



The languages gap

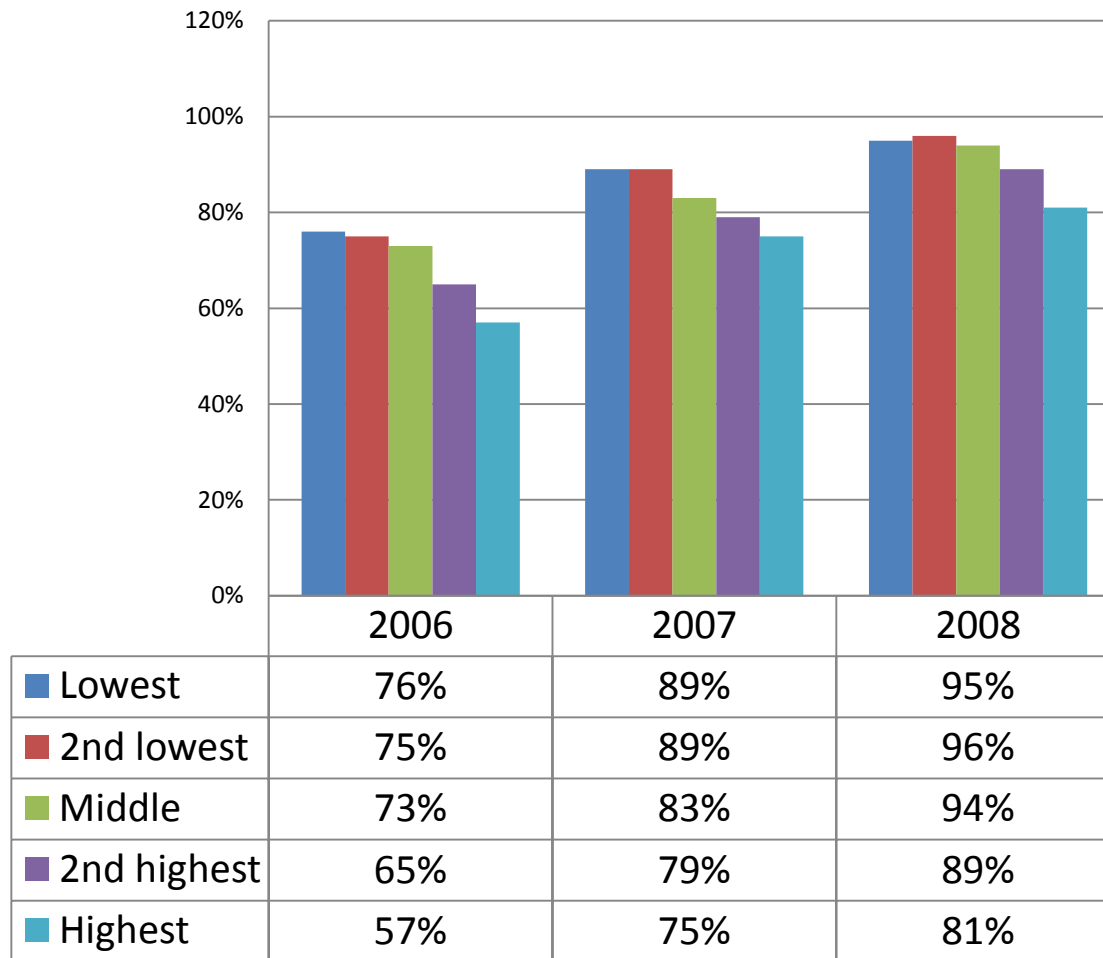
To what extent does participation in language learning in England reflect existing social advantage?

2010 Schools' White Paper:

- 'Education provides a route to liberation from imposed constraints'
- 'Access to educational opportunities is spread... inequitably in England. The gulf between the opportunities available to the wealthy and the chances given to the poor is one of the widest'
- 'Our schools should be engines of social mobility'



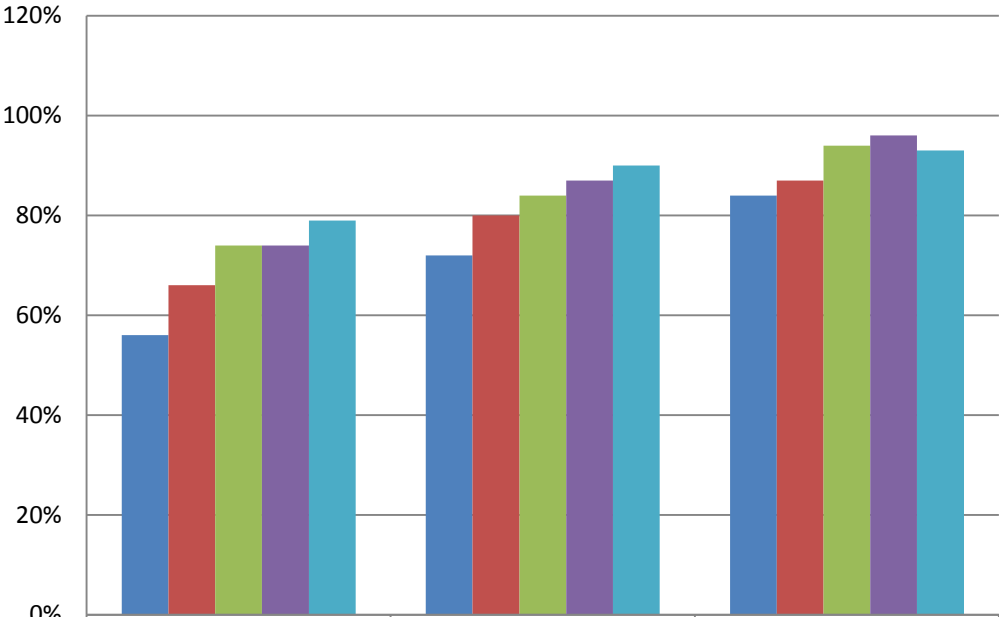
Primary schools teaching languages by FSM band



