languages shares many common issues with other subjects, such as the Physical Sciences, and can learn lessons from other subject areas as well as other sectors
- More events to encourage the sharing of ideas, expertise and good practice across different subject areas and sectors would be welcomed by those involved in cross-sector collaboration

Suggestions for future activity

Due to time constraints, there are a number of issues we have not been able to address in this study, and there is scope for further projects in this area, including:

- mapping outreach activities regionally to identify 'cold spots', where little activity is taking place
- investigating schools' outreach needs
- looking in detail at set-up, costs, age groups, aims, benefits and shortcomings of various outreach initiatives
- investigating outreach activities involving other sectors, e.g. business, Local Authorities

“ FE and HE institutions have a crucial role in working with local schools in support of the National Languages Strategy, sharing staff expertise, resources, and specialist facilities ”

(DfES, 2002)

¹ Hilary Footitt, The National Languages Strategy in Higher Education (Subject Centre for Languages, Linguistics and Area Studies, 2005), 45

² DfES, Languages for All: Languages for Life. A Strategy for England (Nottingham: DfES Publications, 2002), 15

³ DfES, Languages for All: Languages for Life. A Strategy for England (Nottingham: DfES Publications, 2002), 26

⁴ DfES, The Future of Higher Education (Norwich: the Stationery Office Ltd, 2003), 67-75

⁵ Subject Centre for Languages, Linguistics and Area Studies, Statistics: UCAS and HESA Data on Student Numbers (2005) www.llas.ac.uk/resources/resourcesitem.aspx?resourceid=2114

Chapter 1

INTRODUCTION

1.1 Objectives

The main aim of the project was to survey the range of language outreach activities across universities and schools in England, in order to map current provision and to encourage the sharing of good practice in this area. Recent Government directives (about primary language entitlement⁶, the removal of compulsory language study at Key Stage 4⁷, and widening participation targets⁸), together with the decline in numbers studying languages as a major subject at university⁹, make effective outreach particularly important at this time. Therefore, besides surveying the range of outreach activities, the project also aimed to find out what activities are most successful. Due to time constraints, it was not possible to survey collaboration with other sectors, e.g. business, nor was there time to map activities regionally in order to identify any 'cold spots'.

1.2 Background

Recommendation 10 of the 'The National Languages Strategy in Higher Education' report stated that:

"...the Subject Centre for Languages, Linguistics and Area Studies, should survey the range of language outreach activities across universities, and encourage the sharing of good practice in this area."
(Footitt, 2005)

The DfES implemented this recommendation and commissioned the Subject Centre for Languages, Linguistics and Area Studies (LLAS Subject Centre) to carry out a project to map current provision.

At the LLAS Subject Centre workshop on 6 May 2005, 'Towards a strategy for promoting languages through cross-sector collaboration' (www.llas.ac.uk/events/llaseventarchiveitem.aspx?resourceid=2348), we asked participants to complete a brief questionnaire listing their activities with colleagues in other sectors. We also invited them to list their main motivations for engaging in cross-sector collaboration activity and the barriers they have encountered. This project, which was carried out between October 2005 and February 2006, built on this initial survey.

1.3 Research methodology

Questionnaire

The questionnaire piloted at the 6 May workshop (see above) was refined. Outreach activities were grouped together and questions about educational sector, usefulness of activities and age groups were added. An online version of the questionnaire was developed. This was advertised widely in the LLAS Subject Centre e-bulletin, on the Interlinx cross-sector collaboration e-mail list (set up after the 6 May event) and via the University Council of Modern Languages (UCML) mailing list. In order to obtain maximum response from the non-higher education sector, we also advertised the questionnaire on the Comenius South East e-mail list, and we asked colleagues in the Comenius network, the Specialist Schools and Academies Trust, the Association for Language Learning and the LinguaNet forum to promote it to their networks. We also made a paper version available (Appendix I) for distribution at the 'London Language Show' and LLAS Subject Centre workshops and meetings.

A total of 171 people from 154 different institutions responded to the questionnaire. Most respondents (108) were from secondary schools. Although there was a smaller number of respondents (51) from higher education, this represents a relatively high proportion of that sector - this is not surprising as higher education is the LLAS Subject Centre's core constituency. There were only two respondents from the private school sector, so we have been unable to draw any conclusions from the data about this sector.

Interviews

After analysing the questionnaire responses, we contacted those involved in initiatives which we felt had a wide applicability, in order to obtain information for illustrative case studies (Appendix II). Fifty-two questionnaire respondents indicated their willingness to be interviewed and from these, we selected twelve to reflect a range of activities, sectors and types of educational institution. We carried out semi-structured telephone interviews with ten of these, together with one face-to-face interview (see Appendix III for interview questions). Six interviewees were from the higher education sector; three were from secondary specialist language colleges, and two were from the secondary non-specialist language college sector. We asked interviewees to describe their outreach activity, how they set it up, the difficulties they encountered, the benefits they experienced, and their future plans. On average, each interview took approximately twenty minutes.

Background research

The LLAS Subject Centre also carried out background research into cross-sector collaboration activities and initiatives in languages and other subject areas. The research was primarily web-based, involving a systematic search of higher education institution and Higher Education Academy Subject Centre websites, and we also read a number of published reports (see Bibliography).

The Specialist Schools Trust (SST, 2004) has produced a useful booklet on cross-sector collaboration aimed primarily at secondary schools. It includes chapters on why schools should work with universities, what makes a good schools/higher education link, funding issues, examples of good practice, and action points for schools. The SST has also carried out a survey of specialist language colleges into the number and nature of links their links with universities (Grundy, 2004).

LLAS Subject Centre staff also attended two workshops with an outreach theme:

- 'Sharing good practice in outreach activities' organised by the Higher Education Academy Physical Sciences Centre and the Royal Society of Chemistry
- 'Separate worlds or natural partners? Bridging the gap between school and higher education' run by the Specialist Schools and Academies Trust.

We also organised a meeting of representatives of six of the Higher Education Centres for Excellence in Teaching and Learning, where outreach was a major focus of discussion.

⁶ DfES, Languages for All: Languages for Life. A Strategy for England (Nottingham: DfES Publications, 2002), 15

⁷ DfES, Languages for All: Languages for Life. A Strategy for England (Nottingham: DfES Publications, 2002), 26

⁸ DfES, The Future of Higher Education (Norwich: the Stationery Office Ltd), 2003), 67-75

⁹ Subject Centre for Languages, Linguistics and Area Studies, Statistics: UCAS and HESA Data on Student Numbers (2005) www.llas.ac.uk/resources/resourcitem.aspx?resourceid=2114

Chapter 2

OUTREACH INITIATIVES IN ALL SUBJECT AREAS

2.1 National schemes/projects

There are several schemes operating over a variety of subject areas, many (although not all) of which involve placing university students in schools. Many of these schemes were set up to address issues of falling numbers studying these subjects and resultant teacher shortages, themes familiar to languages. These schemes include:

Undergraduate Ambassadors Scheme (UAS)

www.uas.ac.uk

Run by an independent, non-profit making limited company supported by the Training and Development Agency for Schools (TDA), the UAS works with universities to provide a framework for a classroom-based, accredited degree module for undergraduates working as teaching assistants in schools. Originally devised for Science, Technology, Engineering and Mathematics disciplines, it is now spreading to other shortage subject areas, including Languages. (See Appendix II, Case Study 1, for a description of how the UAS operates for language students at the University of Southampton).

Student Associates Scheme (SAS)

www.tda.gov.uk/partners/recruiting/careerexploration/studentassociates.aspx

This amalgamation of the Teacher Associates Scheme and the Undergraduate Credit Scheme is funded by the TDA. It offers HND, foundation degree, undergraduate and postgraduate students an opportunity to do paid work experience in schools and colleges. There are two levels to the SAS and students enter at the level most appropriate to their previous classroom experience. Unlike the UAS, the SAS is not accredited (although level 2 provides for assessment against the Standards for QTS), it is not restricted to shortage subjects, and it is not subject-specific, i.e. it involves observing different lessons. It covers Mathematics, Science, Design & Technology, ICT and Languages.

Student Associates Scheme: Aimhigher Pilot

www.tda.gov.uk/partners/recruiting/careerexploration/studentassociates.aspx

Also funded by the TDA, this is similar to the SAS discussed above but has a widening participation focus, i.e. it is for 'first generation' undergraduates. (See Appendix II, Case Study 2, for Kingswood High School's perspective on this scheme).

National Mentoring Pilot Project

www.nmpp.cf.ac.uk

Running from 1999 to 2004 and funded by the DfES and the Higher Education Funding Council for England (HEFCE) with sponsorship from Toshiba, this pilot project was coordinated by the University of Cardiff. It trained and paid undergraduates and postgraduates to act as mentors to school students, on a one-to-one basis.

Science and Engineering Ambassadors (SEAs)

www.setnet.org.uk/cgi-bin/wms.pl/29

Promotes Science, Technology, Engineering and Mathematics disciplines by encouraging young, working scientists to spend time in schools on a voluntary basis.

Teach First

www.teachfirst.org.uk

This business training scheme for top graduates is aimed at developing their leadership qualities through teaching in challenging London schools.

Aimhigher days

www.aimhigher.ac.uk

Introduce school students (including primary) to the concept of higher education by inviting them to the university and spending the day with a 'student ambassador'. The days normally involve presentations/discussions about student life and finances, campus tours and taster sessions.

Mathcentre

www.mathcentre.ac.uk

Provides online support and resources to help students make the transition from school-level to university-level mathematics. It also contains resources and useful links for teachers.

Science Learning Centres

www.sciencelearningcentres.org.uk

Funded by the DfES and the Wellcome Trust, nine regional centres across the country, together with a national centre in York, provide professional training and development for teachers of science from primary to post-16. The South East Centre is based at the University of Southampton.

