Languages in UK Education

Teaching languages using
Rosetta Stone Foundations for Schools

Content

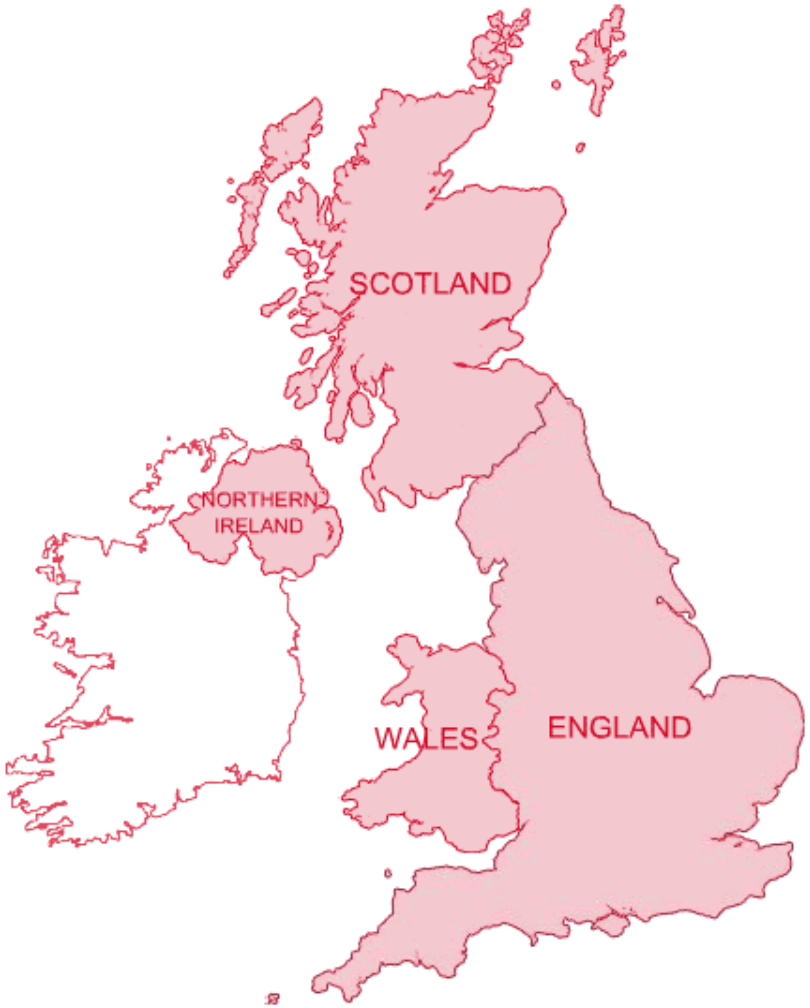
The intention of this document is to highlight how Rosetta Stone solutions for Schools can support teachers in delivering the MFL curriculum and to provide much needed support for EAL learners.

This document highlights:

- Challenges in MFL subjects
- Content of *Rosetta Stone Foundations for Schools*
- Grammar concepts taught
- Progression, measurement and teacher support
- Supporting EAL students

Challenges in MFL subjects

The MFL Crisis- Languages in Danger



England:

- 2004- language made optional post 14
- 2011- 43% of the cohort took a foreign languages GCSE (down from 78% in 2001)
- English Baccalaureate- requires a “good pass” in a language- attracts high achieving students only

Northern Ireland:

- 2007 languages made optional post 14
- 2007-11 numbers taking French, German and Spanish dropped 19%

Wales:

- Languages post 14 have never been compulsory, and dropping further in recent years

Scotland:

- 2001 languages reduced to ‘entitlement only’
- 2009 ‘Curriculum for Excellence’ put modern languages back on the table, but only compulsory for certain courses