NFER 2009

Chart created by Teresa Tinsley, March 2012

Primary schools teaching languages by attainment band

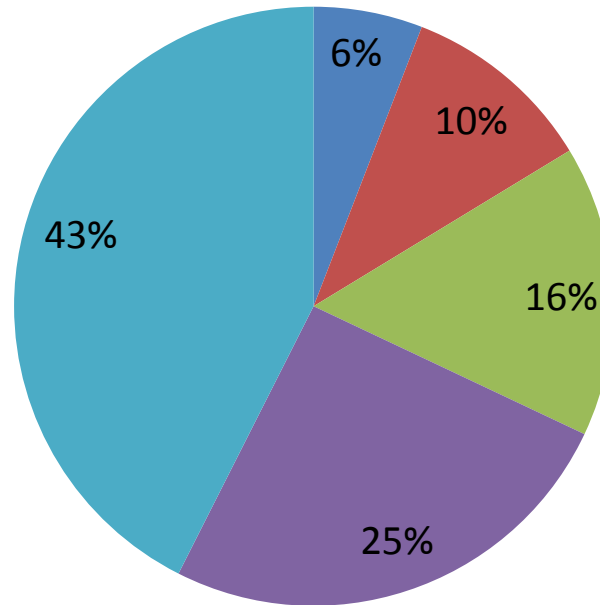


	2006	2007	2008
Lowest	56%	72%	84%
2nd lowest	66%	80%	87%
Middle	74%	84%	94%
2nd highest	74%	87%	96%
Highest	79%	90%	93%

NFER 2009

Acceptances for HE courses in European Languages, 2011, by socio-economic group

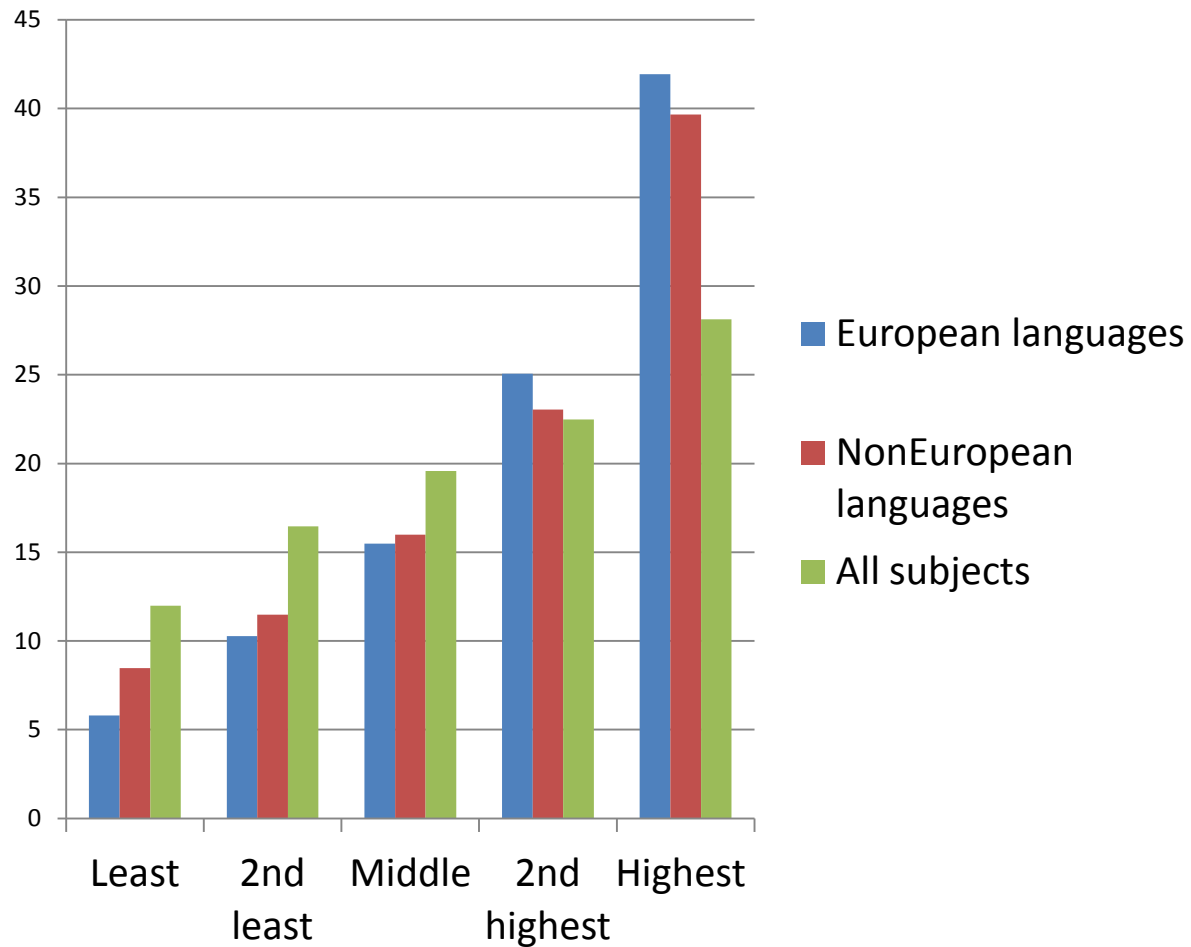
■ Least ■ 2nd least ■ Middle ■ 2nd highest ■ Highest