Young Applicants in Schools Scheme

www3.open.ac.uk/courses/search/yass.shtm

Supported by the DfES, the Specialist Schools and Academies Trust and the National Academy for Gifted and Talented Youth, this Open University (OU) scheme enables bright, highly motivated 16 and 17 year olds to study a range of OU courses equivalent to the 1st year of university level study. Course fees are met by the participating school or the student's parents and subject areas include the Arts, Social Sciences, Languages (French, German and Spanish), Mathematics, Science, ICT, Technology and the Environment.

Initiatives which place university students in schools seem to receive very positive feedback from all concerned - university students gain transferable skills and an insight into teaching, school teachers welcome an extra pair of hands in the classroom, and school students are motivated by an enthusiastic role model. The schemes also improve links between schools and universities. Despite this success, there is some concern about their future due to funding issues. There is also some confusion over the range of schemes on offer as in addition to the schemes mentioned above, some institutions also have 'student ambassadors' participating in their own institutional initiatives.

2.2 University/school initiatives

In addition to national schemes and projects, universities and schools are also involved in a number of other initiatives and activities in all subject areas. These include:

- Mentoring, shadowing and tutoring, which is not part of national schemes
- Taster days
- University master classes - often offering A-level revision
- Summer schools, e.g. at the University of Exeter; these include sessions on Arabic and Islamic Studies. (See Appendix II, Case Study 3 for details of Lincoln Christ's Hospital School's summer school)
- Information days, e.g. on student life, choosing courses, completing UCAS forms, interview techniques and careers advice
- Days for gifted and talented students/extension programmes. (See Appendix II, Case Study 4 for information about the Able Linguist day at the University of Portsmouth)
- Enrichment days
- Visits to the university
- Visits to schools and colleges
- Open days
- Science shows
- AS/A2 revision days (See Appendix II, Case Studies 5 & 6 for details of activities run by the University of Plymouth, which involve Devonport High School)
- Transition activities (See Appendix II, Case Study 7 for an example of transition activities at Neston High School)
- Study skills days/workshops
- Lectures
- Participation in national/international days/weeks, e.g. European Day of Languages, National Science Week
- Continuing Professional Development/Teachers' study days/conferences
- Exchange of information and expertise
- E-mentoring/blogs, e.g. Hull York Medical School links Year 10 students, who are thinking about a career in medicine, with a medical student. University students receive training in e-mentoring and after an initial face-to-face meeting, they provide support via a 'blog' (online journal). The mentoring continues until the school student enters higher education.
- Competitions (See Appendix II, Case Study 8 for information on the language competitions run by Sheffield Hallam University)
- Local learning networks/partnerships linking schools, colleges, higher education institutions, businesses and LEAs. (See Appendix II, Case Study 9 for details of the Leicestershire and Leicester City Languages Strategy Group)

- Widening participation initiatives
- Production of resources (physical and virtual) for use in school

We found examples of outreach activities in most subject areas, although some subjects, e.g. Physical Sciences, Engineering and Medicine, seem to be more active than others. Most activities are aimed jointly at promoting the particular subject area, promoting the university, and raising aspirations and awareness. Some activities are targeted at particular groups, e.g. gifted and talented, widening participation, and women into Engineering.

Many university websites have a dedicated section detailing their outreach activities, although some of these are easier to find than others. They are generally found under widening participation, schools and colleges liaison, recruitment and admissions. Some departmental websites also have information about outreach activities. A few have web pages specifically aimed at school students, e.g. the School Pages at Bristol University Veterinary Science School (www.vetschool.bris.ac.uk/schools) and the University of Cambridge's NRICM Mathematics pages (www.nrich.maths.org).

2.3 Higher Education Academy Subject Centre initiatives outside languages

Higher Education Academy Subject Centres are also involved in a number of outreach activities, including:

- Development of outreach resources for universities to use with schools, e.g.
 - the Physical Sciences Centre's 'Chemistry Box' and 'Physics Box',
 - the Economics Centre's website 'Why Study Economics?' (www.whystudyeconomics.ac.uk) and
 - the English Centre's leaflet 'Why Study English?' (www.english.heacademy.ac.uk/explore/resources/access/why_english.php)
- Workshops, e.g. Information and Computer Sciences Working with Schools event, May 2006 (www.ics.heacademy.ac.uk)
- Publishing details of good practice, e.g. Medicine, Dentistry and Veterinary Medicine's good practice in widening participation reports www.medev.ac.uk/resources/best_practice
- Research studies, e.g. into school students' perceptions of Geography
- The Physical Sciences Centre has produced a practical outreach guide for academics interested in outreach, giving tips on what works best, working with others in the field, funding, advertising and evaluation. It also contains a quick 'who, what, when, where, how?' reference guide. Although written for the Physical Sciences, many of the tips apply equally to language outreach (Macdonald, 2004).

Chapter 3

LANGUAGE SPECIFIC OUTREACH INITIATIVES

3.1 Activities

Many of the aforementioned initiatives include languages, but there are other projects and activities specific to languages, including:

ATLAS (A Taste of Languages at School) Project

www.ucl.ac.uk/calt/atlas

This University College London project developed web resources for promoting language learning and cultural awareness in schools, with a particular focus on the opportunities for ab initio language learning. (See Appendix II, Case Study 10 for information about the Weald of Kent Grammar School for Girls' involvement in this project).

CROSSCALL (Cross Sector Computer Assisted Language Learning)

www.ucl.ac.uk/crosscall

This project, which developed from the ATLAS project, links undergraduates to school language classes using virtual learning environments and video conferencing. (See Appendix II, Case Study 10)

Comenius network

www.cilt.org.uk/comenius

Some of the regional Comenius centres are based in universities, i.e. Comenius East at Anglia Ruskin University, Comenius South East at the University of Southampton, Comenius South West at the University of the West of England.

East Asian Studies Regional and National Outreach

www.dur.ac.uk/eastasian.studies/outreach

A Durham University webpage showcases a range of outreach activities in less widely used less taught (LWULT) languages.

ELL-LC project

www.cilt.org.uk/languagecolleges/projects.htm

A CILT project involving Specialist Language Colleges working with primary partners to introduce language learning in Key Stage 2 and to support smooth transition into Key Stage 3.

Erasmus students as foreign language assistants

www.cilt.org.uk/eal/2005/winners/sharingwords.htm

e.g. 'Sharing Words' at the University of Manchester; winner of the 2005 European Languages Award. This project involved incoming European Erasmus students being paid to go into schools to provide conversation practice for small groups of GCSE and A-level students.

Innovation Exchange Project

www.in-ex.net/case_studies/cs_strand2.htm

Funded by the DfES, this project encouraged collaboration between university and secondary school students. Year Abroad students from the University of Sheffield linked online with Year 9 school students.

Junior CULP (Cambridge University Language Programme) Project

www.langcen.cam.ac.uk/community/junculp.php

The University of Cambridge Language Centre offers 120-hour one-year intensive courses in intermediate French and basic Spanish for school students aged 14+. They are blended learning courses - 70% of the time is spent in the Language Centre and the rest of the time is spent online.

Languages for Lads

www.sunderlandschools.org/mfl-sunderland/events.htm

Each July, Northumbria University in collaboration with North Tyneside Education Business Partnership (NTEBP) run two half-day taster events involving about 80 Year 8 boys from local schools. The events seek to address gender imbalance in the number of students studying languages at university.

Languages for Life

www.aston.ac.uk/lss/langlife.html

This Aston University website was born out of a project of the same name, which aimed to raise awareness of the benefits of language learning. The website involves language students and graduates talking to school students about their experiences of language learning.

Languages Work

www.languageswork.org.uk

Using DfES funding, CILT developed materials to demonstrate the links between languages and the world of work. Although intended for schools, the materials are also used by universities for outreach activities.

LATCOF (LAngeage Teachers' COnsultative Forum)

www.art.man.ac.uk/SML/latcof

This University of Manchester initiative involves secondary, sixth form and higher education language teachers in monthly twilight meetings which focus on thematic, primarily pedagogic issues. Meeting notes are disseminated to a wider audience via the LATCOF website.

Materials development

e.g. the Subject Centre's Languages Box (www.llas.ac.uk/languagesbox.aspx) and 'Why Study Languages?' CD-ROM (www.llas.ac.uk/whystudylanguages), and '700 Reasons for Studying Languages' report and poster (www.llas.ac.uk/700reasons). Also, 'English is not enough' video developed by Leeds Metropolitan University (www.leedsmet.ac.uk/lsif/sol/languages_video.htm)

Modern Languages for Gifted and Talented Youth

www.hull.ac.uk/languages/giftedTalented/GiftedAndTalented.html

As part of Aim Higher's Higher Education Gateway for Gifted and Talented, coordinated by the National Academy for Gifted and Talented Youth, the University of Hull is organising three face-to-face events and workshops in a variety of languages, online study groups using a virtual learning environment and online tandem learning.

3.2 Findings

There appears to be a lot of outreach activity but it is not always easy to find or presented well on institutional websites. An example of good presentation of a range of different outreach activities can be found at the Languages, Linguistics and Cultures web pages at the University of Manchester www.llc.manchester.ac.uk/ExternalRelations/CurrentProjects.

The focus of this mapping project was cross-sector collaboration between universities and schools. However, it is worth noting that there are also a lot of exciting initiatives going on between secondary and primary schools, e.g. the Independent newspaper recently reported on Monkseaton Community High School in Whitley Bay, a specialist language college. The School has developed a CD-Rom for primary schools, which provides lessons in French, German, Spanish and Mandarin. The CD-Rom is equally suited to schools with or without trained language specialists, and so far it is being used in over 1200 primary schools across the country. (The Independent, 4 February 2006). (See Appendix 2, Case Study 3 for another example of collaboration between secondary and primary school sectors)

Chapter 4

QUESTIONNAIRE ANALYSIS

The following is a summary of key findings. The full data analysis is included as Appendix IV.

