

Chapter 1 Errata

p. 6.

Uptake in languages continues to decline in secondary programmes (ACIE, 2017; **Cruickshank, et.al. 2020**; Hagger-Vaughn, 2016; **Hawkes, et. al. 2019**; **Taylor & Marsden, 2014**),

p. 9.

...professional development sessions and conferences since **2003**.

p. 21.

Language Head Vincent Everett says in our field, curriculum ‘must not delay the ability to use the language until mastery of the whole system has been accomplished. Self-expression, creativity and exploration of cultures and their contributions must be there at the onset throughout and for all learners’ even if they do not have all the language yet.

‘The ability to use the language is as important as knowledge of the language.’ ...pupils can do right now and ‘improve the range, spontaneity, sophistication and coherence in which they do it.’ (**Everett, 2021**)

References

Cruickshank, K., Black, S., Chen, H., Tsung, L., Wright, J. (2020). Language Education in the School Curriculum: Issues of Access and Equality. London: Bloomsbury Academic.

Everett, V. (2021) Thinking nice thoughts about curriculum. Blogger.

Hawkes, R., Marsden, E. J., Avery, N., Kasprowicz, R., & Woore, R. (2019). Making language learning make sense at the National Centre for Excellence for Language Pedagogy. Languages, Society & Policy, May.