UCAS/ John Canning

Chart created by Teresa Tinsley, March 2012

HE acceptances 2011, by socio-economic group

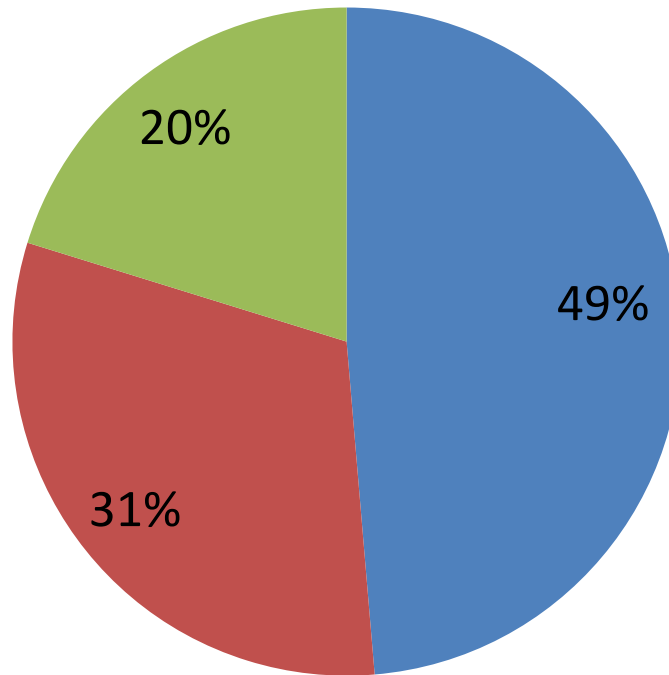


UCAS/John Canning

Figures compiled by Teresa Tinsley, March 2012

A level entries by centre type, 2011

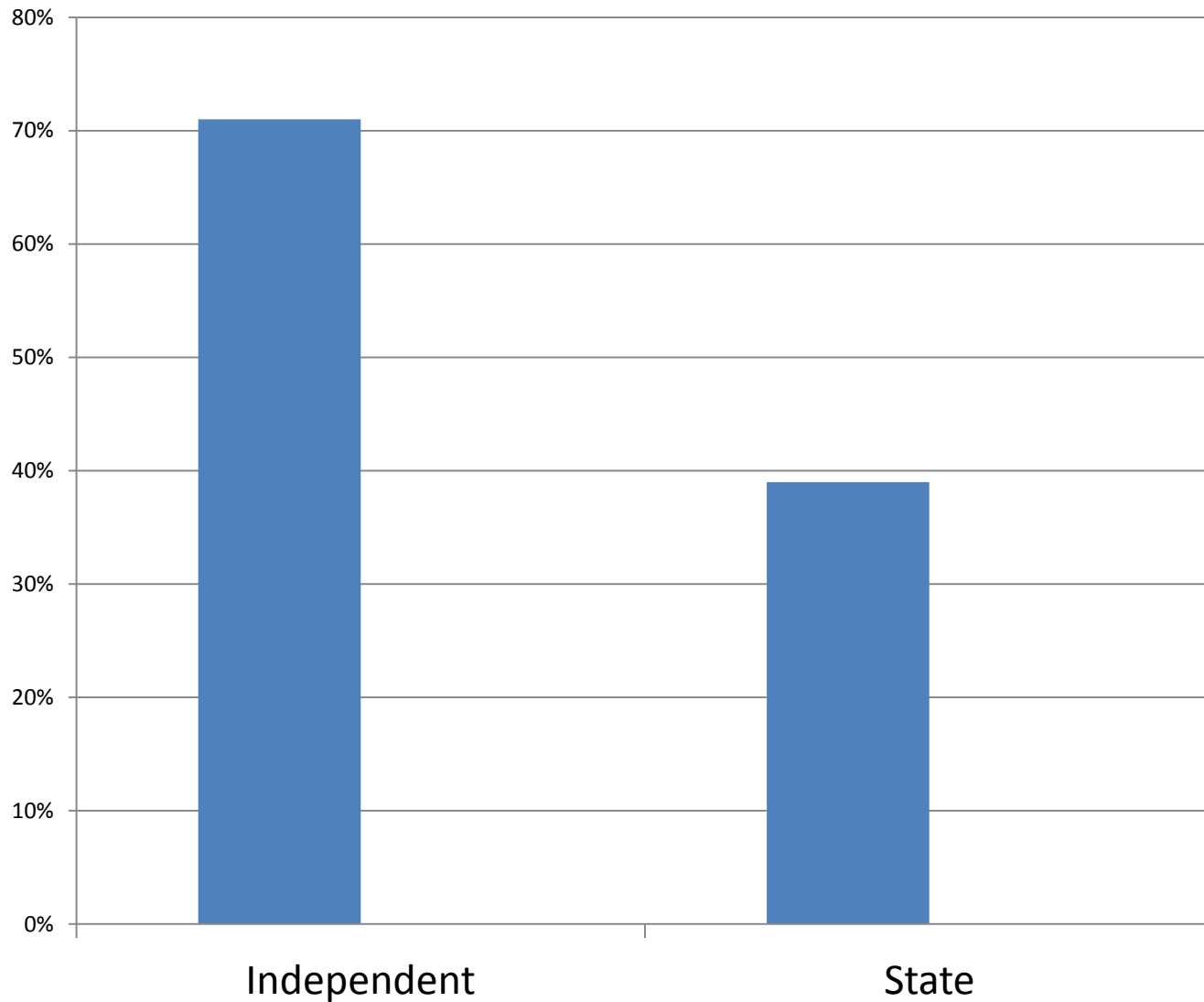
- Maintained schools
- Independent schools
- FE sector colleges