4.1 Range of language outreach/cross-sector collaboration activities

From our survey sample, the three most common cross-sector collaboration activities identified were initial teacher training (109 respondents), informal exchange of information (99) and taster days (94). Higher education was the only sector that did not report significant involvement in teacher training but this is probably because most respondents from the higher education sector were from language departments, not education departments. Higher education was also the only sector where presentations were the main activity (44 out of 51 respondents). Interestingly, 12 out of 14 specialist language colleges reported involvement in taster days compared to only 39 out of 94 secondary schools outside the specialist language college sector:

The 81 'other' activities listed by respondents may be categorised as:

- Materials development (including online materials)
- Collaboration groups/meetings including collaboration with university education departments
- Collaboration with outside agencies, e.g. the Association for Language Learning, the Comenius network and businesses
- School visits by pupils, staff and graduate students
- Special days/events, e.g. European Day of Languages, A-level days, open days, Able linguists days
- Conferences and seminars
- International INSET and professional development
- Training/sharing foreign language assistants
- Developing links with/teaching in primary schools

4.2 Usefulness of activities

On average, respondents listed the usefulness of activities between 3.5 and 4.2 on a scale of 1 to 5 (with 5 being the most useful). Collaborative staff development/in-service training (mean rating of 4.2) and exchange of teaching staff (4.2) were considered to be the most useful activities, even though exchange of teaching staff was not a common activity (2nd from bottom in the activity table). The next two most useful activities were considered to be initial teacher training (4.1) and master classes (4.1):

"Year 12 master classes for students already studying the subject... allows us not only to do something immediately relevant to them, but to also introduce them to how we teach the subject."

(Questionnaire respondent)

The two most common activities were rated joint 3rd (initial teacher training) and joint 5th (informal exchange of information) in terms of usefulness. However, the next two most common activities, taster days and presentations, only rated joint 10th in terms of usefulness (mean rating 3.9). Transition courses were bottom of the table both in terms of amount of activity and the average usefulness rating (3.5).

The most common ratings for activities were 4 and 5. The exceptions to this were exchange of teaching staff, curriculum development, and

summer schools, which were mainly rated at 3 and 5. All activities received a several 1 and 2 ratings, although exchange of teaching staff and language/cultural festivals received only one low rating each. Activities receiving the most 1 or 2 ratings were initial teacher training, informal exchange of information, participation in local consortia and taster days.

4.3 Which activities work best with which year groups?

Although 97 respondents answered this question, not everyone answered it in full, i.e. either the activity or the year group was omitted. It also became clear that some respondents had misinterpreted the question and reported on activities which involved cross-sector collaboration between different school sectors rather than between schools and higher education. The final analysis was therefore based on the 29 respondents from the higher education sector who answered the question. So in interpreting these results, it is important to note that other sectors do not necessarily share the same perceptions as the higher education sector:

In this sector, presentations were considered to be the activity which worked best, primarily with 6th formers but also at Key Stage 4. Next came taster days, which were considered to work best with Key Stage 4 and 6th formers, and also at Key Stage 3:

"Taster days work well with sixth formers if they are closely linked to the exam schedules"
(Questionnaire respondent)

Most of the activities were considered to work best at AS/A2 level, followed by Key Stage 4 and Year 9. Able linguists days and summer schools were the only activities reported as working well at Year 6 and no activity was reported best for year groups below Year 6.

4.4 Aims of cross-sector collaboration

"Motivating pupils to want to engage in effective language learning and see their role as international citizens is one of our key aims."
(Questionnaire respondent)

The three most popular aims were promoting languages (115 respondents), increasing take-up of languages (98) and improving attitudes to languages (82). The most popular response from the primary and secondary sectors was promoting languages. This was also ranked highly by further education and higher education sector respondents but not as highly as increasing the take-up of languages, which was the most popular answer in these sectors. Not surprisingly, higher education was the only sector to prioritise boosting university recruitment (this was the 3rd most popular response for this sector). Those in the higher education

sector placed less importance on improving attitudes to languages and increasing students' competence than respondents from the other sectors.

4.5 Barriers to cross-sector collaboration

"Many of the activities involving pupils mean taking them away from lessons during the school day. This is becoming increasingly difficult with the number of public examinations sat during the year."
(Questionnaire respondent)

The top three difficulties were time (143 respondents), money (84) and staffing difficulties (53), with all sectors citing time as the main barrier. Lack of information was the third most popular response from those working outside specialist language colleges in the secondary sector, so this is an area that needs addressing. Lack of interest in languages was the second most popular response in the further education sector (12 out of 15 respondents). It is interesting to note that despite the funds allocated to specialist language colleges for outreach work in the community, nearly a third of respondents in that sector cited money as a major barrier.

"However, these barriers do not prevent good collaboration taking place."
(Questionnaire respondent)

Chapter 5

CONCLUSION

5.1 Range of activities

We found evidence of much excellent cross-sector collaboration involving a wide range of activities. The key findings from our survey sample were:

- Initial teacher training, informal exchange of information and taster days are the three most common outreach activities
- Collaborative staff development/in-service training and exchange of teaching staff are the most useful activities
- Promoting languages, increasing take-up of languages and improving attitudes to languages are the three most common aims
- Lack of time, money and staffing problems are the three most common difficulties

There seems to be no direct link between the most common activity (initial teacher training) and the most common aim (promoting languages). This may be because activities promoting languages are more time-consuming and difficult to organise than traditional initial teacher training arrangements that are already in place.

5.2 Coordination

Many outreach activities are seen to be ad hoc, uncoordinated and reliant upon enthusiastic staff and students. Consortium/consultation groups are a good way of bringing different sectors together and coordinating activities. Language departments in universities also benefit from using the expertise of widening participation and schools liaison teams in their own institutions. Having a dedicated person responsible for languages outreach activity also facilitates coordination and provides a driving force:

"Every university should have someone doing outreach work for languages. It is specialised work. HE teachers are not necessarily the best people to carry it out. We do not have such a person, sadly."
(Questionnaire respondent)

5.3 Awareness

Information on outreach activities is not always easy to find on higher education institutions' websites and non-specialist language college secondary school teachers cite lack of information as being a major difficulty. There is also some confusion about the range of different schemes on offer, e.g. the Undergraduate Ambassador Scheme and the Student Associates Scheme.

5.4 Fitness for purpose

Good practice occurs where there is a team of enthusiastic staff providing fun, relevant, educational activities for students. Schools and universities do not necessarily share the same outreach aims and it is important for universities to take schools' needs into account when planning outreach activities, and not merely to view outreach as a recruitment exercise. Timing is crucial and outreach activities that can be built into the curriculum are a major attraction for schools. Marshall (2005) has identified what schools want from outreach activities by analysing 101 teachers' responses to the question "What can universities do to help promote language teaching in schools and colleges?" His

findings indicate that schools want more collaboration with universities, undergraduates, graduates and employers; more attractive materials demonstrating the benefits of language learning; and more evidence of the employment advantages of a knowledge of languages. There is scope for further studies in this area.

5.5 Evaluation

"A good link is one that can be properly evaluated" (SST, 2004). From our case studies, it seems that there is a general feeling that outreach activities are making a positive difference, but there is little formal evaluation of impact. School students respond positively in evaluation questionnaires immediately following the activity, but we need to gather evidence to establish whether they still remember it a few months later, and that it actually encourages them to go on and study languages at a higher level. Evaluating impact is an important consideration and is often a funding requirement for outreach projects.

5.6 Sharing good practice

Languages shares many common issues and concerns with other subjects, such as the Physical Sciences, and we can learn lessons from each other. To avoid reinventing the wheel, there needs to be more opportunities to share good practice, e.g. via cross-sector and cross-subject workshops.

5.7 Suggestions for future activity

This project has provided a snapshot of cross-sector collaboration. It would be interesting to revisit these activities in a year's time to see if they are continuing, how they are developing, and to measure the impact. It would also be interesting to map activities regionally in order to identify any 'cold spots' (i.e. where little activity is taking place) and to map activities involving other sectors, e.g. business. In order to maximise the response rate from schools we need to involve other agencies such as the Comenius network and the Association for Language Learning.

Acknowledgements

Thank you to everyone who participated in the cross-sector collaboration mapping survey, particularly the following schools and universities which provided information for case studies:

- Devonport High School for Girls
- Kingswood High School
- Lincoln Christ's Hospital School
- Loughborough University
- Neston High School
- University of Nottingham
- University of Plymouth
- University of Portsmouth
- Sheffield Hallam University
- University of Southampton
- Weald of Kent Grammar School for Girls

We would also like to thank the Geodata Institute at the University of Southampton.

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Appendix I: Questionnaire
Cross-sector collaboration mapping project

In order to help with the promotion of languages in both schools and universities, the DfES has commissioned the Subject Centre for Languages, Linguistics and Area Studies to survey the range of language outreach activities across universities and schools. This will map current provision and encourage the sharing of good practice in this area. Please contribute to the survey by responding to the following questions. This questionnaire should take no more than 10 minutes to complete. Answers will be treated in the strictest confidence and all respondents who provide contact details will receive a free copy of the final project report.