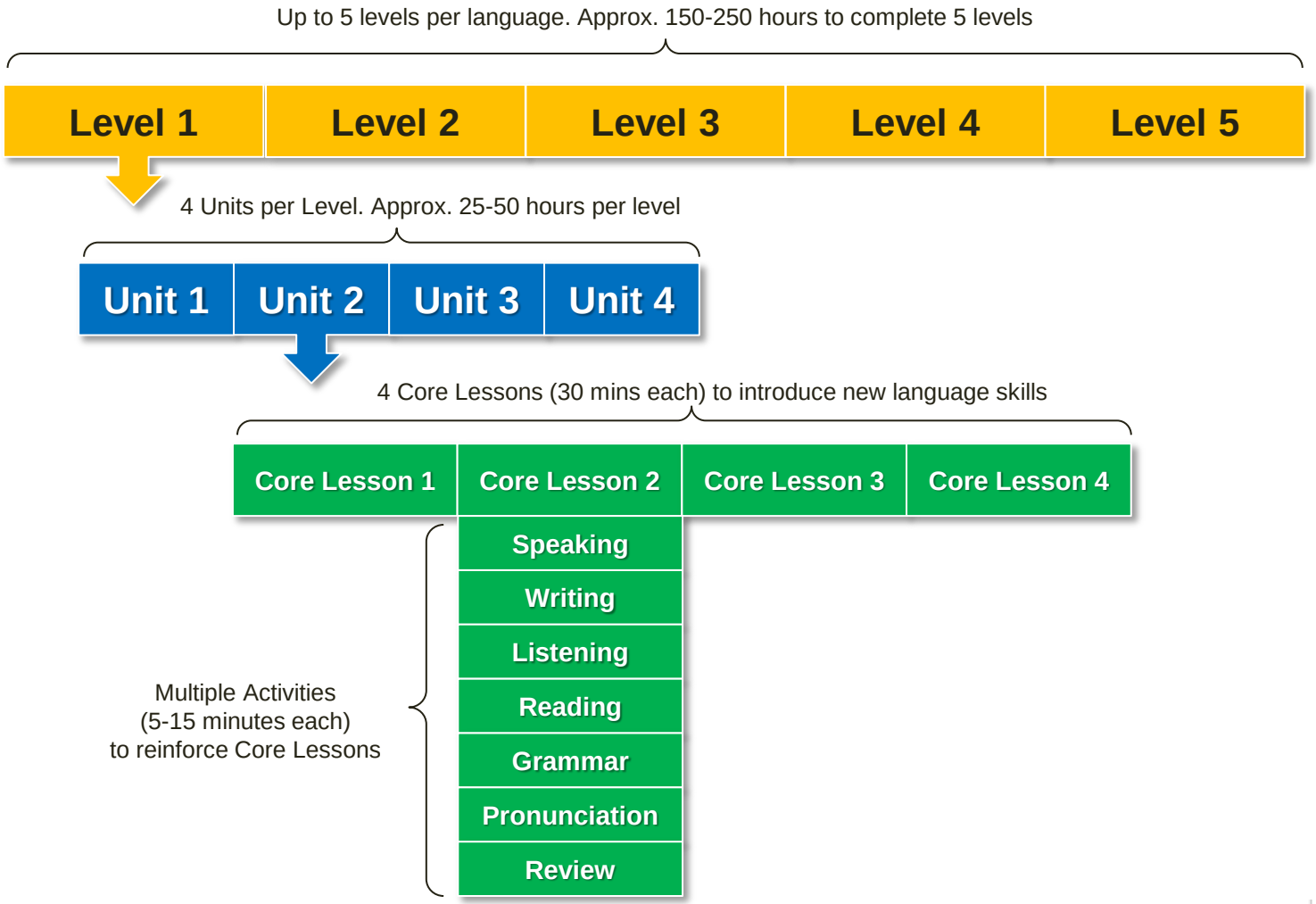
Motivating students to learn

Why students DON'T love languages
Seen as a difficult option
Don't understand the importance
Not enough GCSE options
Dislike memorising grammar
‘Everyone speaks English'
Not supported at home
Lack of engaging resources
Shy of speaking in front of their peers

Why students SHOULD love languages
Fun potential
Make CV stand out from the crowd
Earn 8-20% more in their future job
Improve travel experiences
Can get creative- games, music, tv
Become more articulate in their own language
Improve communication skills

Content of *Rosetta Stone Foundations*

Structure


Up to 5 levels per language. Approx. 150-250 hours to complete 5 levels
Level 1
Level 2
Level 3
Level 4
Level 5
4 Units per Level. Approx. 25-50 hours per level
Unit 1
Unit 2
Unit 3
Unit 4
4 Core Lessons (30 mins each) to introduce new language skills
Core Lesson 1
Core Lesson 2
Core Lesson 3
Core Lesson 4
Multiple Activities
(5-15 minutes each)
to reinforce Core Lessons
Speaking
Writing
Listening
Reading
Grammar
Pronunciation
Review

Assessment- the aims of a languages GCSE

"Through studying a GCSE in a modern language, students should develop their **ability and desire to communicate confidently** and coherently with native speakers in speech and writing."

"The study of a modern language at GCSE should also **broaden students' horizons** and **encourage them to step beyond familiar cultural boundaries** and develop new ways of seeing the world"

