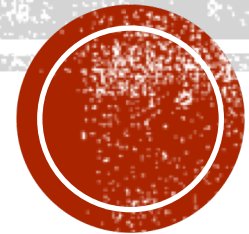


SURVEY RESULTS

Focus Group – 200 hours Junior Cycle MFL

One Voice For Languages



HOW WE DID IT

- Google community
- Online discussion re. questionnaire
- Agreement
- Dissemination via Facebook, Twitter, OVFL Website, mailing list.

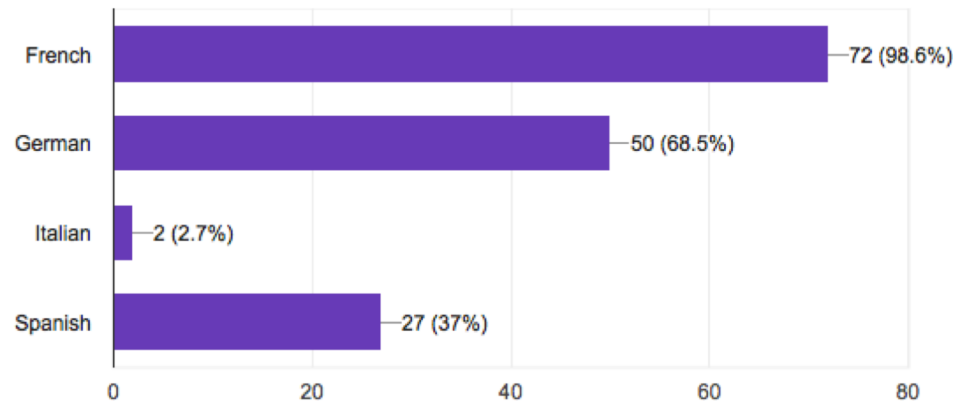


NUMBER OF TEACHERS' RESPONSES AND LANGUAGES

- 73 responses – 72 unique schools

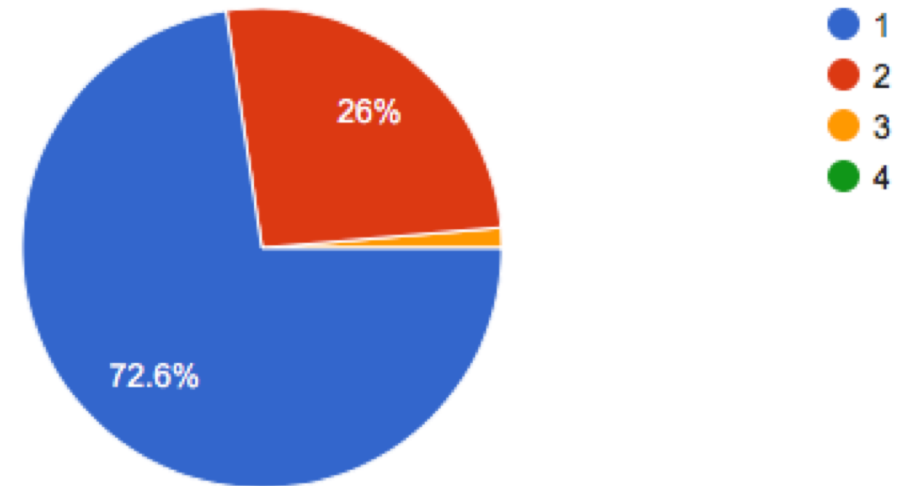
What languages are taught in your school?

73 responses



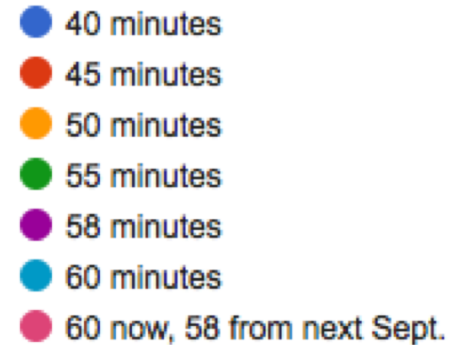
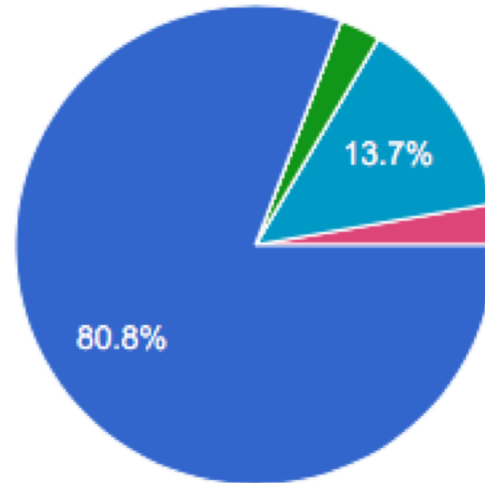
NUMBER OF LANGUAGES OFFERED