Name:
 Name of Institution:
 Email Address:
 Telephone number:

1. Which sector(s) do you work in?

(Tick more than one box if appropriate)

| | |
|--------------------------|---|
| <input type="checkbox"/> | Primary |
| <input type="checkbox"/> | Secondary Specialist Language College |
| <input type="checkbox"/> | Secondary (not Specialist Language College) |
| <input type="checkbox"/> | Further Education / 6th form |
| <input type="checkbox"/> | Higher Education |
| <input type="checkbox"/> | Private Sector |

2. Please indicate which of the following language outreach/cross-sector collaboration activities you have been involved in and how useful you found them on a scale of 1 (not at all useful) to 5 (very useful)

| Activity | Tick all that apply | Usefulness | | | | |
|--|---------------------|------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| HE/school collaboration activities and events for pupils: | | | | | | |
| a. taster days | | | | | | |
| b. presentations | | | | | | |
| c. summer schools | | | | | | |
| d. master classes | | | | | | |
| e. mentoring | | | | | | |
| f. transition courses | | | | | | |
| g. advice on university applications | | | | | | |
| h. language/cultural festivals | | | | | | |
| i. Projects linking university and school students (e.g. web support projects, tandem partnerships, ATLAS, ERASMUS) | | | | | | |
| j. Undergraduates working in school classrooms (e.g. participation in Undergraduate Ambassador Scheme/Aim Higher initiative) | | | | | | |
| k. Teacher training (e.g. placements for PGCE, ITT, Associate Teachers, GTP, mentoring trainees, contributing to courses) | | | | | | |
| l. Participation in local consortia (e.g. representation on cross-sector planning groups) | | | | | | |
| m. Informal exchange of information | | | | | | |
| n. Exchange of teaching staff | | | | | | |
| o. Collaborative staff development/in-service training activities | | | | | | |
| p. Curriculum development | | | | | | |
| Other activities (please specify): | | | | | | |
| q. | | | | | | |
| r. | | | | | | |
| s. | | | | | | |

3. Can you tell us which activity works best with which age group?

(Please specify year group)

4. What are the principal aims of your cross-sector collaboration activities?

(Please select a maximum of THREE)

| |
|---|
| Promoting languages |
| Improving attitudes to languages |
| Increasing students' competence |
| Increasing take-up of languages |
| Facilitating transition |
| Boosting university recruitment |
| Raising the profile of your institution |
| Developing relationships/links between sectors |
| Raising awareness about what each sector is doing |
| Other priorities/principal aims (please specify): |

5. What are the barriers to cross-sector collaboration?

(Please select a maximum of THREE)

| |
|--------------------------------------|
| Time |
| Money |
| Have other higher priorities |
| Staffing difficulties |
| Geographical difficulties |
| Lack of interest in languages |
| Lack of institutional support |
| Lack of information |
| Other difficulties (please specify): |

We will be illustrating the report with case studies. Would you be willing to be interviewed (by telephone) to provide further information about cross-sector collaboration? If so, please outline activities that might be of particular interest (key words will be sufficient).

Thank you for your time.

Please complete the questionnaire by Monday 21st November 2005.

You may alternatively send a printed version of the survey:

By post to: Paula Davis, Project Officer, Subject Centre for Languages, Linguistics and Area Studies,
University of Southampton, Avenue Campus, Highfield Road, Southampton, SO17 1BF

By email to: pd2@soton.ac.uk

By fax to: 023 8059 4815

For more information about this project, please ring 023 8059 4814.

Appendix II: Case Studies

Case Study I: Undergraduate Ambassadors Scheme

Face-to-face interview with Paul Cooper, Coordinator of Learning and Teaching, School of Humanities, University of Southampton

The University of Southampton has been involved with the Undergraduate Ambassadors Scheme (UAS) from the outset (2002-03), and has the largest number of students participating in the Scheme nationally. It currently has around 70 students placed in 25 schools covering 9 subject areas, primarily Mathematics, Science and Engineering. The UAS was set up to address teacher shortages in Science, Technology and Mathematics, and to encourage greater numbers of applications to study 'shortage' subjects at university by pupils from all social backgrounds.

Furthermore, Southampton has now become the first participating institution to expand the UAS into other subjects, including Music and Modern Languages. The UAS is run as an accredited module, placing university students into local schools to give them an insight into teaching as a prospective career option. The UAS at Southampton was co-established by Professor Ray d'Inverno and Dr Paul Cooper, and Professor d'Inverno has recently become Chair of the National UAS organization.

The Modern Languages (ML) UAS at Southampton differs from the standard UAS module in that it is offered as a pathway through a second year language teaching unit, where it provides a practical element to a theoretical module. At Southampton, just one ML student participated in the UAS in 2004-05 and there are two students this year. Reasons for the relative lack of engagement in ML may include:

- The option is only available to students studying a particular language teaching unit in year 2, semester 2
- Specifically for ML students at Southampton, the UAS is perhaps more demanding in terms of workload, as the UAS placement must be undertaken alongside the lecture and theoretical content of the language teaching unit
- Some academic colleagues in ML have suggested there may be problems with fitting a dedicated UAS module into an already crowded curriculum
- Financial reasons - students may prefer the Aim Higher Student Associates Scheme, for which they receive payment rather than accreditation (though this has not deterred applicants to UAS in other subject areas and may not therefore be significant)

The UAS process at Southampton is the same for all students, regardless of discipline. First, interested students are asked to write 200 words on why they want to

participate in the Scheme. This is followed by a short interview to determine their suitability and to establish any preferences for particular types of schools or pupil groups. Those accepted then attend a five-hour introduction to key issues in effective learning and teaching in late semester 1, which covers:

- Planning effective teaching
- Aims and outcomes
- Group work and problem solving
- Effective presentation and classroom delivery
- Key issues in assessment
- Effective feedback
- Pastoral care and appropriate behaviour
- Risk assessment
- Classroom observation tips
- UAS Course assessment

There are support materials for each of the above elements and the UAS provides funding for travel expenses to school placements.

During semester 2, students are placed in local schools and attend 3-4 university support tutorials in order to monitor progress and deal with any common problems. Students are also able to contact a dedicated University tutor individually, in the event they have particular issues or concerns to resolve. The UAS unit is also supported by an extensive Blackboard site, which contains a range of supporting documents and guidance.

The typical UAS assessment has four elements:

- End of unit reflexive report of 2500 words
- Learning journal/diary
- 10-minute end of unit presentation on a special project undertaken at the school and aimed at some aspect of curriculum enrichment
- Assessment of student's performance and contribution at the school by a member of the teaching staff

Because of the slight variation in the circumstances of ML students taking the UAS at Southampton, there is some small adjustment to the respective weightings of the assessment components for these students.

The UAS has been very successful and has received positive feedback from all involved and has grown very substantially nationally. In future, Southampton would like to consolidate the UAS in existing partner schools, i.e. by expanding into other subject areas. They would also like to increase the number of Modern Language students participating in the Scheme.

Case Study 2: Student Associates Scheme, Aimhigher Pilot

Telephone interview with Joanne Turvey, Head of Department, MFL, Kingswood High School

Kingswood High School is a secondary school in Kingston upon Hull, which is involved in the Aim Higher Scheme. Under the Scheme, students from the University of Hull come into school for a couple of days a week (on Tuesdays and Fridays) and trail particular classes in Year 7, going to all of their lessons. The Scheme aims to show university students what it is like to work in a secondary school and also to build aspirations. The Scheme aims to demystify university - the school students discover that university students are just normal people and they also find out what being at university entails.

The School was initially approached by the University and has been involved in the Scheme for a couple of years. Student placement is spread over two terms - from Christmas to the end of the summer. This gives school and university students a good opportunity to build relationships as the university students are attached to the same class all the time. About ten university students are involved at a time and they cover all subject areas as they follow the class around. They have quite a passive role, i.e. they are not there to lead a class. They are involved in classroom observation and also help the class teacher, e.g. by working with a small group. In Modern Languages, the university students provide support by working with low ability groups. They direct activities within the group and act as a bridge between the school students and the teacher. The class teacher sets all the activities although one student did bring her own activity to do with a small group.

Kingswood has found participation in the Scheme to be a very positive experience. The school students are much more positive about their own achievements and the university student's presence helps the teacher with classroom management. The students are not necessarily specialists in the subject but their involvement does help build confidence. The School has been pleasantly surprised by just how useful it has been to have university students in the classroom. They are very willing to join in with activities, and this attitude plays a big part in the success of the Scheme.

The School plans to continue with the Scheme in future. They are happy with the Scheme as it is but would like to have some time with the students beforehand to find out about their interests and skills, in order to try and incorporate these into her planning.

The Aim Higher students are paid for their participation in the Scheme but do not receive accreditation. A student

doing an accredited module may be more motivated to do well but Kingswood has not had any negative experiences so far. In fact, one university student who was initially dubious about coming into school has changed her mind and decided to pursue a career in teaching.

Case Study 3: Year 6 summer school for gifted and talented children

Telephone interview with Nick Brown, Head of Russian & Modern Languages, Lincoln Christ's Hospital School

This case study is an example of cross-sector collaboration between the primary and secondary sectors. Lincoln Christ's Hospital School is a specialist language college, which in 2005 ran a gifted and talented summer school in Russian and German for Year 6 pupils. The activity focused on 10 feeder primary schools, which helped with the selection of 30 children considered to be gifted and talented in literacy. The summer school ran over two weeks in August and balanced fun with academic achievement. There were classes in the morning and activities in the afternoon.

The Russian week involved:

- introductory lessons in language and phonetics
- Russian alphabet
- day out in London to visit the Museum of Supremacist Art and a Russian restaurant
- visiting Russian dancer
- research project
- links with Russian schools
- cookery
- egg painting

The German week included Easter egg painting, traditional German art and cookery. All the children sat the Certificate in Business Language Competence (CBLC) entry qualification and achieved a 100% pass rate after just 4 days - the examining board has confirmed that they are the youngest people ever to take the qualification.

Members of staff involved with the summer school were the Head of Russian and Modern Languages (Nick Brown), the Acting Head of German (Kirstie Skinns), a German Teaching Assistant plus colleagues from the food and art departments.

The summer school was funded by the LEA and the activities were free for the children. Lincoln Christ's Hospital School received a letter from the LEA gifted and talented team at LEA level inviting £9,000 bids for x number of summer schools. Conditions of the funding were:

- time - minimum of 2 weeks for minimum of 30 children
- production of a plan
- evaluation
- parental - via questionnaire

- student - questionnaire and oral
- staff - had to write about the experience

At a cost of £300 per head, there was a concern that perhaps they should have involved more children to spread the money further, but the money has been invested in materials that all the children can continue to use.

