MEITS
Early Language Learning in School
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Routes into Languages

University consortia working with schools and colleges to enthuse and motivate people (originally 14-19 year-olds) to continue studying languages
For us, it all began with:

An email

In the middle of the night
KEY FACTOR

COLLABORATION WITH TEACHERS
At core of all our projects:

Contextualising language learning in real settings

authentic use of language

fun... (and hard work!)

strong pedagogic underpinning

(sustained...)

routes into LANGUAGES
Collaboration with Teachers

Foreign Language Spelling Bee
created by Jane Driver, QKA
(and sponsored by Vocab Express)

www.flsb.co.uk
A little taste… (see video clip at the bottom of the page under “Attachments”)

ça va

how are you?
Feedback

**Successes**

“Improved language, motivation, enthusiasm, confidence, self-esteem; it made learning vocab fun and competitive; facilities/organisation - by holding it at a top university this gives pupils a great opportunity to see the fantastic possibilities education can bring; good promotion of MFL; students pay more attention to accuracy when writing, they are more thorough and have become more inquisitive”
Improved pronunciation, spelling, reading skills and interest in the subject.

Non-sporty pupils given a higher profile due to successes in spelling bee.

Many thanks - coming from a deprived, inner-city context, all students have benefited enormously from the whole experience.
A little taste...
Collaboration with Teachers

Language Leader Award
created by Rachel Hawkes (Comberton Village College)

LinguaMaths
created by Jane Driver (Queen Katharine Academy)

Languages Challenge
created by Vincent Everett (Northgate School)
CVC Language Leaders at Bourn Primary
¿Te gustan las matemáticas?

Pasaporte de cálculo
1) Escribe los números:
   i) siete
   ii) nueve
   iii) tres

2) Escribe las palabras:
   i) 2
   ii) 10
   iii) 5

3) Escribe en el orden correcto:
   i) tres, uno, dos
   ii) seis, diez, ocho
   iii) seis, nueve, tres
   iv) cinco, tres, siete

4) ¿Qué número falta?:
   i) uno, ..........., tres
   ii) diez, nueve, ...........
   iii) ..........., cinco, cuatro

5) ¿Qué número falta?:
   i) dos, ..........., seis
   ii) tres, cinco, ...........
   iii) ..........., ocho, seis

6) ¿Qué número falta?:
   i) uno, ..........., siete
   ii) tres, seis, ...........
   iii) ..........., cinco, dos
   iv) diez, siete, ............
1) Schreibt die Nummern:
   i) zwanzig
   ii) dreihundertneununddreißig
   iii) tausendhundertzehn

2) Rundet die Nummern wie in Klammern:
   i) 161 (10)
   ii) 5783 (100)
   iii) 6209 (1000)

3) Kalkuliert den Wert:
   i) 14 + 4
   ii) 90 - 30
   iii) 289 + 125
   iv) 6166 - 260
4) Calcule la valeur:
   i) 98 - 57
   ii) 678 + 574
   iii) 319 - 274

5) Calcule la valeur:
   i) 7893 + 367
   ii) 78 x 11
   iii) 888 ÷ 4

6) Calcule la valeur:
   i) 13 x 12
   ii) 78 x 50
   iii) 2240 ÷ 70
   iv) 792 ÷ 6
Collaboration with Teachers

Language from Film

Pre and post film
Resources created by teachers,
series editor
Rachel Hawkes
on Routes website

Languages Challenge, created by Vincent Everett, Dereham School

Now part of: children's UNIVERSITY
and LanguageFutures
1. Language to 16

2. Systematic knowledge of the vocabulary, grammar, and phonics

3. Stimulating content
4. Importance of correct resources.

5. Detail of meaning through translation/interaction with native speakers

6. Transition (MFL & English)

7. Transition back-up knowledge/support

8. Planning
9. Importance of errors in learning

10. Integrated skills

11. 2-3 hours, 40 - 60 minutes duration.

12. Special needs (all levels).

13. Assessment (+ 2 ITT)
MFL Pedagogy Review
(November 2016), Ian Bauckham

NCELTC
(National Centre for Excellence for Language Pedagogy)
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