JCQ

Figures compiled by Teresa Tinsley, March 2012

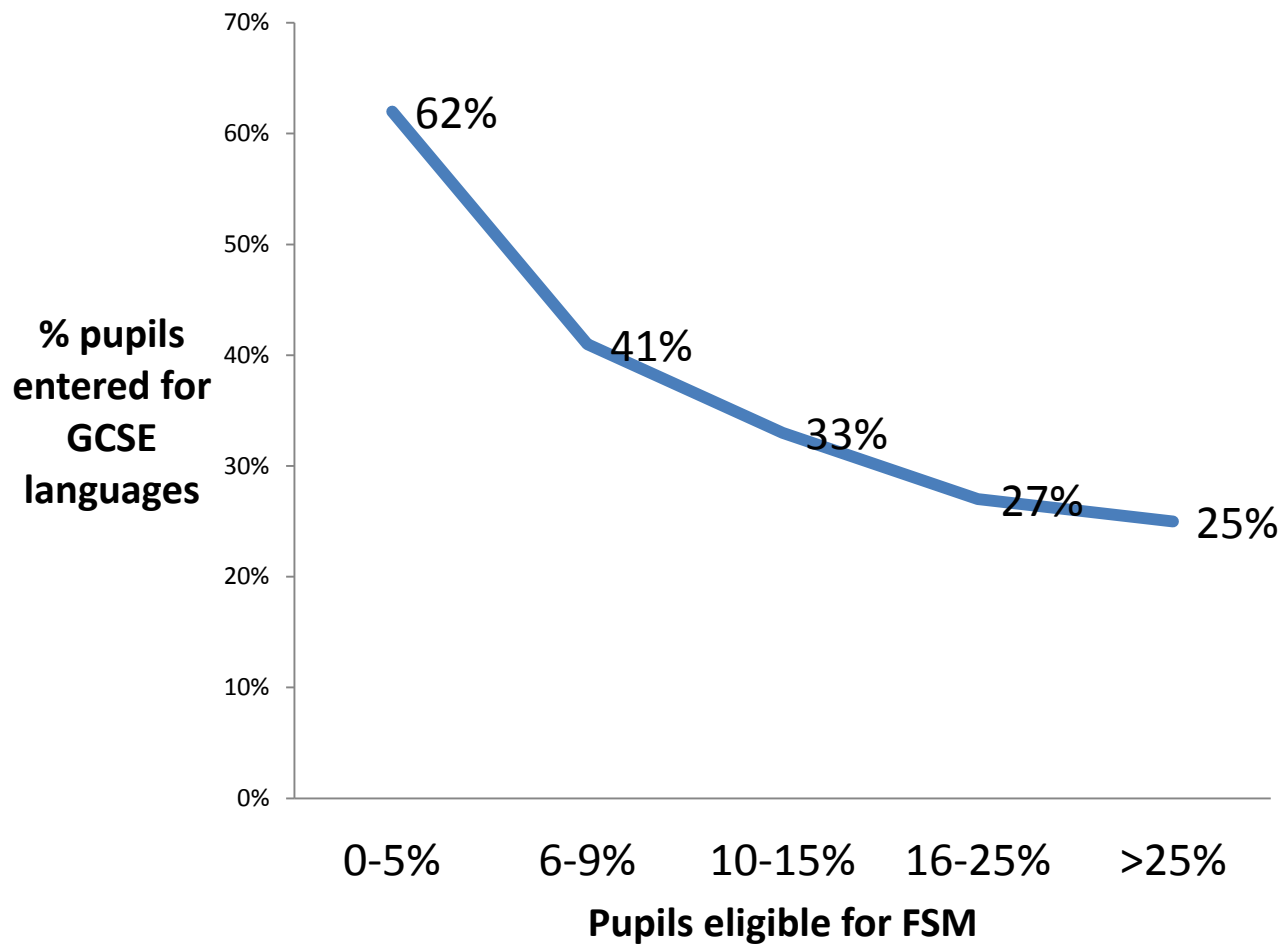
Average % of cohort sitting languages GCSE, 2011