The summer school has had a massive impact and the school is still receiving letters of thanks from parents. A crucial aim was internationalisation, i.e. to spread the message of foreign languages and cultures. This underpins everything and includes every department in the school. The summer school also met language objectives - besides the CBLC success all the children passed a quick test in the Russian alphabet. The summer school also formed the basis of Russian and German clubs in Year 7. A major unexpected benefit was the high number of children interested in joining these clubs - at the beginning there were 60 in the German club and 100 in the Russian club. These languages are not formally available until higher up in the school so the clubs are a way of harnessing the enthusiasm. So although the summer school only involved 30 children directly, the domino effect has impacted upon many more. The children involved in the summer school are also still maintaining email links with the Russian school of their own accord.

The success of the summer school was due to the attitude of the children, enthusiastic staff working as a team and the variety of the activities. There was always a smile at the end of the day and an openness to learn. The timing was good as children get bored in August - they were looking for something to do and there was the added benefit for parents of free child care for two weeks!

Difficulties were partly geographical - the school deals with 27 feeder schools but was only able to focus on 10. They met with some resistance from some primary schools who felt they did not have time to participate. The other main problem was timing - getting schools up and running during the summer holidays is difficult so everything had to be meticulously planned.

Lincoln Christ's Hospital School is looking for funding to run the summer school again but funding is no longer available from the LEA. It is disappointing that this funding was only offered once. The school would consider asking parents to pay but would be loathe to do this as their catchment area is so diverse and money would be a bar to some. They may look for a sponsor. They would also consider offering languages such as Arabic and Chinese in future but this would involve extra costs, so in effect would take money away from the children. They chose Russian and German because of existing staff expertise, neither language is currently offered in Year 7 and the children enjoy the kudos of doing something a bit different, e.g. being able to say they speak Russian.

The staff are eminently proud of their achievements, the enthusiasm has spread and primary schools are now ringing them, so they will have to try and find the finances to run the summer school again.

Case Study 4: Able linguists day

Telephone interview with Tanya Riordan, PGCE/MFL Course Leader, University of Portsmouth

Thirty schools from Portsmouth, Hampshire and the Isle of Wight participate in the University of Portsmouth School of Education's able linguists day. The day is designed to identify gifted linguists in schools and enable them to take part in a variety of stimulating extension activities alongside their peers. The opportunity to participate is offered to schools that are training trainee teachers from the School of Education and information is sent directly to Heads of Department. The information includes tips on identifying able children in foreign languages.

All year groups are involved, although the timing (during the June exam period) excludes Year 11. The day is restricted to 15 students per school and is most popular with Years 7, 8 and 10. A choice of 4 languages (French, German, Italian and Spanish) is offered to students who are already studying languages. The University runs four ½ day sessions at the School of Languages, and schools select which session they would like to attend.

The School of Education's PGCE trainee teachers run the day in collaboration with the School of Languages, which gives a presentation on why students should continue with languages. Students are given access to the University's technological facilities, native speakers and authentic materials. They are able to take away the work they have produced and are awarded a University of Portsmouth certificate.

Staff from the Widening Participation and Aim Higher teams are involved and are keen to target schools in action zones. They provide financial support by way of a goody bag, cultural refreshments and certificates. Additional costs are minimal as trainee teachers are used. The day is free for schools although parents are asked to contribute towards travel costs if possible.

The able linguist days have been running for 4 years and were set up in response to Ofsted, which reported that trainee teachers were not teaching to high enough levels. The School of Languages was also keen to recruit for languages. It is too early to say whether their aims have been met but the day is meeting a definite need - the 500 places on offer are quickly filled. The day itself is evaluated by questionnaire, and more students are now reporting that they would consider continuing with language study.

The University finds it difficult to find placements for trainee teachers so the able linguists day is a good medium for achieving this goal. Other benefits include collaboration with the School of Languages (the able linguist day was originally a School of Languages event.) They also hope the event will raise the profile of the University in general. Schools are desperate to raise the profile of languages so this type of event gives them opportunities to do so. The benefit for trainee teachers is that they are teaching something challenging to really motivated students.

The able linguist day is worthwhile but it is hard work and takes hours to organise. More support, financial backing and greater recognition would be welcome. The University of Portsmouth plans to continue with the event in future and would like to track participating students. Other outreach activities at the University of Portsmouth include extension courses and involvement with the teaching associates scheme. They are also running a Languages Work Day for Portsmouth schools for the first time this year. This will take place in February at Admiral Lord Nelson School Business and Enterprise College in Portsmouth. A whole day of activities is planned and, if successful, it is hoped to run this every year.

Case Study 5: AS French revision course

Telephone interview with Marie-Marthe Gervais-le Garff, Deputy Director of the Plymouth Business School and Head of Languages, University of Plymouth

When Marie-Marthe arrived at the University of Plymouth, she contacted the Widening Participation office to find out about existing outreach activities. She discovered that schools were tired of school visits, which they felt were focused on university recruitment without offering very much in return. This was the motivation behind the AS French revision course, which the University started three years ago.

It was decided to target AS students, given the importance of this level and the fact that AS level students are not as pressurised as A-level students. In January, a letter of invitation is sent by the marketing office to all secondary schools in Devon and part of Cornwall. A whole day of activities is organised for pupils and teachers.

The course takes place in March and the 100 places on offer are quickly filled. The students' day takes the following format:

- Registration and allocation to groups
- Welcome from the director of the Business School and the Head of Languages
- Key note address, e.g. last year this was given by the curriculum area leader for adult education in Cornwall and it was an interactive session focusing on revision strategies for languages

- Question and answer session
- Video
- Coffee in the Pilgrims Café
- Divide into small groups for a series of fairly intensive one-hour workshops on reading and writing, oral practice and listening. Two sessions take place in the morning.
- Buffet lunch with a French menu provided by the University's Hospitality and Management students
- Final one-hour workshop session
- The final half hour is a choice of parallel sessions:
 - Languages at the University of Plymouth where the University Wide Language Programme is explained
 - Life at the University of Plymouth, organised by the Widening Participation Officer, aimed at demystifying university life for 1st generation students
 - Guided tour and hands-on visit to the media centre
 - Opportunities with languages - a talk about careers
 - Tea

Meanwhile, there is a separate programme for school staff. They are taken on a separate guided tour of the media centre and in the afternoon they have a round table, which is organised by the morning's keynote speaker. They are also given a 50-page booklet.

The course involves the French team, a key note native speaker, and part-timers, e.g. to develop the materials. It involves a tremendous amount of work and with 6 groups running in parallel everyone is out in force on the day. If the day clashes with university classes they have to be reorganised.

The course seems to be successful because it is free to schools, which only have to meet their transportation costs. Internal university funding has been secured to pay for the course and it fits in with the University's widening participation and regional agendas. It is also successful because it is a day with a difference - some students have never set foot in a university before. The students complete a feedback questionnaire and are very positive about the language work, the time spent at the university and the opportunity to meet university students. Teachers also write that they enjoy the day at university.

The language department at Plymouth is small but they have direct evidence that some students have joined as a result of this outreach activity. This trend is likely to continue as more students attend their local university. Another positive aspect is that it makes the local community aware of their language presence - Plymouth wants to be the university of choice in the region. An unexpected benefit is the number of students from schools targeted by widening participation who have said that they feel comfortable in the university environment. Students have commented that while they don't know if they would study languages they would definitely now consider university study.

There have been some difficulties. The University had to design the course from scratch. It takes time to create a balanced programme, to find the right level, and get the timing right. The first year was largely exploratory but they now have a workable structure. It is not a cheap exercise but if visiting students were made to pay, the University wouldn't be fulfilling its widening participation mission. Booking rooms is also a problem.

The AS revision course is part of a wider programme, which includes taster days. Now Plymouth has the backbone for the course, they try and improve it each year. They can't change all exercises every year but they keep those that work well or that they didn't have time to use, and update others. This year, they will focus on making it more interesting for school staff by giving them more fun things to do. Students can feel inhibited if their teacher is present in the classroom so they try to take them out of the teaching slots. Also this year, final year undergraduates will give the teachers a tour of the campus and there will be more university students to talk to at lunchtime. For the time being, they will stick to French as they don't have the resources to do German, and Spanish is relatively healthy.

The main strength of the course is that it is run by a group of very committed people who all believe in what they are trying to do. The exercise is perceived as valuable by the whole group. There is also an element of self-survival!

Case Study 6: A-level days

Telephone interview with Elspeth Wiltshire, Languages College Director, Devonport High School for Girls

This case study includes a school's perspective of the AS French revision course detailed in case study 5. Devonport High School is a specialist language college in Plymouth. The school has participated in A-level days, one involving an examinations board examiner and one at the University of Plymouth. They are also developing master classes with the University of Plymouth. These activities currently involve Years 12 and 13.

The day with the examinations board examiner/trainer was held at a local hotel, which was considered to be a more 'adult' environment. The venue made a real difference as the students adopt a much more serious approach away from school. Over 50 students and 4-5 school staff participated in the event. The day was split into sections on listening and oral skills, as these are the areas students find most difficult. There was a presentation on oral skills and an opportunity to try out an oral with the examiner. In the listening sessions students worked through different techniques. Both year groups were put together but it was found that although some techniques and skills can go across both year groups, preparations for AS and A2 are completely

different. Therefore the two year groups will be separated for future activities. The day was financed by the Leading Edge fund (Devonport is a Leading Edge school).

The day at the University of Plymouth focused on listening and writing techniques. The day looked at approaches to exam techniques and also choice of topics. Visiting the University is a good experience because it gets students used to the university atmosphere, and the idea of attending a short lecture and taking notes. The University funds this initiative and provides catering and the school pays transportation cost. The student reaction is very positive. School staff felt that the University was pitching content at too high a level but they have taken feedback on board and will pitch it slightly differently this year. The students seemed to accept this as a positive challenge. This year, 27 students will be visiting the University of Plymouth for the 'AS revision day'.