- Nearly $\frac{3}{4}$ only offered one language at junior cycle.
- 26% offered 2
- 1% offered 3



LENGTH OF LANGUAGE CLASSES

- Majority have 40 min classes (80%)
- 60 minutes - 15%



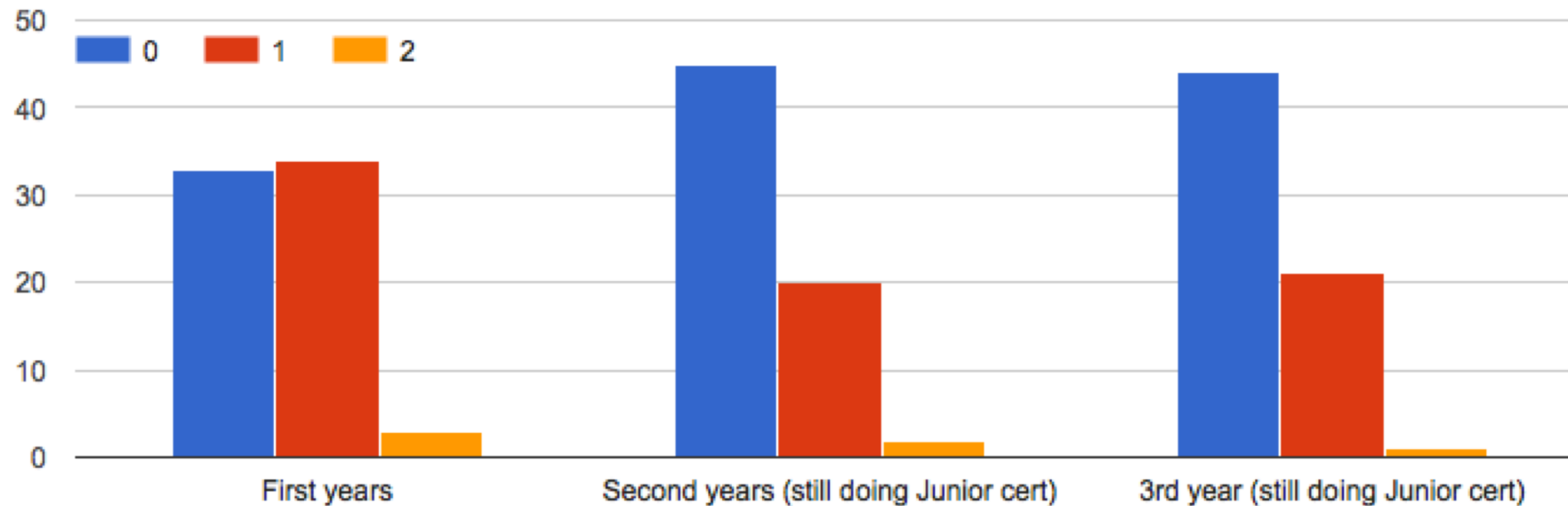
HOW MANY HOURS FOR JUNIOR CYCLE?

- 65% - 200 hours – This is the minimum indicated by NCCA guidelines
- 27% - over 200 hours (some up to 300 hours)
- 9% - less than 200 hours



CHANGE IN TIMETABLING (SCHOOL YEAR 2017/2018)

How many classes did you lose in MFL per year group this year?



DISRUPTION TO CONTACT HOURS

- 78% reported not having full contact every week.
- Some reported up to 12 classes missed altogether.

DUE TO:

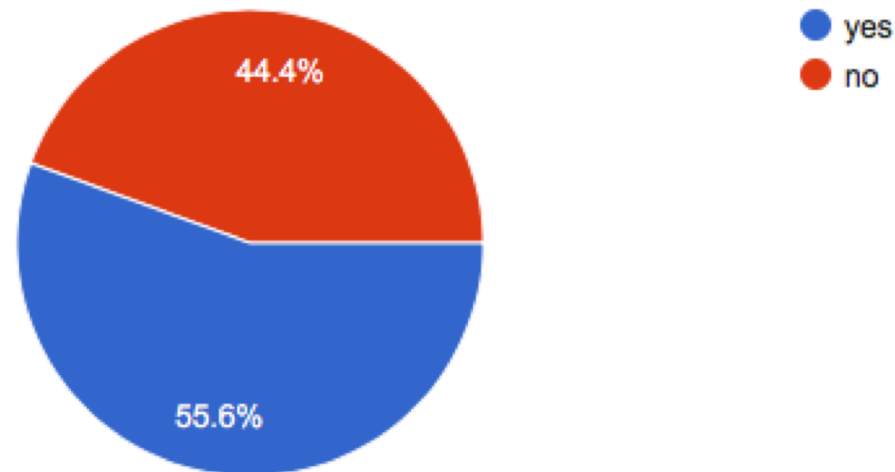
- Taster classes
- School trips
- Speakers
- Extra curricular
- Well-being (anti-bullying play; speakers...)
- Staff meetings
- Sports day
- Weather
- HSE Injections



NEGOCIATING EXTRA CONTACT TIME

Have you tried to negotiate more hours for MFL in your school?

72 responses



ARGUMENTS FOR INCREASING THE NUMBER OF CONTACT HOURS

- Take languages out of taster
- Need classes to cover course
- Need regular contact when learning a language
- Comparing to schools who have more hours, our students will fair worse



- Comparing to other subjects
- Students need a language for the future (jobs...) / Lack of Irish people for multilingual jobs
- Mixability of classes
- Mother tongue plus two as per EU countries
- Cultural value
- Communication skills enhancements



- We also need to train students in IT at times on language times
- Different language; never learnt fully; it's difficult
- Look at European countries and their contact time
- Languages are a skill
- CEFR levels
- Aiming for LC
- To do more group work, projects, activities, discovery learning etc we need more time
- More frequent exposure to language structures helps internalise key concepts



ARGUMENTS PUT FORWARD BY MANAGEMENT FOR 200 CONTACT HOURS

- Students need to have option of not studying a language – hence doing a taster
- French will eventually be optional for first years
- Time constraints
- Need for tutor time and wellbeing hours



- Subject sampling seen as best practice, perceived need for extra Wellbeing (first years have 7 periods of wellbeing a week: 2xPE, SPHE, CSPE, choir, ICT including internet safety, and guidance) They have 2xGerman and 2xFrench
- Another subject would suffer as a consequence
- Timetable clashes
- STEM subjects priority



- Lack of qualified teachers available
- School is traditionally technical
- 200 minimum is the allocated hours / Hands tied by JCT/Circulars.
- Students perform better in other subjects (eg: practical subjects) , they need double classes in practical subjects or science because of experiments, etc..
- Change of Junior Cycle exam less time required



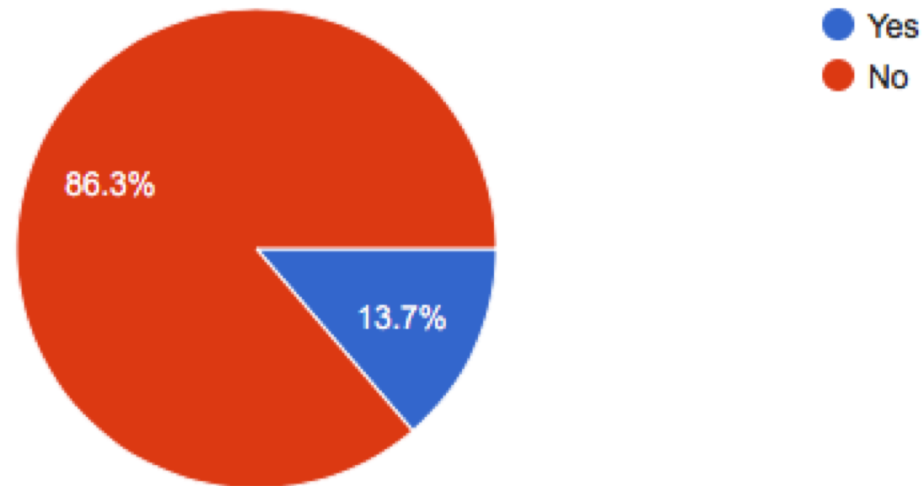
- Not convenient for timetabling
- Allocation
- Students only do French for college entry, (not true!) priority must be given to subjects which yield the highest results among our students



REVIEW OF HOURS ALLOCATION?

Do you have a committee looking after the allocation of hours?