Department for Education

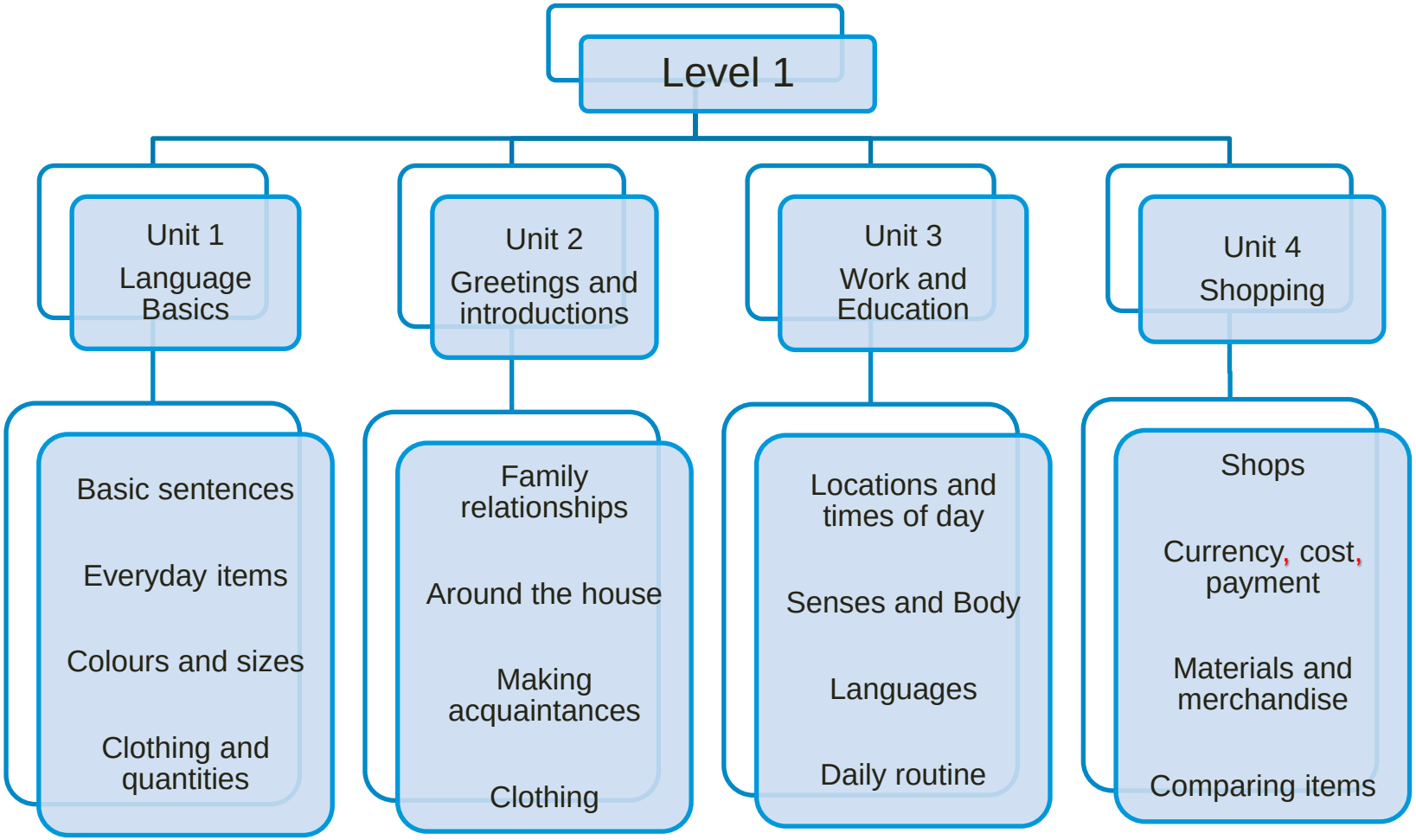
Rosetta Stone

OCR, Edexcel, AQA and IGCSE- Key topics for language students

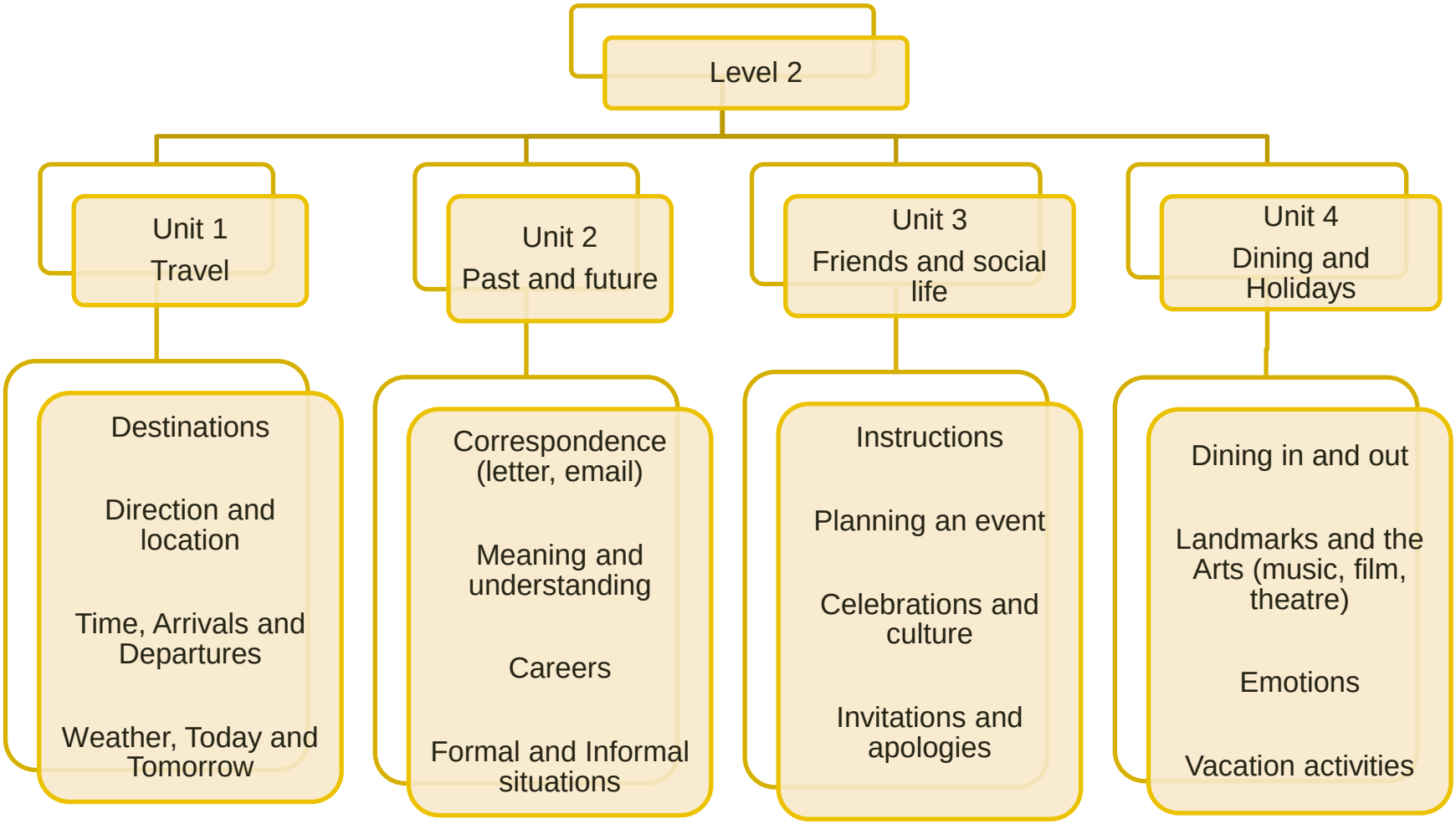
- Personal information
- Family and Friends/ Personal Relationships
- Health and Lifestyle
- Shopping
- Leisure and Free time
- Holidays and Tourism/ Travel and Transport
- Media/ TV/ Films and music
- Home and local area
- Weather
- Environment
- Work and Education