DfE Schools Performance Tables 2011

Figures compiled by Teresa Tinsley, March 2012

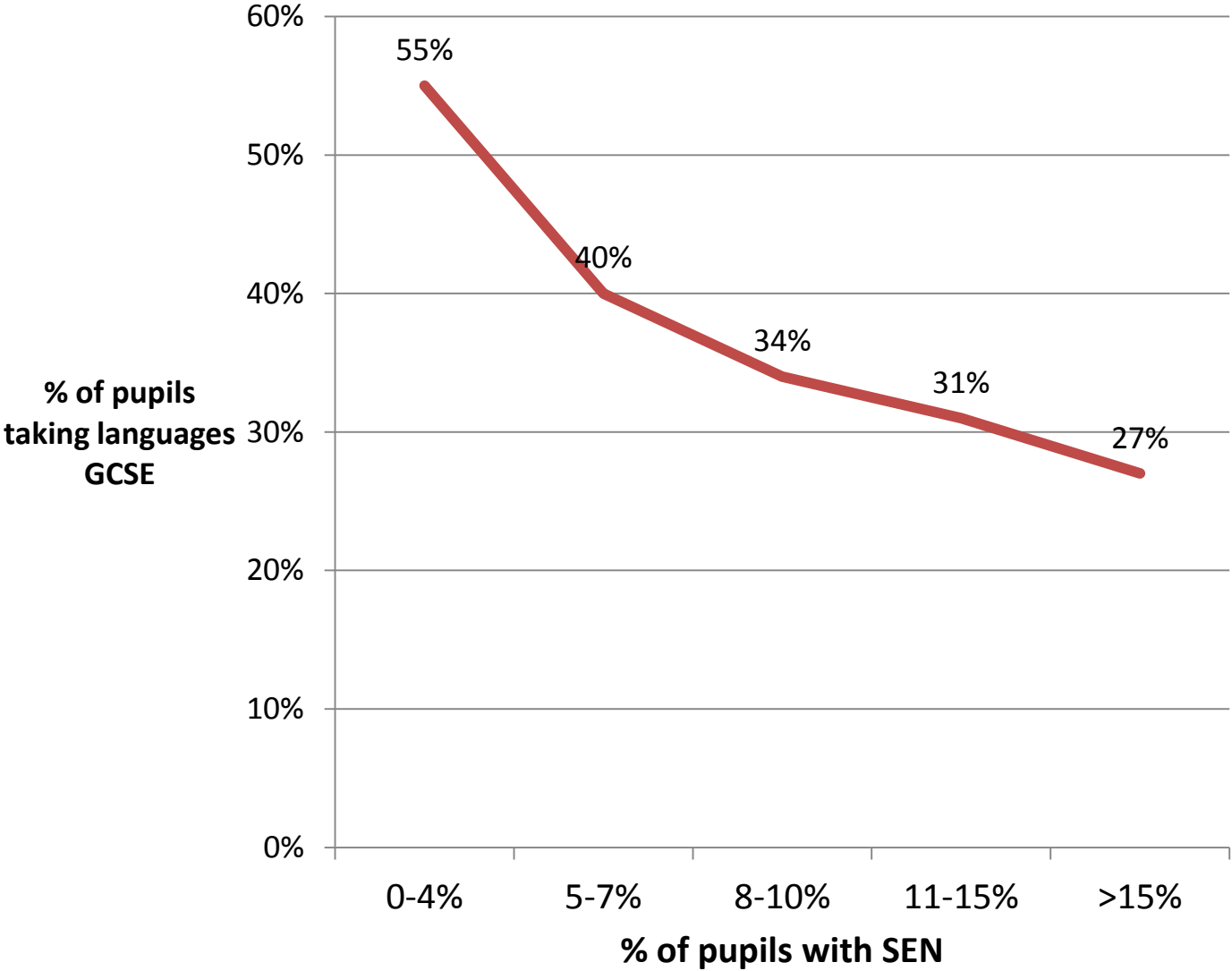
Schools' GCSE language entries by level of social disadvantage