The main aims behind these activities are to help students focus on certain skills and organise their ideas. There is great value in them hearing advice from university lecturers and the examinations board examiner. Although they may have received the same advice from their teachers, they really take it on board when they hear it from someone else.

These initiatives are successful partly because they are free to the school but mainly because of the value of additional, superior knowledge, which brings extra enrichment to students' studies. The examiner/trainer is well known and has written a lot of books - the students wouldn't necessarily know this but they do appreciate that he is obviously important and has a good knowledge background.

It is felt that cross-sector collaboration activities are making a difference with more students opting to study in Plymouth or nearby. The Language and Business Departments at the University of Plymouth cater for a business oriented study of languages. Students wishing to study languages on their own will go to a more traditional university.

In the future, Devonport would like to take these activities further down the school with more able pupils. They are keen to continue visits to the University and a meeting is planned with the Head of Languages at Plymouth to see how they can develop 6th form links and master classes for Year 9. They also plan to carry out a formal evaluation of the impact of their activities. This will be a 2-tiered approach - immediately after the activity and then 3-4 months later. When the day is fresh in students' minds they tend to say it was wonderful but there is a need to evaluate how much they have put into use further down the line. Devonport would also like to run their own in-house A-level master classes, as their staff have received a lot of training and developed expertise in this area.

Good cross sector collaboration relies on being willing and having the time to do it. It has helped that Devonport is a specialist language college. Funding is an issue and in some cases/schools getting head teachers involved and 'on side' can be difficult.

Case Study 7: Bridging the gap between GCSE & AS & A2

Telephone interview with Samantha Lee, Head of Modern Foreign Languages, Neston High School

While this case study does not involve collaboration with other schools or universities, it is included here as a good example of a transition activity. There are possibilities for involving other sectors, e.g. in materials development.

Neston High School is a secondary school with 6th form in Cheshire, which runs several transition activities. Gifted and able students in Year 11 who have already indicated a language option are invited to go on enrichment days, which involve attending a conference. They are then offered further enrichment in the form of 'Bridging the gap'.

'Bridging the gap' runs for two mornings or two afternoons over a two week period in late June. The sessions are quite informal and involve a series of workshops, including an IT session which teaches students how to research using the internet. They are also encouraged to interact with AS level topic materials so that they get used to them. A company in Liverpool provides free newspaper articles in the target language (French), which are put on the school network. 'Bridging the gap' takes place just after exams (it can't take place any earlier due to staffing and room availability) so only a handful of students participate. 'Bridging the gap' is now in its 4th year. The motivation behind it is that a lot of students were asking about what studying languages at AS level would involve and they were concerned that their language skills weren't strong enough to cope. Also, it was hoped that providing fun and interactive activities would boost recruitment to languages. This has been a success because recruitment to AS-level has increased over the last few years. Students are valuing language studies because of the enrichment activities, e.g. exchanges. On the flipside they are disillusioned about what they can achieve. All students who have taken part in 'Bridging the gap' have gone on to study languages at AS-level.

At end of the 'Bridging the gap' sessions the students are given a questionnaire to ascertain if they found it useful and they have given positive feedback. It demands effort and engagement from the students to come back after the exams and it is good to see them throw themselves into the activities. Students feel valued as something extra is laid on for them and it helps them to clarify their options. So far

50% of the 'Bridging the gap' students have opted to study languages in one way or another at university.

Once the students start in the 6th form, the first half term is spent on transition work. Teachers try to rebuild the students' confidence as the gap between GCSE and AS is so vast. They use transition sections in text books to try and achieve a happy balance between the two levels. Besides the gulf between the two levels, there are also problems with changing student attitudes once they reach 6th form. They are not used to learning independently and this is a major pitfall.

As languages are now an opt-in subject area, there is concern about numbers frittering away but Neston High School has managed to achieve the same opt-in numbers this year as in the previous year. However they want to encourage take up at GCSE and are currently preparing a presentation/business conference scenario for Year 9. A teacher will lead the recruitment drive, using the CILT Languages Work materials to give a presentation on why we need languages. This will be followed by a mock business conference situation and a questionnaire and quiz on the use of languages.

For the future 'Bridging the gap' will look for more appropriate and exciting resources, e.g. film with subtitles, as students look bewildered when presented with AS level materials. The school also hopes to extend 'Bridging the gap' into German.

Case Study 8: Language & tourism day and language competitions

Telephone interview with Maria Scheule, Senior Lecturer in German, Sheffield Hallam University

Language & tourism day

Sheffield Hallam University recently had shortly before the interview run a language and tourism day with a widening participation emphasis. Invitations were sent to all Sheffield secondary schools and a total of fifty Year 9s were selected by their teachers. Funding was received from the widening participation budget and the member of staff with responsibility for widening participation did most of the organisation. The day involved the students in various activities, including:

- internet research to book a hotel and flight
- mixed language groups (French, German and Spanish) with their teachers
- morning feedback session
- presentation from a Belgian hotel manager
- poster session - to design a poster to sell Sheffield in the target language
- help desk run by language assistants

The aim of the day was to show the students (and their teachers) what they can do with a combination of languages, and also to show them the University. In order to get the press interested, Kate Jackson, ex Sheffield Hallam German postgraduate student and the lead singer of Sheffield band the Long Blondes was invited to give a prize. Feedback was obtained via a questionnaire for students and via email from their teachers. It is hoped to run this day again in the future.

Language competitions

Sheffield Hallam has been running language competitions for the past 4-5 years and all Sheffield schools are invited to participate. Previous themes include football, music, food and fashion, and a celebrity with a Sheffield connection is invited to present the prizes, e.g. footballer, musician, journalist, chef, model. Competition details are sent out before Easter and the prize-giving takes place at the end of June/beginning of July. About 200 children take part, with the main interest coming from the primary sector. Previous competition activities have included recording songs and drawing and describing fashion designs.

The aim of the competition is to raise the profile of languages and Sheffield Hallam and, as with the language and tourism day, celebrity involvement is key to creating press interest. There is no additional funding for the work involved in running the competition but sponsorship is obtained for the prizes, e.g. cinema tickets and gallery tickets for teachers and shopping vouchers for winning teams. They are now running out of topics but they would like to run the competitions again, so they could repeat previous topics.

Maria would like to think that these activities have made a difference by raising aspirations and making the participants feel good about themselves.

Case Study 9: Leicestershire and Leicester City Languages Strategy Group

Telephone interview with Val Boyle, Senior University Teacher and Learning Resources Manager, Loughborough University

This group was set up in May 2003 and is coordinated by Sue Grogan, from the Leicestershire and Leicester City Learning Partnership. (www.llclp.org.uk). The group includes representatives from Higher Education, Further Education, Secondary, Primary and Complementary Schools, Adult Learning, NHS Interpreting service, Centre for Deaf People, Workers Educational Association, Regional Languages Network, CILT and the Business sector. The adult and community learning sector is particularly active. The group's remit is to widen participation and improve the profile of modern languages, community languages and British Sign Language. It meets in plenary three times a year and has set up a number of smaller working groups, including:

- Post-16 / Post 19+ languages
- Languages for Business
- British Sign Language
- Community languages

There are also strong links to relevant initiatives and projects including:

- New Arrivals Strategy
- Interpreting and Translation group

The group has produced a strategy document and has received funding for various projects, including:

- Leicestershire languages database of providers (www.le.ac.uk/ml/databases/mcl)
- TrEACL project (Technology for Enhancement of Adult and Community Learning)
- Lesser taught languages
- 14-19 vocational Pathfinder project
- Interpreter and translator training

There has been no formal evaluation of the strategy group but the projects are formally evaluated.

Our interviewee, who is a member of the strategy group, comments that it is very useful to collaborate with people from different sectors, and that before she joined the group she was unaware of half of what was going on, particularly in the area of BSL. The success of the group is due to the Learning Partnership's impartial co-ordination and overview, and the enthusiasm of the core members.

Case Study 10: ATLAS & CROSSCALL projects

Telephone interview with Maureen Utting, Director of the Language College, Weald of Kent Grammar School for Girls

The Weald of Kent Grammar School for Girls is a specialist language college with 6th form in Tonbridge. They are involved in both the ATLAS and CROSSCALL projects set up by Terry King at University College, London.

ATLAS (A Taste of Languages At School)

www.ucl.ac.uk/atlas

The ATLAS project, funded by CfBT and UCL/SOAS, aimed to address the decline in the number of students studying languages at university, and to make them aware of ab initio opportunities for studying minority languages. This was achieved through the development of project websites for students (www.ucl.ac.uk/atlas) and teachers (www.ucl.ac.uk/calt/atlas). The Weald of Kent Grammar School for Girls was involved in the project from the beginning and was part of the group responsible for testing the design and evaluation. Although the project has now finished, the website has been built into the School's PHSE/citizenship programme and it is now used with all Year 9s to raise language awareness. The website was also used during a recent 'off-timetable' day with a cross-curricular European café theme. One group of Year 9s used the

website to produce a PowerPoint presentation and Terry King came down from UCL to run a session.

CROSSCALL (Cross Sector Computer Assisted Language Learning)

www.ucl.ac.uk/crosscall

CROSSCALL (funded by CfBT and UCL) developed from ATLAS, and aims to encourage liaison between school and university students studying the same language, in this case German. The project pairs up Year 12 and 13 school students with a university student mentor, who communicate via a WebCT discussion board. Project partners can view the discussions so teachers are able to monitor what is being written. The project was designed to fit in with the scheme of work - this is important as there is no other time to fit it in.

