



12 March 2019

# Modern Languages Symposium

Dr Ana M Kerr

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## *Languages for All*



- In the course of my teaching career and subsequent role as languages adviser, I came upon two broadly held misconceptions very frequently:
  - Kids can't do languages
  - Kids don't need to do languages

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### *Languages for All: Kids Can't Do Languages!*



- First of all...in general and not addressing those young people with special needs, this is the only subject that children start school with a degree of proficiency already acquired ... they come to school speaking...Speaking a mother tongue usually.
- Now if they had been born in Barcelona, they would be speaking Spanish, born in Milan, it would be Italian etc...the point being the capacity to learn language is there, we just have to unlock it...in terms of acquiring second, third and further languages.

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### *Languages for All: Can Do!*



- Many people tell many parents and many children/young people that they are not capable of learning a language ...but they so are!!!



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*Small World Small Talk: Primary Languages resource*





How To... Deliver	Contents
How To... Achieve Accurate Pronunciation • Alphabet and Common Sounds	page 1
How To... Set the Scene • Getting Started • Display	page 4
How To... Use Resources: Overview	page 12
How To... Achieve Differentiation	page 14
How To... Manage Activities	page 15
How To... Use the Puppet	page 6
How To... Achieve Whole Class Repetition	page 17
How To... Achieve Individual Repetition	page 18
How To... Use Games	page 19
How To... Use Flashcards/Picture Cards and Cue Cards	page 27
How To... Use Counting Games	page 39
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How To... Use Finger Rhymes	page 46
How To... Use Rhymes - SWOP	page 50
How To... Use Music and Song	page 61
How To... Make Things	page 56
How To... Integrate Culture	page 68?

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*Languages for All: Can Do!*



- The non-negotiable for success in language learning is a 'Can Do' ethos in the classroom/school. Teacher expectation is key to fostering a positive attitude towards language learning and culture
- This includes communicating the expectation that everyone will achieve their potential – whatever that may be in the range 1-9/A\*-G
- The delivery needs to be engaging, lively, fun, frequent and often
- The content has to be age appropriate and relevant to the interests of the learner
- Connect language learning with other areas of the curriculum

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- Out of the world's approximately [7.5 billion](#) inhabitants, about [360 million](#) people speak English as their first language. (Babbel 2017)
- This equates to 20.8%
- This means that 79.2% do not have English as their first language

**Why Would Mobile App Localisation be Essential for Your App?**

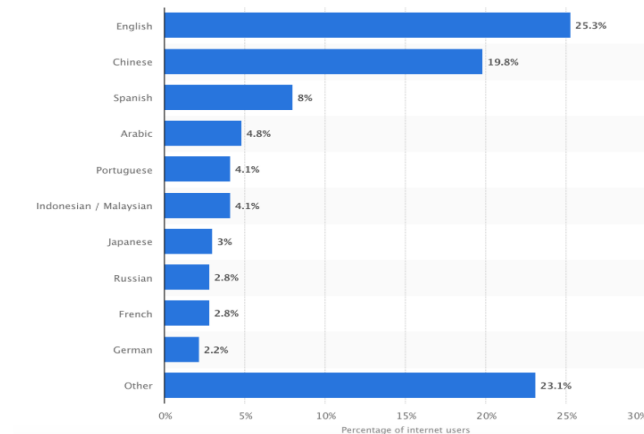
- The number of mobile phone users worldwide is **4.93 billion** approximately. That's a lot of numbers! Also, **50%** of the countries within the top 10 for downloads and revenue in the [iOS App Store](#), as well as **80%** of the countries within the top five for downloads and revenue in the Google Play Store, are non-English speaking countries.