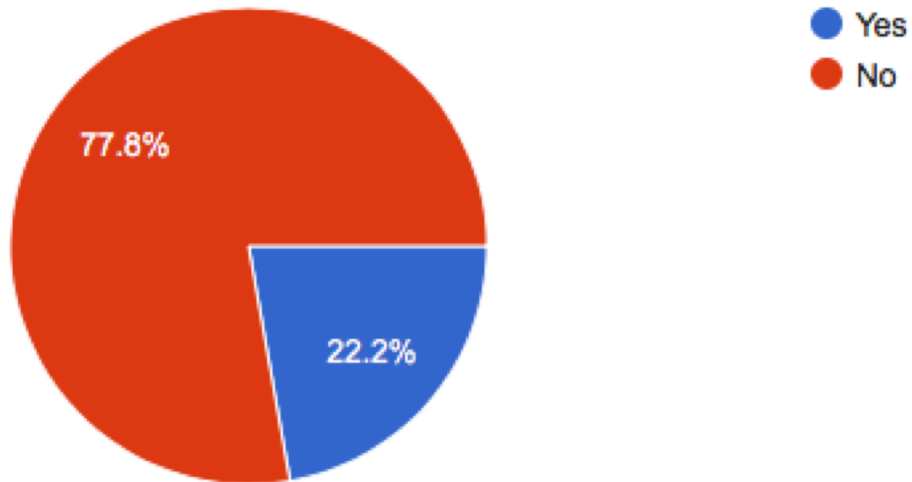
73 responses



LANGUAGE REPRESENTATION IN SCHOOL

If yes, is a language representative on it?

36 responses

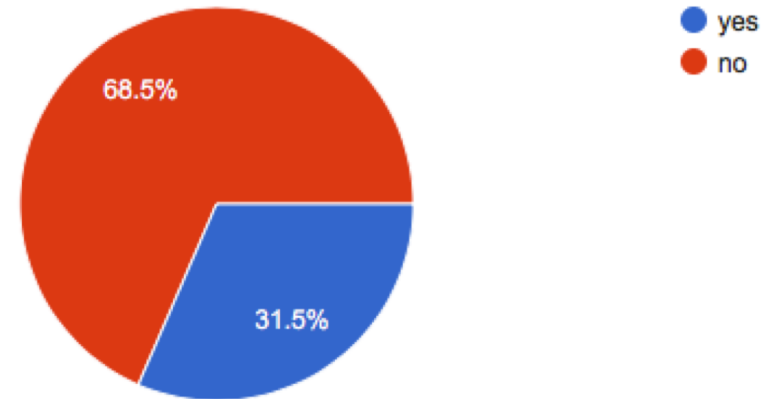


CONSULTATION WITH STAFF

- 65% -
timetable
reviewed
every year

Is there a consultation with staff on how many classes are allocated per subject?

73 responses



IMPACT ON THE TEACHING AND LEARNING OF ('1ST YEARS')

- Would love to do more cultural games but under constant time constraints that's nearly impossible, less time to reinforce new info with students with SEN, 1st yr students very far behind where they need to be.
- Only see students twice a week. Very difficult to progress.



- They are far ahead in French which has 4 classes per week but in German they are behind. They will score worse and probably won't choose it for senior cycle then.
- Less time for students to negotiate the subject matter and less time for guidance.
- Less time to learn the language.
- Contact time for subject and relationship impacted.



- Difficult to implement new teaching.
- Students have forgotten what they learned in the last class, which is often over a week ago. It's impossible to gain any traction. The slow progress has a detrimental effect on motivation: students can't perceive they're making any progress and we are slower moving through the units, which makes classes less varied and interesting.



- It increases the stress on all concerned to have less contact time and more continual assessment.
- Feeling of rushing things.
- One has to give more homework.
- Students recollection is poor as they are not hearing the language enough.
- It is very difficult to keep the momentum going from one lesson to the next.
- Language learning requires constant repetition and students are less inclined to engage with learning outside the classroom.



- Finding it very difficult to get them to do homework to a standard that is acceptable.
- Harder to establish an atmosphere of diligence.
- Students lack confidence in using the structures they are learning.
- Students hate the subject as there is no time to reinforced learning.



- All the new group and project work was rushed, very frustrating to want to implement the new programme but not be able to do it properly - everything is cut short before it's done properly.
- It really has limited the effectiveness of the JC changes.
- Reduced classes hinder achieving oral competence.
- Much time spent revising work as the students often forget what was covered in previous class.



WHAT'S NEXT?

- Meet up of focus group teachers
- Compose a list of arguments for management
- Compose a list of arguments for NCCA/JCT to change the 200 hours minimum.
- Proposal for a special meeting same day as next public meeting.

