

DEVELOPING AFTER-SCHOOL LANGUAGES PROVISION AS A SERIOUS STRATEGY FOR INCREASING PUPIL MOTIVATION AND UPTAKE. THE UPS AND DOWNS OF THE LANGUAGES FUTURES PROJECT.

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Our observations on the 5 LF features

- Student choice and motivation
- Teacher as facilitator
- School as base camp
- Project-based learning
- Building a learning community

In what way is LF different from normal practice?







- Scepticism is easy with this model.
- What we have seen on research and support visits so far.

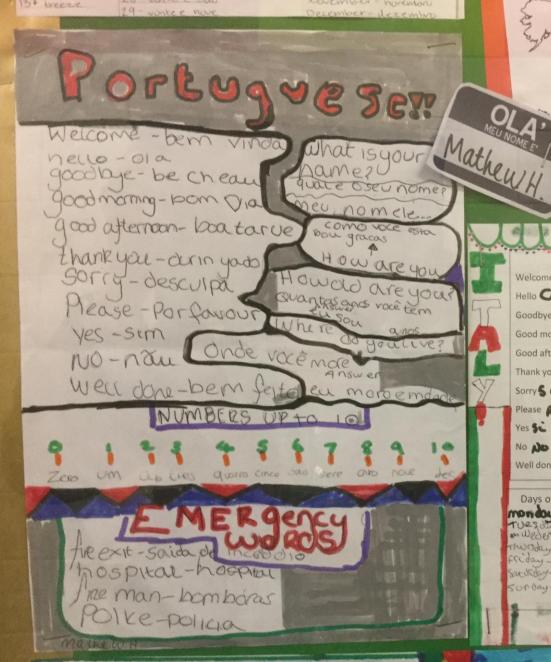


Key questions from inside Rachel's classroom



For whom is Language Futures appropriate?





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Essential wo

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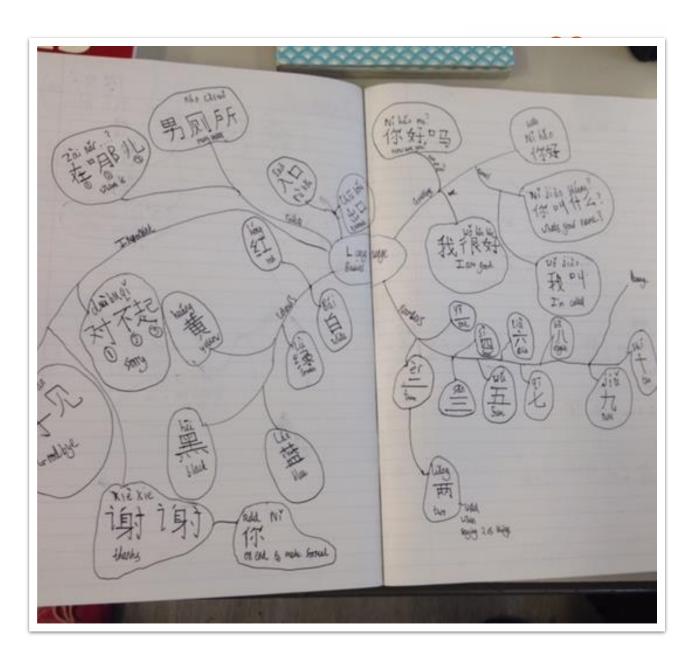
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My 'Emergency Words'

il mio nome é Elize.

Y8 planning for Mandarin learning - key language the pupil wants to learn





Questions from inside Rachel's classroom



- Which core features are the most difficult to fulfil?
- What effect has LF had on you as a teacher?



The learner



- The power of being bovered
- What kind of messages are coming from Comberton pupils which make you reflect on motivation?
- Beginnings of general messages about 'normal' practice?



The teachers

- Cambridgeshire teacher network
- Time and commitment
- Supporting resources needed to begin







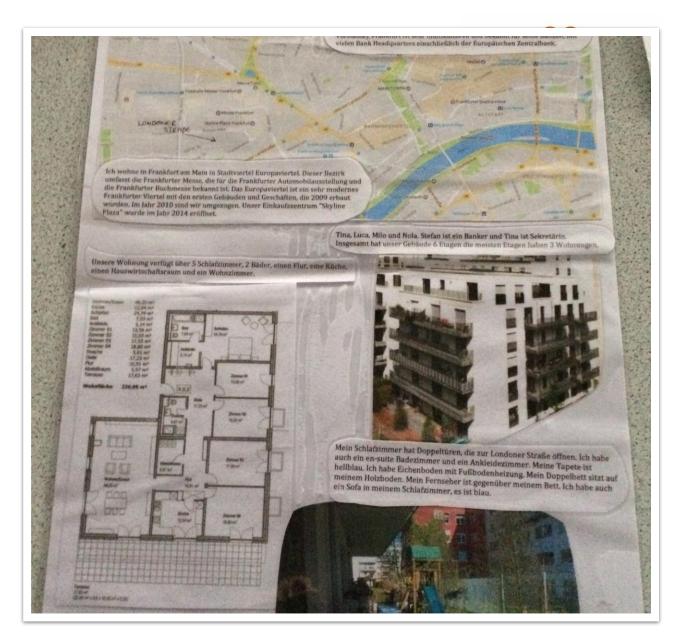
Projects





Projects





Further information



Rachel's research poster in the exhibition

The Language Futures Stand (A) in the Exhibition

Sign up to be placed on our mailing list (details on tables)

The Language Futures website:

http://www.all-languages.org.uk/teaching/language-futures/

Contact the LF Project Manager, Clodagh Cooney by emailing <u>cc448@le.ac.uk</u>



Attend our Teacher Taster Session on 24th May (see flyer on tables).