Sep 2018: *Glance, Irene Satire*

## Languages for All: Kids Don't Need Languages



### Top 10 Languages Used On the internet Today



<https://speakt.com/top-10-languages-used-internet/>

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## Languages for All: Kids Don't Need Languages



### Why Would Mobile App Localisation be Essential for Your App?

- Localisation is the adaptation of an app – or any other product – that suits the language, culture and other regional attributes of a particular target market in the world. This is not a mere translation of the user interface and documentation, but in fact a change in content that caters to a given culture/country

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## 2018 Report: *What do graduates do?*



The top five areas of work taken up by 2017 languages graduates six months after graduation

Areas of employment	Percentage
Marketing, PR and sales professionals	18.3
Business, HR and finance professionals	16.0
Retail, catering, waiting and bar staff	14.4
Clerical, secretarial and numerical clerks	9.9
Education professionals	7.6

## *Languages for All: Kids Don't Need Languages*



- To achieve the government's ambition for a 'Global Britain', we have to get language teaching in our schools right, with the major European languages of French (54%), German (51%) and Spanish (50%) most commonly in demand among businesses.

2018 Report: *CBI Educating for the Modern World: (P. 23)*

*Languages for All: Kids Don't Need Languages*



'Remember H5N1, bird 'flu? Chinese researchers reported it in January 2004 based on their findings in south-eastern China in 2003. The English-speaking world thought not to look and it took until August 2004, when the paper's authors had presented their findings at an international symposium in Beijing that the word was out. Only then did the World Health Organisation and UN Food and Agriculture Organisation swing into action. All because the original paper had been in Chinese and no one had done their reading.'

Jan 2018: R Villar, *The Importance of Language Learning*

*Languages for All: Kids Don't Need Languages*



- Careers portal.ie lists the 6 reasons why learning a language can give you a competitive edge  
<https://careersportal.ie/careerplanning/story.php?ID=2501203062>

### *Languages for All: Kids Don't Need Languages*



- With regard to business goals and objectives, no one can disagree with a young person's choice of subjects for higher level study, if that person is heading towards a career which has specific entry requirements...such as Medicine or Architecture ...the list could go on
- However, those who have no specific path in mind might find it beneficial to include a language...not only from the perspective of potentially being more employable but in fact there are cognitive benefits of second language learning.

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### *Languages for All: Kids Don't Need Languages*



- The work of researcher Andrea Mechelli of London's Wellcome Department of Imaging Neuroscience discovered that the brain of bilingual people develops more densely which gives it an advantage in various abilities and skills, especially in areas of language, memory, and attention when compared with monolingual participants (Hitti 2004). Mechelli's work showed that this was especially evident in participants who had begun their second language learning at or before age five.
- Interesting findings for the world of primary languages and Irish medium education, highlighting the benefits for the individual.

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*Languages for All: Kids Don't Need Languages*



- It is a life enriching experience, especially if you travel
- It helps the learner to understand his/her own language. It has been recorded that learning a second language assists proficiency in first language learning
- It is FUN! For all...including children with Special Needs, as I learned when I ran the Accreditation for Language Studies (Special Schools) scheme.

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*Languages for All: Kids Don't Need Languages*



- 'Education is (not solely) the engine of the economy. ....As we all know, education has an intrinsic value as the hallmark of a civilised society and the foundation of our culture.'....  
2015: Schools Minister for England, Nick Gibb
- In addition to the benefits for the individual and the economy, there is also a benefit for society: Language not only conveys information it connects cultures

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## *Languages for the Future Strategy (DE 2012)*



- If we wish to be outward looking, engaging meaningfully in a globalised world then 'we need to think long and hard about the sort of languages we teach, who we teach them to, and how we teach them.'

## *Languages for All: How will we grow the glocal child?*



- Will we copy our neighbours?
  - **Languages boost to deliver skilled workforce for UK's businesses**
  - School Standards Minister Nick Gibb unveils new drive to deliver a nation of confident linguists and ensure businesses have the skilled workers they need. 3 August 2018
- Or will we draft ideas beginning today, ideas that will build on programmes like CCEA's OLA and Welcome Europe, which I developed and which was CCEA's first vocational certificate, and provide pathways to attain multilingual and multicultural competence with some or all learners developing partial/full competence on a modular basis

*Languages for All*



'If you talk to a man in a language he understands, that goes to his head.  
If you talk to him in his own language, that goes to his heart.'

Nelson Mandela