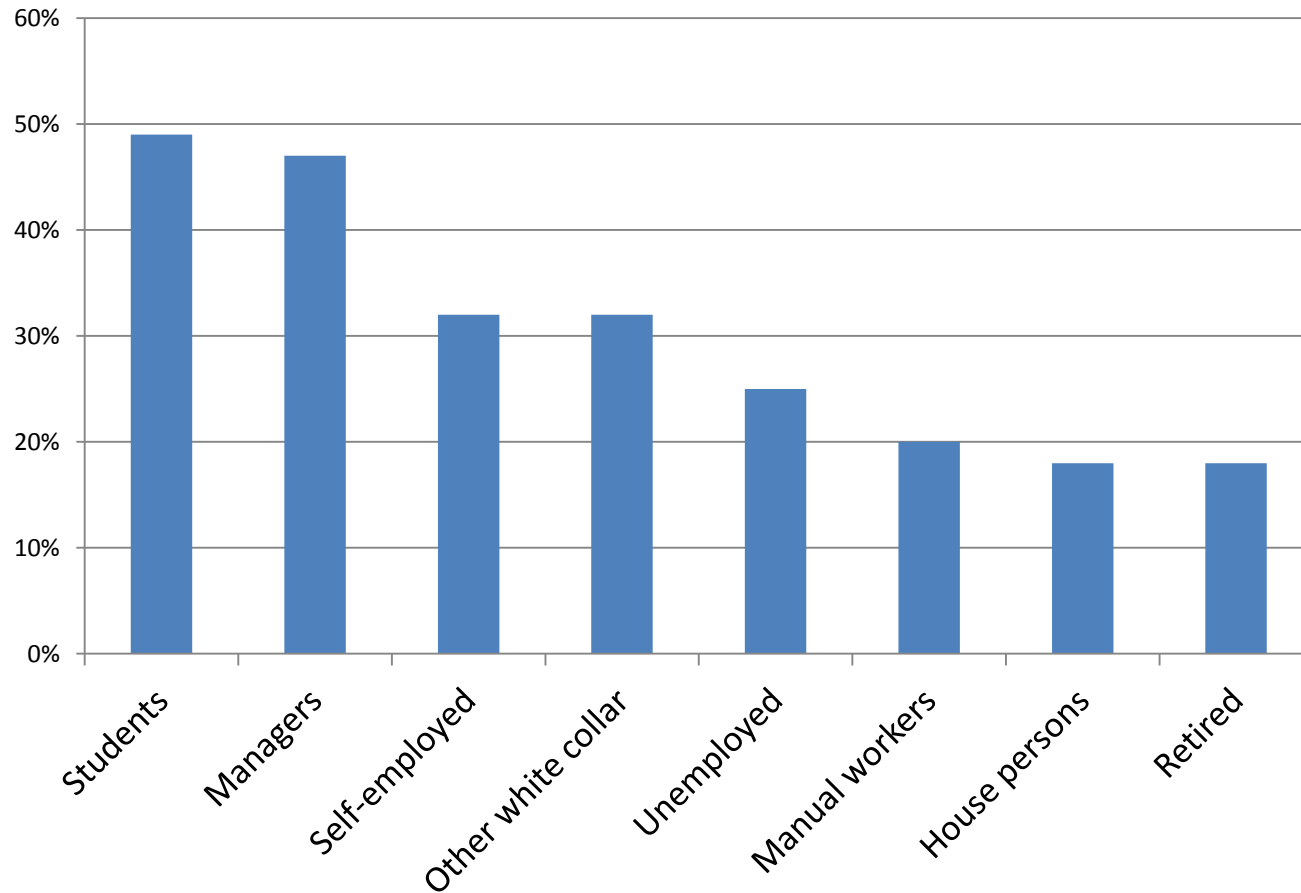
DfE Performance Tables, 2011

Figures compiled by Teresa Tinsley, March 2012

Proportion of GCSE language entries by SEN



Ability to speak another language by social group, Eurobarometer 2006



Eurobarometer survey, 2006

The English Baccalaureate

‘..to ensure that all children, especially those from less privileged backgrounds have a chance to gain a base of knowledge and a set of life chances too often restricted to the wealthy.’