Rosetta Stone Foundations covers <u>all</u> of these topics

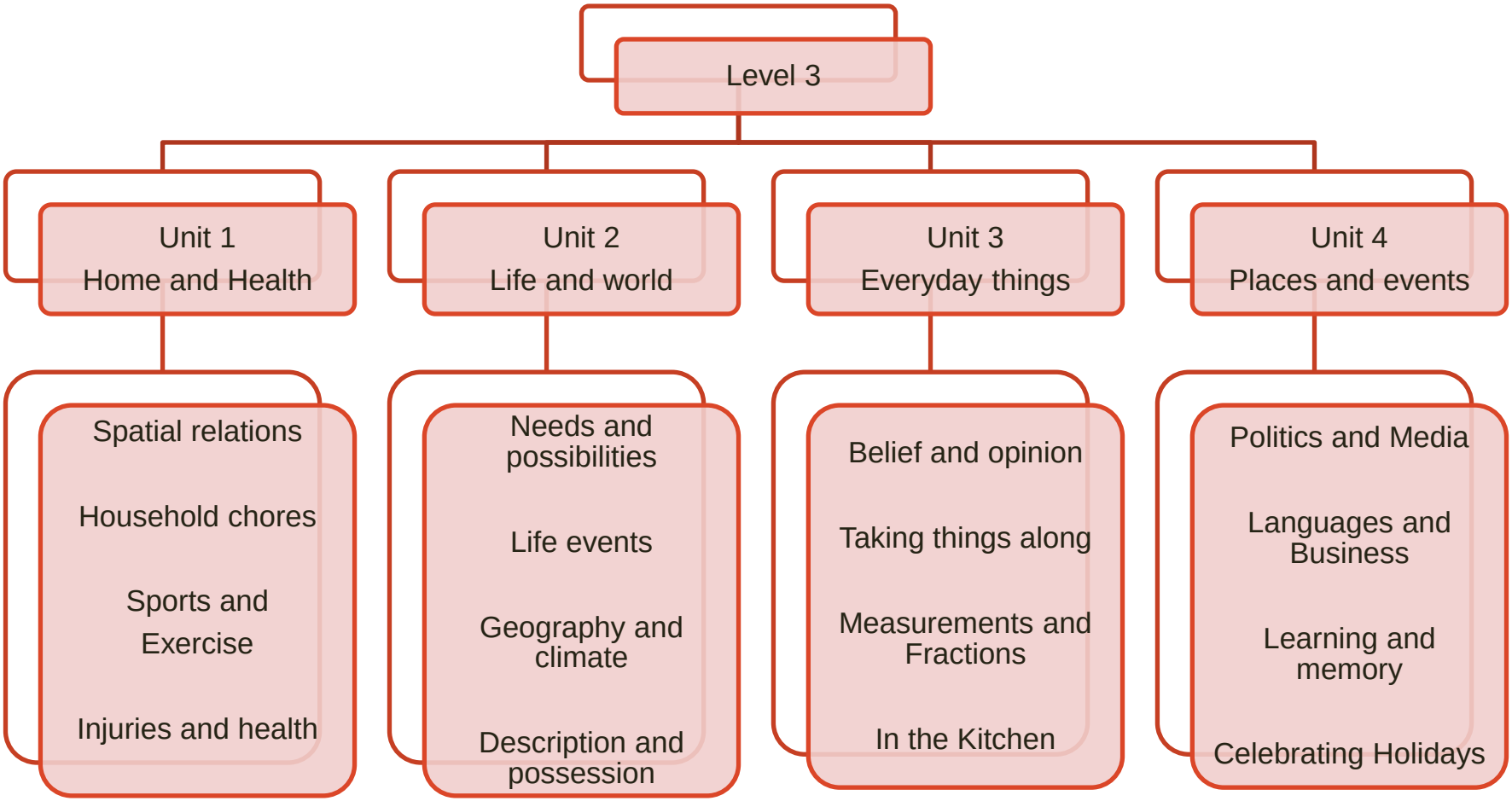
Language learning - level 1



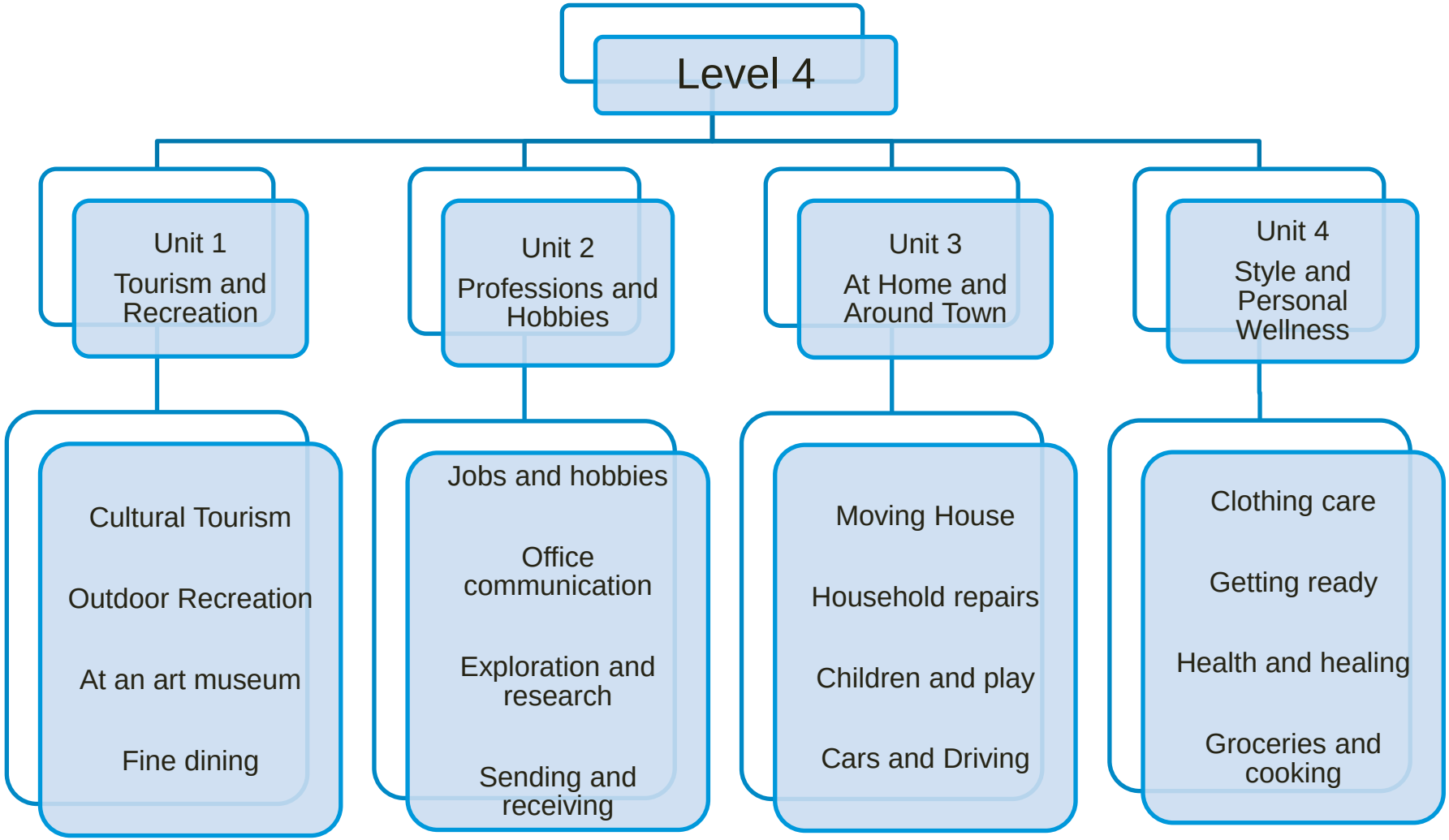
Language learning - level 2



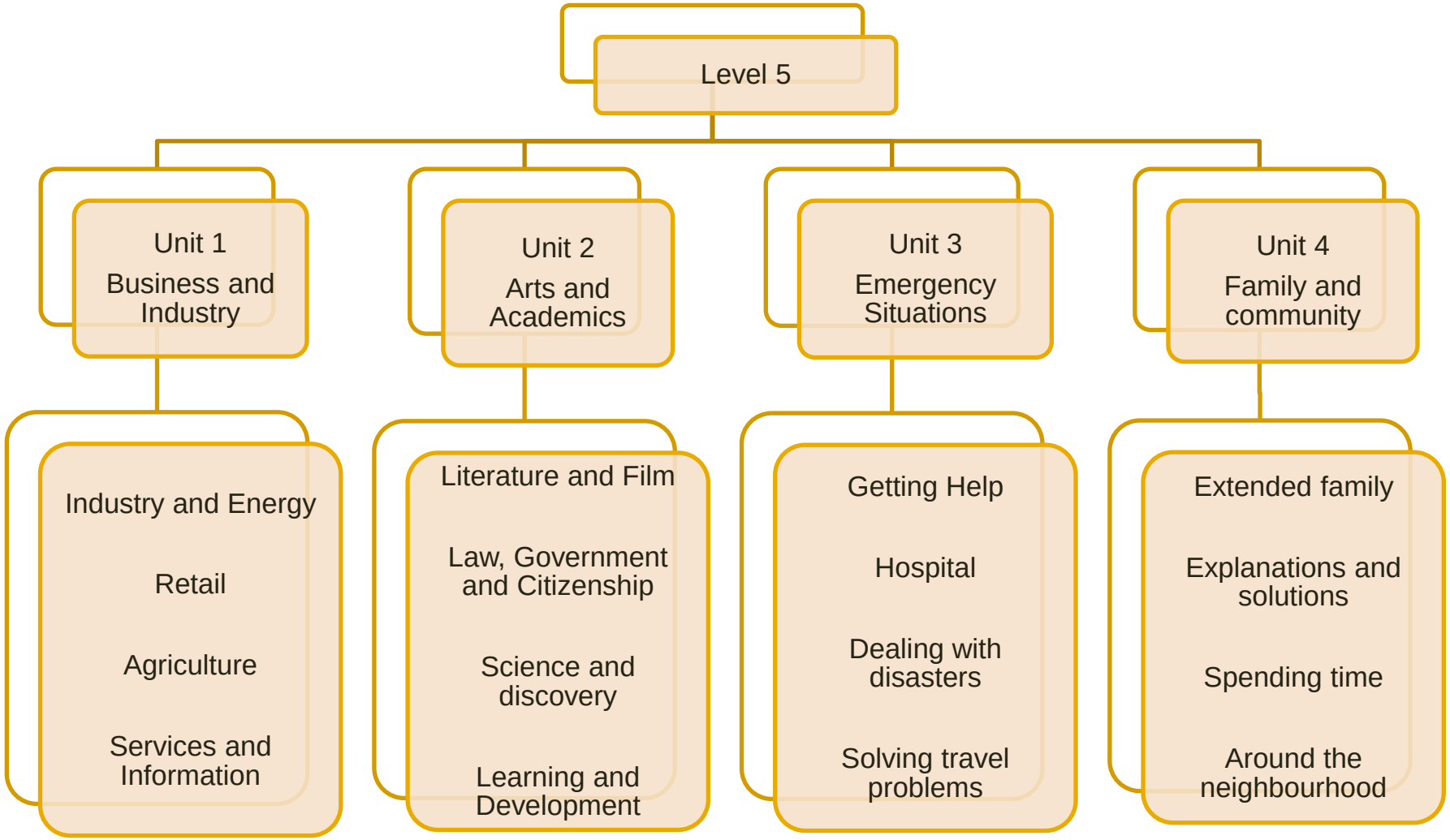
Language learning – level 3



Language learning – level 4

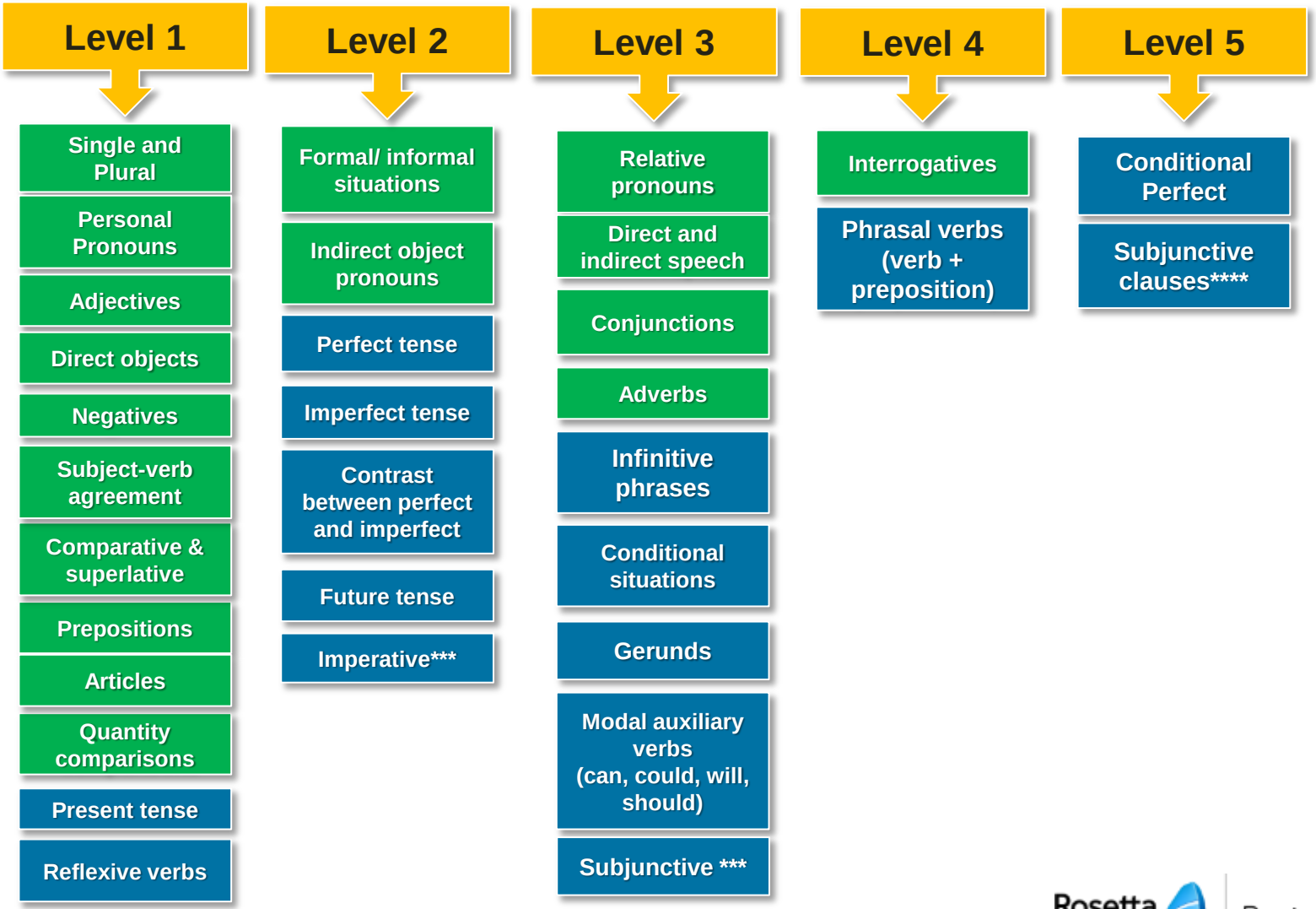


Language learning - level 5



Grammar concepts taught in *Rosetta Stone Foundations*

Grammar concepts



Rosetta Stone Business

Progression and measurement

How long will it take students to complete a language in *Rosetta Stone Foundations*?