Year 12 looked in depth at tourism and tourist areas in Germany. Each student specialised in a particular region and gave an oral and written presentation, supported by their mentor student at UCL who checked their work. Year 13 chose a news focus. Each week, they selected an item of news from a German newspaper and their mentor students at UCL set quizzes on it. The school students also produced a short summary, and the university students provided feedback/corrections. These activities are best done in a timeframe and there is currently a pause in project activity. The next project, which will start later this term, will involve oral exchange, relating to the May oral exam for Year 12. UCL are currently looking into using Wimba as a means of incorporating sound.

CROSSCALL has been a great success, both in terms of motivating students and helping teachers. The School's aims to develop knowledge, improve use of German and practice in a modern communication environment have been met. The university students are excellent - they respond quickly and are good at highlighting mistakes and providing feedback in a positive way. They are all native German speakers, 4th Years or postgraduate students, so they have the necessary expertise. Initially, the school students were reluctant to send their work to the university students but they have got over that and now feel that they can ask their mentor anything. The school students have gained by working with students close to their own age and they have also learnt a lot about ICT.

There were some early technological problems, such as overcoming the Kent schools' computer firewall, which does not allow outside access. Also, the news-site is changed regularly so students had to get into the habit of downloading and saving the articles. Students also need sufficient access to computer rooms. The Weald of Kent Grammar School is fortunate in that, being a specialist

language college, they have a multimedia room for modern languages but this is not the case in all schools.

The project has discovered that face-to-face interaction is crucial for building relationships. When the project was first piloted, there was no such interaction which made relationships difficult. Now, school and university students (who have already been randomly paired up) meet face-to-face at the beginning. They now talk as if they have known each other for years.

It is difficult to say whether ATLAS AND CROSSCALL have had an impact on the number of students studying languages as there have been so many changes to the curriculum. Although the Weald of Kent Grammar School is a specialist language college, the pressures at KS4 and the development of a 14-19 curriculum are making it increasingly difficult to maintain very high numbers of dual linguist. However, there are good numbers going on to study French, German or Spanish in the 6th form, where the trend now seems to be the study of one language rather than two. They also have good numbers going on to study languages at university.

The success of the projects is due to two equally committed sides. The School feels lucky to have been invited to participate and is aware that their location is an advantage - only 40 minutes by train from UCL. In the future, it would be good if the school students could visit the University. It would also be good to have the time to visit the other schools involved in the projects to see what they are doing.

Case Study 11: The role of the School of Modern Languages Widening Participation Officer

Telephone interview with Sarah Wullink, Widening Participation Officer, SML, University of Nottingham

The School of Modern Languages at the University of Nottingham has its own part-time widening participation coordinator who has responsibility for cross-sector collaboration. Sarah has been in post for a year and works 18 hours a week. Although employed by the School of Modern Languages she also works with and receives a lot of support from the University's Widening Participation and Schools Liaison teams.

The East Midlands Widening Participation Consortium is the means through which Sarah coordinates widening participation outreach activities. The Consortium involves the School of Modern Languages and several local schools. People who approach Sarah about individual outreach activities are encouraged to join. The group arose out of the School of Modern Language's widening participation project report (September 2002- February 2003), in which schools expressed a need for a forum to address the anticipated

decline in languages at Key Stage 4. However, when Sarah arrived the group had lost its momentum. It had a lot of good ideas but no-one to follow them up. The group has been revived and meets once a term, i.e. three times a year.

Outreach activities run by the School of Modern Languages include:

- Taster days - the first taster day Sarah organised followed an existing plan and structure from a day that was run a couple of years ago. The day included sessions on film, finance, the Year Abroad, learning a new language and cultural lectures. The day received very positive feedback from students, with the sessions on finances, the Year Abroad and learning a new language being considered the most useful and interesting. 52 students reported that they are now more keen to study languages at university and 44 said they are now more keen to apply to Nottingham. The Consortium will now look at how the day can be improved for next time. They are trying to target key areas for uptake, e.g. Year 11 gifted and talented, and lower 6th who have just started AS level study.
- Undergraduate Ambassador Scheme - this is a pilot project in languages, which is being run by Roger Woods and involves nine German students. If successful, it will be promoted to other departments and universities.
- There are plans for the European Day of Languages targeted at Year 9

It is too early to evaluate the impact of these activities but this will be done in future. Sarah has been pleasantly surprised by the positive response she has received and feels that the Consortium is really going forward. She is an experienced ex-language teacher, which has helped enormously with contacts, and colleagues value her opinion and advice on what schools want.

In addition to getting local schools and language colleges involved in outreach activities, Sarah also has links with the Regional Language Network and the Comenius Network, so she is able to put people in touch with these organisations.

The Consortium is keen to develop e-learning and Sarah plans to use the website to include information on outreach activities, examples of taster sessions and to encourage the sharing of resources. She has met some obstacles in setting this up but is confident that these problems will be resolved. In the immediate future she will continue promoting the Consortium by word of mouth and get more activities up and running.

Appendix III: Interview questions

- 1) What does the activity involve?
- 2) What age groups are involved?
- 3) Which age group does it work best with?
- 4) How many schools are involved?
- 5) How many children are involved?
- 6) How many staff are involved?
- 7) How long does it go on for?
- 8) How often do you run it?
- 9) How was it set up?
- 10) How is it funded?
- 11) What are your main aim/motivations for running the activity?
- 12) Have these aims been met?
- 13) What difficulties have you encountered?
- 14) What benefits have you experienced?
 - Have there been any unexpected benefits?
 - What has surprised you the most?
- 15) Impact - has it made a difference?
 - How have you evaluated the impact?
 - What evidence do you have that it's made a difference?
 - Do you have any concrete evidence of impact on numbers studying languages
- 16) What makes it successful/what works?
- 17) What would you change?
- 18) Future plans?
- 19) Recommendations to DfES?

Appendix IV: Questionnaire analysis

1) Which sector(s) do you work in?

| | | |
|-----|---|------------|
| SEC | Secondary (not Specialist Language College) | 94 |
| HE | Higher Education | 51 |
| P | Primary | 18 |
| FE | Further Education / 6th form | 15 |
| SLC | Secondary Specialist Language College | 14 |
| | Private Sector | 2 |
| | Total respondents | 171 |

2) Please indicate which of the following language outreach/cross-sector collaboration activities you have been involved in and how useful you found them on a scale of 1 (not at all useful) to 5 (very useful).

| Activity | Total | P | SLC | SEC | FE | HE | Mean usefulness rating |
|---|-------|--------|--------|---------|--------|---------|------------------------|
| Teacher training | 109 | 8 (2) | 11 (2) | 73 (1) | 12 (1) | 17 (10) | 4.1 (3) |
| Informal exchange of information | 99 | 9 (1) | 10 (3) | 53 (2) | 9 (4) | 32 (3) | 4 (5) |
| Taster days | 94 | 6 (4) | 12 (1) | 39 (4) | 10 (2) | 41 (2) | 3.9 (10) |
| Presentations | 78 | 5 (7) | 9 (4) | 26 (8) | 5 (9) | 44 (1) | 3.9 (10) |
| Collaborative staff development/in-service training | 77 | 7 (3) | 8 (6) | 46 (3) | 10 (2) | 18 (8) | 4.2 (1) |
| Language/cultural festivals | 62 | 5 (7) | 8 (6) | 30 (7) | 9 (4) | 22 (5) | 4 (5) |
| Participation in local consortia | 56 | 6 (4) | 9 (4) | 31 (6) | 7 (6) | 15 (12) | 3.9 (10) |
| Curriculum development | 54 | 6 (4) | 5 (11) | 37 (5) | 6 (7) | 9 (13) | 4 (5) |
| Undergraduates working in school classrooms | 46 | 2 (12) | 7 (9) | 22 (9) | 4 (11) | 19 (6) | 4 (5) |
| Master classes | 44 | 3 (9) | 8 (6) | 22 (9) | 4 (11) | 17 (10) | 4.1 (3) |
| Advice on university applications | 43 | 1 (15) | 4 (13) | 12 (14) | 6 (7) | 25 (4) | 4 (5) |
| Projects linking university and school students | 36 | 2 (12) | 5 (11) | 14 (12) | 5 (9) | 19 (6) | 3.7 (15) |
| Mentoring | 35 | 2 (12) | 4 (13) | 20 (11) | 3 (14) | 9 (13) | 3.9 (10) |
| Summer schools | 35 | 3 (9) | 7 (9) | 14 (12) | 3 (14) | 18 (8) | 3.9 (10) |
| Exchange of teaching staff | 23 | 3 (9) | 2 (15) | 10 (15) | 4 (11) | 7 (15) | 4.2 (1) |
| Transition course | 13 | 0 (16) | 2 (15) | 6 (16) | 0 (16) | 5 (16) | 3.5 (16) |
| Other activities (please specify)* - see over | 81 | | | | | | |

() denotes ranking for each sector

| Description | Mean usefulness rating | Rating breakdown | | | | |
|--|------------------------|------------------|---|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| Collaborative staff development/in-service training activities | 4.2 | 1 | 2 | 15 | 23 | 36 |
| Exchange of teaching staff | 4.2 | 0 | 1 | 6 | 3 | 13 |
| Teacher training | 4.1 | 4 | 6 | 14 | 34 | 51 |
| Master classes | 4.1 | 0 | 2 | 6 | 20 | 16 |
| Informal exchange of information | 4.0 | 4 | 5 | 18 | 28 | 44 |
| Curriculum development | 4.0 | 2 | 1 | 15 | 14 | 22 |
| Language/cultural festivals | 4.0 | 1 | 0 | 18 | 23 | 20 |
| Undergraduates working in school classrooms initiative | 4.0 | 1 | 2 | 11 | 13 | 19 |
| Advice on university applications | 4.0 | 3 | 0 | 6 | 20 | 14 |
| Taster days | 3.9 | 4 | 3 | 21 | 36 | 30 |
| Participation in local consortia | 3.9 | 2 | 7 | 11 | 12 | 24 |
| Presentations | 3.9 | 1 | 3 | 20 | 32 | 22 |
| Summer schools | 3.9 | 1 | 1 | 11 | 9 | 13 |
| Mentoring | 3.9 | 1 | 2 | 7 | 15 | 10 |
| Projects linking university and school students | 3.7 | 3 | 2 | 7 | 14 | 10 |
| Transition courses | 3.5 | 2 | 1 | 3 | 3 | 4 |

