

C Community languages in the press

Crisis in intelligence and foreign services as UK students shun Arab languages
The Independent, 01.01.04

This article focuses on claims by the British Society for Middle Eastern Studies (BRISMES) that demand for graduates with skills in Middle Eastern languages is significantly higher than supply. The intelligence and diplomatic services are facing a recruitment crisis and find it difficult to recruit enough experts who have the right linguistic skills and a good knowledge of the politics and culture of the region. The article gives details of higher education Institutions involved in teaching Middle Eastern languages.

This section of the bulletin contains a round-up of community languages as covered in the press. Readers are encouraged to send in items seen in their local newspapers.

EcoHouse tour offer
Leicester Mercury, 17.02.04

Speaking in tongues
The Evening Standard, 13.01.04

According to this piece in the *Evening Standard*, British people are finally getting the message that learning foreign languages can be a real boost both personally and professionally. In addition to European languages, the article highlights a wide range of African and Asian languages that are offered in the London area and in particular at the School of Oriental and African Studies.

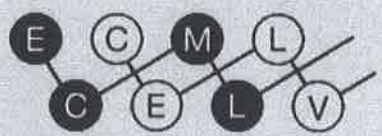
This regional newspaper article promotes an event that took place in February to spread the word about saving energy in a variety of languages. The EcoHouse, Leicester's green charity, held a tour for speakers of Gujarati, Punjabi and Somali who were interested in learning about the environment and the EcoHouse in their own language.
www.environmentcity.org.uk

Valuing all languages in Europe



Community languages have not so far had a high profile in initiatives supported by European institutions. A new project led jointly by CILT and Scottish CILT will help to rectify this. Called VALEUR (Valuing all languages in Europe) the project aims to map the current state of provision for community languages teaching across Europe, and identify good practice. Part of the purpose of the project, as its name suggests, is to raise awareness of the contribution community language learning makes to Europe's linguistic capital. A key focus will be the outcomes of such provision, i.e. whether learners are able to obtain a qualification which will be of value to them in their working lives. The project is led by Joanna McPake, Deputy Director of Scottish CILT and Teresa Tinsley of CILT, and

involves a small team of experts in the field from universities in Spain, the Netherlands, Poland, Finland and Sweden. The project is funded by the Council of Europe's European Centre for Modern Languages (ECML) as part of their recently announced programme of activities for 2004-2007. There will be two workshops in Graz, Austria for representatives of all the 33 countries which support the ECML. It is hoped that at least twenty countries will take part in the research. Further details will be published in this bulletin as the project develops.



www.ecml.at

c o m m u n i t y

L A N G U A G E S

bulletin

14

Issue 14 • Summer 2004 • Editor: Helen Pagliero

e Editorial

In September 2003, a report compiled by CILT, ALL and UCML gave details of language trends with regard to schools making languages optional KS4. It is a time of change and, therefore, uncertainty – nothing new for teachers of community languages. It is significant that community languages provision in England is now to be surveyed for the first time in a nationwide research project by CILT funded by the DfES. There is also interest at European level in the role of community language teaching as reported on page two with details of a project which sets out to look at provision through the collaboration of experts from five European countries and the participation of many more.

These surveys will surely reveal that it is teacher training that will bring stability to the future of community language teaching. We are, therefore, pleased to announce the arrival of a new PGCE course in Japanese, Mandarin and Urdu at Sheffield University. This issue also features a report on the PGCE KS2/3 in languages in the community that started at London Metropolitan University in September 2003.

Issue 12 of the bulletin reported on guidelines for providers working in partnership with community-based language schools – this KS2/3 course does, indeed, take full advantage of the training opportunities offered by both mainstream and supplementary schools. Trainee teachers on this course can either teach as language specialists at secondary or can be based in primary schools operating as class teachers once qualified. Their opportunities to teach languages at primary level may be limited at present, but can only increase as the primary entitlement is implemented through the National Languages Strategy.

Also key to the National Languages Strategy is the role of Specialist Language Colleges. In this bulletin we have brought together some case studies of community language initiatives being undertaken by Language Colleges. We look forward to building on this set of case studies which can also be found on the CILT website: www.cilt.org.uk/languagecolleges/case_studies.htm.

Helen Pagliero
Editor

CiLT The National
Centre for
Languages

contents

Community languages in the press • 2 Book review • 3
Complementary schools and their communities in Leicester • 4
The Languages Ladder – Steps to success • 5 – Focus on
Language Colleges • 6 Focus on Qualified Teacher Status • 8
Hampstead School – a governor's perspective • 10 Pupils from
families with little or no English – access to the school Year 7
Maths curriculum • 11 Integrating the four skills in the early
stages of teaching Chinese • 12 News • 14