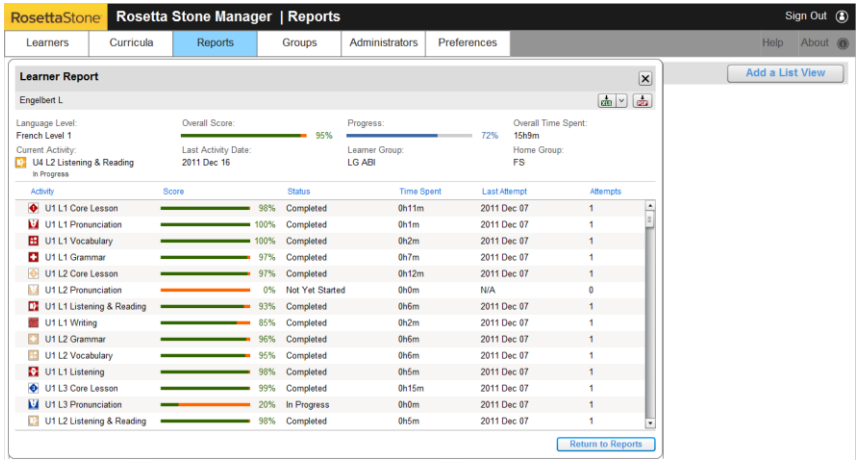
- It should take approximately **30-40 hours** to complete one level on Rosetta Stone

- Students should aim to complete **one level of the programme per academic year**

- This can be achieved by completing **1 hour in the programme (or 3 times 20 minutes) each week** (based on an average 36 week year), in class time or for homework

- Students get a chance to improve their speaking and listening skills by practicing on their own, and teachers can focus class activities on specific exam skills and preparation

Drive and measure student attainment



LAST NAME	Total
Jaskiewicz	2.8
Boateng	2.8
Uzyczak	2.8
Lockhart	2.7
Rawle	2.7
Sheikh	2.7
Baverstock	2.7
Brady-Sandling	2.7
Azzopardi	2.7
Nolan	2.6
Jackson	2.6
Sharkey	2.6
Bernal-Ortiz	2.5
Goncalves Pereira	2
D'Ham	1.9
Montilva-Aranda	1.9
Doohan	1.8
Benjamin	1.8
Baumgarten	1.8
Arnot	1.8
Barreteau	1.8

- ***Administrator Tools*** enable teachers to monitor and demonstrate student progression
- Encourage students to use innovative **mobile learning apps** on tablets and smartphones (BYOD programmes)
- Students love to compete: post top performers in classroom
- Enter into price draw: most usage, highest proficiency
- Award certificates