*** Other activities listed were:**

| | |
|---|--|
| Shared resource production | Language activity day |
| Development of web materials to encourage recruitment | Open days/applicants days |
| Project to create reusable learning objects working with local schools and colleges | Open days |
| Blackboard sites | Open Days |
| Regular collaboration meetings | Able Linguists days |
| Collaboration in providing Foreign Language cinema (new so not able to rate yet) | Able linguists event |
| Theatre Group | Language & tourism day Year 9 |
| SHELLF group (Higher Education Languages Link Group) | Cross college development days |
| Support for Education Department bidding for intensive language pre-PGCE training | Speaking booster session at local college |
| Support for Education Dept planning Primary Language BA programmes | European Week |
| Supporting local ALL Branch | Tutors from the University worked with our Year 9 on the European Day of Languages |
| Association for Language Learning | Roadshow: combines taster days, presentations and undergraduates working in the classroom |
| Comenius-related | Language competitions |
| Support for Comenius regional stimulus to Primary Languages | MFL Conference |
| Setting up Asset Languages Centre | En Direct language conference |
| LEA consultant | Your future in Europe Conference |
| National Strategy Central support | Inviting schools and staff to seminars |
| Looking into FLAW | CILT/British Council INSET |
| Business French visits for KS4 students to local industries | International INSET |
| Working with local language college | TIPD to America |
| Support in local schools events | Leading from the Middle |
| Visit to Standish Community High School | SST developing leaders |
| Exchange | Residential course Pamplona |
| Trips | Encouraging staff to keep up to speed on changes in schools |
| Organising School Trips in collaboration with other schools | MFL assistants through British Council |
| Visits to schools by academic staff | Training for FLAs here |
| Talk given by university lecturer to Year 12/13 students | Sharing FL assistant |
| Speaker came in to talk to Y9 about the importance of languages | Primary MFL teaching (contracting-out) |
| Advice to students | Secondary school teacher teaching pupils in my classroom |
| My PGCE students visit a local SLC to look at the use of ICT | Primary links/teaching MFL |
| Graduate students visiting classes to talk about career in Languages | Going into primary schools to give language lessons in KS2 |
| College students helping in feeder schools | Staff went to teach taster lessons in partners primary schools |
| We are piloting the national scheme for Undergraduate Ambassadors in German | Teaching in primary schools |
| Student ambassadors just to give a talk at their former school | Visiting local primary schools |
| A-level days | Visits to primary schools |
| Sixth Form Days | Primary workshops |
| Study days | Support Primaries with ELL |
| Study days at local HE institute | Meeting at local secondary to discuss introduction of primary languages |
| Revision days with other schools | KS2 MFL |
| Revision courses | Wakefield Primary Languages Training |
| | HOD worked as a leading professional in other schools in Warwickshire. Great for building up links |

3) Can you tell us which activity works best with which age group? (Please specify year group)

| Responses from HE sector | No | KS2 | KS3 | | | KS4 | | Lower 6th | Upper 6th |
|---|-----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|
| | | | 7 | 8 | 9 | 10 | 11 | | |
| Activity | | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Presentations/speakers | 6 | | | | | 2 | 3 | 4 | 4 |
| Taster days/sessions | 5 | | 1 | 1 | 2 | 3 | 3 | 3 | 3 |
| Visit days | 2 | | | | | | | 1 | 1 |
| Prospective students visiting university | 2 | | | | | | | | |
| Open days | 2 | | | | | | | 2 | 2 |
| Master classes | 2 | | | | | 1 | 1 | 2 | 1 |
| Summer schools/academy | 2 | 1 | | | | 1 | 1 | | |
| Enrichment/day visits | 1 | | | | 1 | 1 | 1 | | |
| Targeting recruitment to HE language courses | 1 | | | | 1 | | | 1 | |
| Able Linguist Days | 1 | 1 | 1 | 1 | 1 | 1 | | | |
| Projects linking university and school students | 1 | | | | | | | 1 | 1 |
| 6th form days | 1 | | | | | | | 1 | 1 |
| Participation in local consortia | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Informal exchange of information | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| UAS | 1 | | | | 1 | 1 | 1 | | |
| Totals | 29 | 2 | 4 | 4 | 8 | 12 | 12 | 17 | 15 |

4) What are the principal aims of your cross-sector collaboration activities? (Please select a maximum of three)

| Aims | Total | P | SLC | SEC | FE | HE |
|---|-------|--------|--------|--------|--------|--------|
| Promoting languages | 115 | 14 (1) | 12 (1) | 59 (1) | 9 (2) | 35 (2) |
| Increasing take-up of languages | 98 | 5 (4) | 6 (4) | 51 (2) | 11 (1) | 37 (1) |
| Improving attitudes to languages | 82 | 12 (2) | 10 (2) | 51 (2) | 6 (3) | 18 (5) |
| Increasing students' competence | 51 | 6 (3) | 7 (3) | 33 (4) | 4 (5) | 6 (7) |
| Developing relationships/links between sectors | 44 | 2 (7) | 1 (7) | 16 (6) | 4 (5) | 22 (4) |
| Boosting university recruitment | 33 | 0 (10) | 1 (7) | 2 (10) | 2 (7) | 31 (3) |
| Facilitating transition | 30 | 4 (5) | 3 (5) | 19 (5) | 5 (4) | 5 (9) |
| Raising the profile of your institution | 28 | 2 (7) | 0 (10) | 11 (7) | 2 (7) | 14 (6) |
| Raising awareness about what each sector is doing | 16 | 1 (9) | 2 (6) | 7 (8) | 1 (9) | 6 (7) |
| Other priorities/principal aims (please specify)* - see below | 7 | 3 (6) | 1 (7) | 4 (9) | 0 (10) | 1 (10) |

() denotes ranking for each sector

***Other priorities listed were:**

Motivating pupils to engage in effective language learning and see their role as international citizens

Promoting other cultures

Fostering language acquisition skills

Transferral of MFL skills across the subjects

Raising confidence and sense of achievement

Maximising student potential

Helping supply of new teachers

Enabling PGCE students to meet the QTT Standards

Inclusion of CPMLD students with their mainstream peers

Saving our jobs!

Varying according to the agenda

5) What are the barriers to cross-sector collaboration? (Please select a maximum of three)

| Barriers | Total | P | SLC | SEC | FE | HE |
|--|-------|--------|--------|--------|--------|--------|
| Time | 143 | 13 (1) | 11 (1) | 77 (1) | 12 (1) | 44 (1) |
| Money | 84 | 13 (1) | 4 (3) | 46 (2) | 7 (2) | 24 (2) |
| Staffing difficulties | 53 | 5 (3) | 5 (2) | 22 (4) | 1 (9) | 23 (3) |
| Lack of information | 34 | 2 (6) | 2 (8) | 28 (3) | 4 (4) | 2 (9) |
| Have other higher priorities | 33 | 4 (4) | 3 (4) | 19 (5) | 2 (5) | 12 (4) |
| Lack of interest in languages | 31 | 3 (5) | 3 (4) | 17 (6) | 7 (2) | 8 (6) |
| Geographical difficulties | 24 | 2 (6) | 3 (4) | 14 (7) | 2 (5) | 7 (8) |
| Lack of institutional support | 21 | 2 (6) | 0 (9) | 10 (8) | 2 (5) | 9 (5) |
| Other difficulties (please specify)* - see below | 18 | 2 (6) | 3 (4) | 9 (9) | 2 (5) | 8 (6) |

() denotes ranking for each sector

*Other barriers listed were:

Limited support from schools' senior management (league tables?)

Profile of cross-sector collaboration within the institution as a whole

Lack of framework and leadership

Lack of solid structure from Government re: 2010

Given that activities like this receive little or no attention in conventional workload documents or consideration for promotion, the only reason you can have to support them is sheer idealism

Funding

The cost of cover for absent staff is the biggest barrier. Some kind of funding would remove this barrier:

Staffing and cover implications

Need high-skies tutors all year if possible

University staff pitching content at right level

Many of the activities involving pupils mean taking them away from lessons during the school day. This is becoming increasingly difficult with the number of public examinations sat during the year.

Not many students who go on to A level

Low take-up at AS and A2. No existing links to develop.

New school so no opportunities to make links yet

Have only just moved to the area and need to set up the links. In my previous school in Kent I had several links set up and these worked well in promoting and encouraging the take-up of languages.

Schools are not necessarily in favour/do not have time

We invite schools but they do not / cannot attend our events

School colleagues not always able to participate in research projects in the way that we need them to because of curriculum pressures. Communication is also a problem!

Logistical difficulties (timetabling, communication problems with staff and students)

As an 11-16 school we seem to get offered less of these events than if we were an 11-18 school

Students have complex and profound learning disabilities

Some (but not all) FE partners seem to take rather than give, and this is quite discouraging if what they are taking adds up to taking market share. This is not a criticism of the sector or of others.

Other (not higher) priorities. We can't do it all but try.

These barriers do not prevent good collaboration taking place

No real barriers

None really



Outreach in Modern Languages: a DfES funded report mapping cross sector collaboration

ISBN: 1-905788-10-X
July 2006

This report presents the findings of a DfES-funded mapping project into cross-sector collaboration between universities and schools in England. Its many examples of good practice and detailed case studies will be a useful resource for higher education staff and school teachers involved in language outreach activities.

About the author

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Published by

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