Michael Gove, at the launch of the Ebac 6/9/11

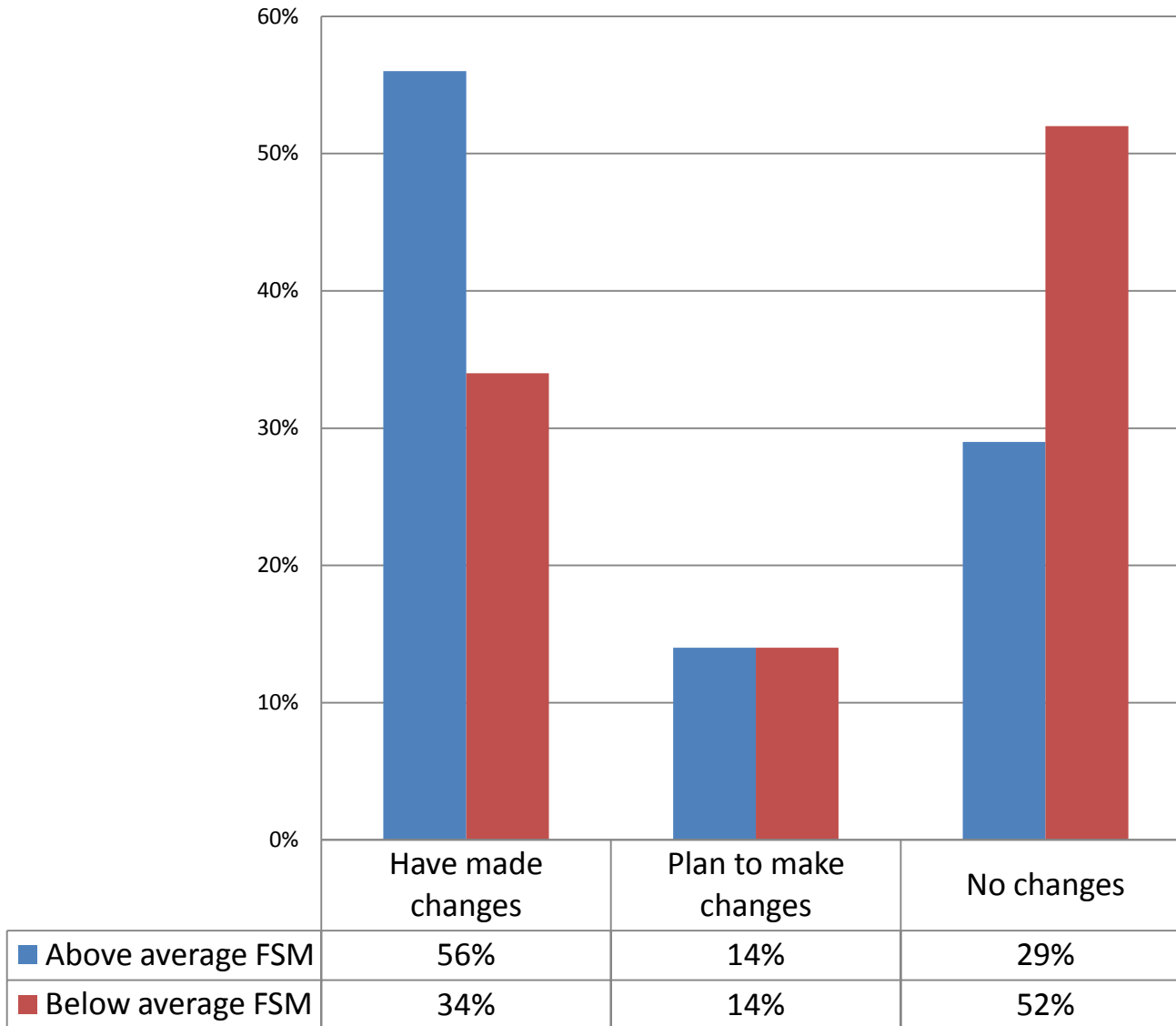


Education Select Committee Report on the Ebac, July 2011

- Not supported by international evidence
- Schools will focus on wealthier students because they do better in Ebac subjects
- Counterproductive to push children into subjects they may fail
- It may increase truancy and NEETS
- ‘Academic subjects not the only path to success’



Schools' response to EBacc



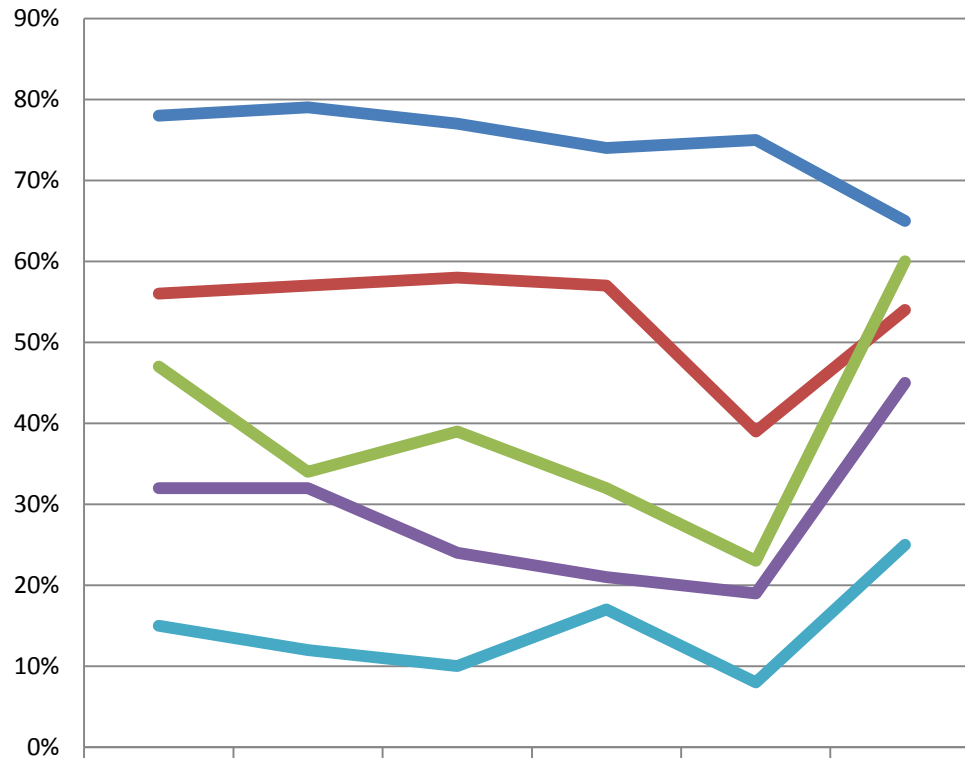
Why some schools are not responding to Ebac:

- *The school policy is that students study the subjects at KS4 that best suit them rather than those that suit the EBac*
- *SLT don't want to force students into a difficult subject. They would like it to grow naturally and organically*
- *We are not interested in the Ebac qualification. Anyone can see from a student's GCSE results certificate the subjects they have taken so they don't need another piece of paper called an EBac. If a language is inappropriate for certain students, it's inappropriate. The EBac doesn't change that*
- *SLT are reviewing the curriculum. However, it is not felt that GCSE languages is a suitable option for our cohort and also that there is so great a lack of clarity about the new curriculum that it is unlikely the EBac will continue to exist*
- *We have a deprivation factor of -0.3 and many pupils struggle with literacy. Current drive is on increasing literacy and boosting English GCSE results*