Rosetta Stone Education

Teacher guides and workbooks

Classroom Curriculum

Rosetta Stone Curriculum

1.1 **Core Lesson**

01 Hello.
Hello.

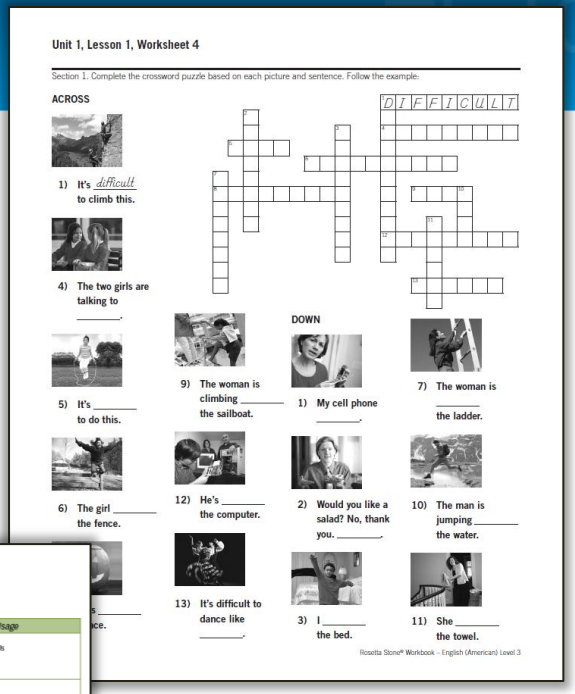
02 a girl
a boy
a boy
a girl

03 The girl is eating.
The girl is drinking.
The boy is eating.
The boy is drinking.

04 a girl
a boy

05 The girl is drinking.
The boy is drinking.
The girl is eating.
The boy is eating.

06 a woman
a man
a woman
a man



Unit 1, Lesson 1, Worksheet 4

Section 1. Complete the crossword puzzle based on each picture and sentence. Follow the example:

ACROSS

1) It's *difficult* to climb this.

4) The two girls are talking to _____.

5) It's _____ to do this.

6) The girl _____ the fence.

DOWN

1) My cell phone _____.

2) Would you like a salad? No, thank you. _____.

3) I _____ the bed.

7) The woman is _____ the ladder.

9) The woman is climbing _____ the sailboat.

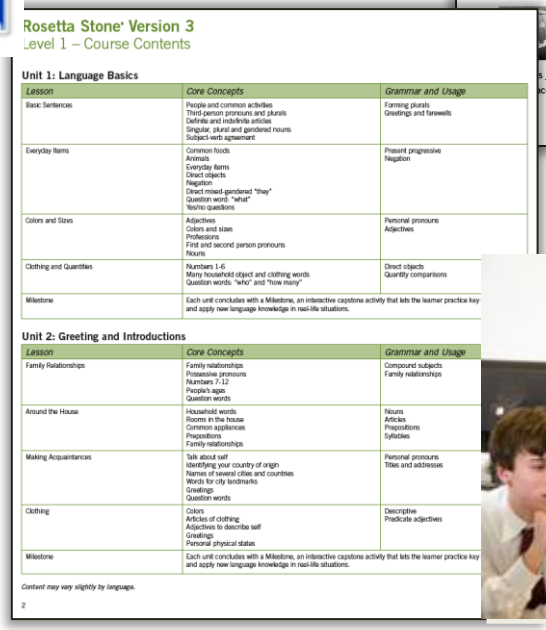
10) The man is jumping _____ the water.

11) She _____ the towel.

12) He's _____ the computer.

13) It's difficult to dance like _____.

Rosetta Stone® Workbook – English (American) Level 3



Rosetta Stone® Version 3
Level 1 – Course Contents

Unit 1: Language Basics

Lesson	Core Concepts	Grammar and Usage
Basic Sentences	People and common activities Third-person pronouns and plurals Definite and indefinite articles Singular, plural and gendered nouns Subject-verb agreement	Forming plurals Greetings and farewells
Everyday Items	Common foods Animals Everyday items Direct objects Negation Direct mixed-gendered "they" Question word: "what" Yes/no questions	Present progressive Negation
Colors and Sizes	Adjectives Colors and sizes Professions First and second person pronouns Nouns	Personal pronouns Adjectives
Clothing and Quantities	Numbers 1-6 Many household object and clothing words Question words: "who" and "how many"	Direct objects Quantity comparisons
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key and apply new language knowledge in real-life situations.	

Unit 2: Greeting and Introductions

Lesson	Core Concepts	Grammar and Usage
Family Relationships	Family relationships Possessive pronouns Numbers 7-12 People's ages Question words	Compound subjects Family relationships
Around the House	Household words Rooms in the house Common appliances Prepositions Family relationships	Nouns Articles Prepositions Syllables
Making Acquaintances	Talk about self Identifying your country of origin Names of several cities and countries Words for city landmarks Greetings Question words	Personal pronouns Titles and addresses
Clothing	Colors Articles of clothing Adjectives to describe self Greetings Personal physical status	Descriptive Predicate adjectives
Milestone	Each unit concludes with a Milestone, an interactive capstone activity that lets the learner practice key and apply new language knowledge in real-life situations.	

Content may vary slightly by language.

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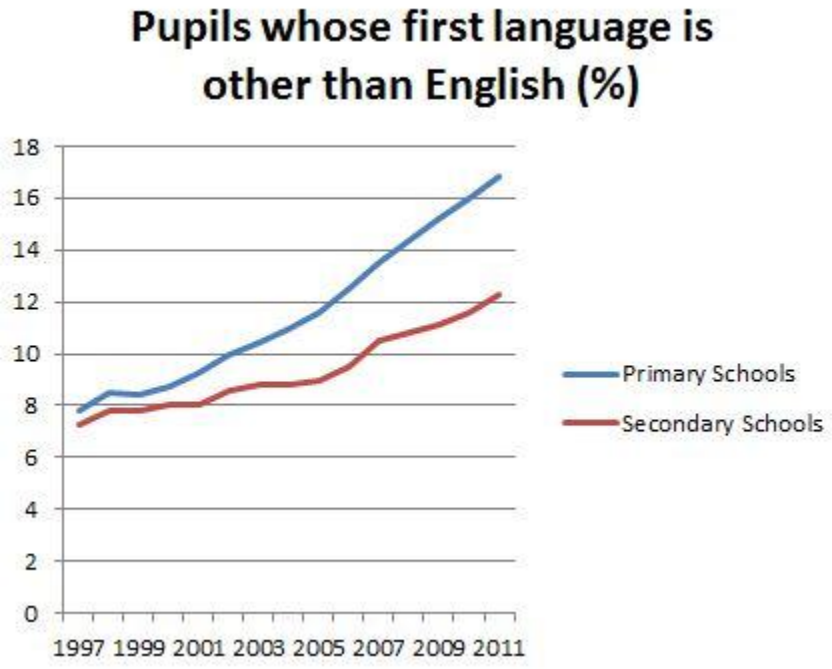
Rosetta Stone Education