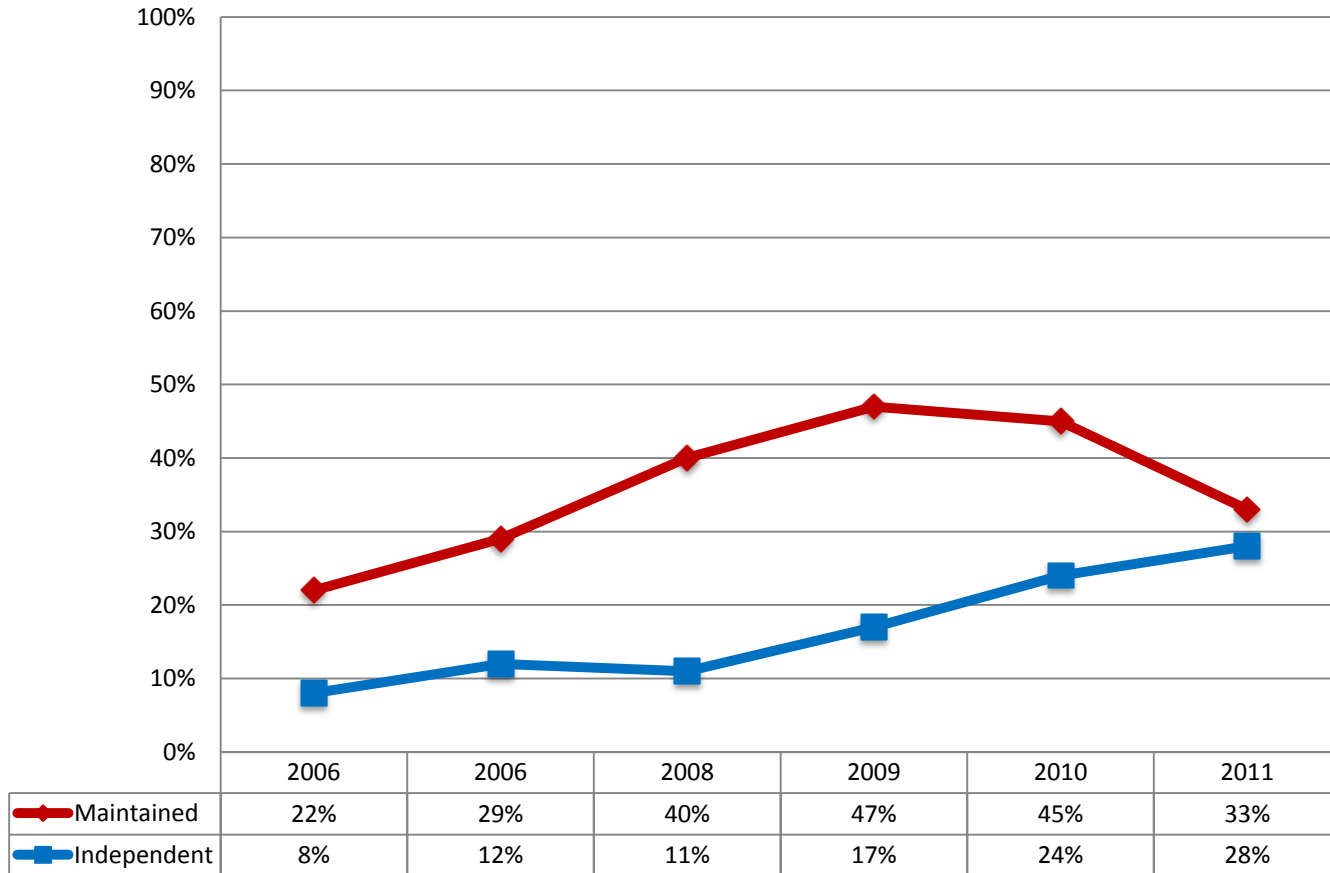
CfBT Language Trends survey 2011

% of schools with more than 50% of pupils studying a language in Y10 - by attainment



	2006	2007	2008	2009	2010	2011
— Highest Band	78%	79%	77%	74%	75%	65%
— Second Highest Band	56%	57%	58%	57%	39%	54%
— Middle Band	47%	34%	39%	32%	23%	60%
— Second Lowest Band	32%	32%	24%	21%	19%	45%
— Lowest Band	15%	12%	10%	17%	8%	25%

The rise and fall of alternative qualifications 2006-2011



CfBT Language Trends, 2011



Will new policies promote social mobility? - PROS

- Some evidence already that this is happening
- Languages likely to be made compulsory in (part of?) KS2 and KS4
- 61% of public support languages counting in school league tables (YouGov, Jan 2011)
- Raise online and VA measures now include languages
- Universities are under pressure to demonstrate more social equity in new fees structure
- Decline of the vocational agenda



Will new policies promote social mobility? - CONS

- EBac will impact only on the most promising students, and numbers will 'plateau'
- The qualifications which count in the system are not suitable for wide participation
- There is no 'hearts and minds' breakthrough or appetite for a return to compulsory languages
- Promising initiatives have been dropped
- Lack of funding for training/FLAs/enrichment
- Progression to AL