Support EAL students

Rosetta Stone Education

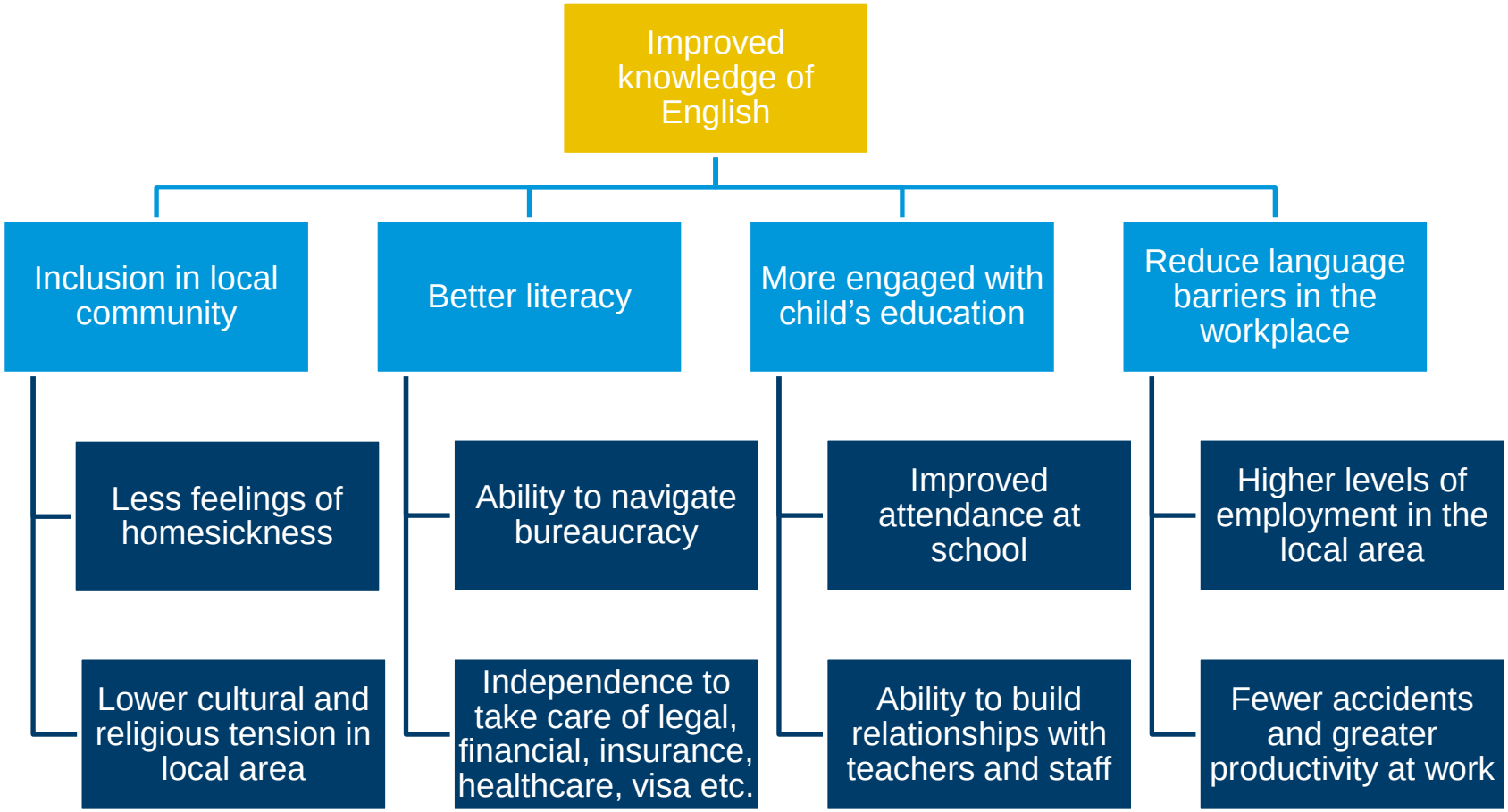
EAL in schools today

- According to the Department of Education, almost **one-in-five** pupils in primary education speak another language in the home
- Nearly **1.1m children** in the UK do not have English as their mother tongue
- This number has increased by 54,000 in the last 12 months, and around 228,000 since 2008
- In all, almost three in ten primary school children are in this category in the current academic year
- This number reaches almost a one in four in secondary education



**Statistics taken from article published in The Telegraph, 1st July 2013*

Supporting EAL- families and wider community



Case study: EAL at Belle Vue Girls school

EAL learners at Belle Vue Girls school were able to join mainstream curriculum **twice as fast** than those who spent less time in the programme.

Click here to read the case study

Download the case study

"We use Rosetta Stone to support our teaching of ALL languages, because the students love the feeling of independence the programme offers. Immersion means that students with a low level of English can access the learning equally as well as those who speak English fluently. It is all about learning the new language."

— Tess Wilkins,
Assistant Headteacher,
Belle Vue Girls
Languages Specialism

Let us help you design what you need

Contact our Education consultants now

Click here to ask for a consultation on our website

Email learn@RosettaStone.com

Call +44 (0)20 7010 8870

Click here