

# लपतललंगुवत MANCHESTER

Report

2010

The University  
of Manchester

MANCHESTER  
1824

The contents of this report are the intellectual property of the authors. No part of this report may be circulated or reproduced without explicit permission from the authors, or from the School of Languages, Linguistics and Cultures at the University of Manchester, Oxford Road, Manchester M13 9PL, United Kingdom.

# **Multilingualism in Manchester's Schools**

Natalie Edden  
Elizabeth McCormack  
Catherine Prendergast  
Kelly-Ann Hughes

University of Manchester  
School of Languages, Linguistics and Cultures  
Samuel Alexander Building  
Oxford Road  
Manchester  
M13 9PL

# Multilingualism in Manchester's Schools

As multilingualism is increasing in the UK due to immigration, urban areas are becoming more diverse in their use of language. This is leading to local government policies being enforced to cater for those who do not speak the dominant language. These policies are aimed to ensure diversity and acceptance amongst the range of languages and speakers in any given area. School curriculums are enabling students to learn each others' languages and so ensure good communication between different cultures.

Our project is a true representation of fieldwork, in that we have encountered first hand the problems associated with data collection and the unreliability of sources. Despite securing permission on three separate occasions, Manchester Academy refused us entry into the school to collect the data we were planning on researching. Consequently, we have decided to broaden our aims and investigate a set number of schools within Manchester, resulting in a more quantitative project, representative of multilingualism in Manchester as a whole, as opposed to being an in-depth micro qualitative project.

Our original basic aims were to investigate and gain an insight into which languages were spoken and by whom, and which domains the languages were spoken in.

The following are the new basic aims:

- What are the most popular languages spoken in schools across Manchester?
- What are the government policies in regard to teaching foreign languages in schools?
- How do schools cater for the individual needs of bilingualism and English taught as a second language in schools?

Our research methods, as a result, have had to be reconstructed. We contacted Manchester City Council and obtained extensive amounts of quantitative data on a macro scale.

We proceeded to investigate covertly the schools listed below, to investigate which foreign languages were offered and how the schools catered to the individual needs of bilingual and English as a second language (L2) learners, maintaining the original aim of investigating governmental policy, pinpointing which areas are predominantly dense with ethnic minorities and how schools are catering to the needs of non-native English speakers.

The lack of data for some schools, illustrates the unreliability of government statistics. It is very hard to investigate the multilingualism present within schools. Within the government data we frequently found labels such as the 'languages other than English', a general term for combined non-English languages. Other labels such as 'believed to be other than English' and 'unknown' were present, illustrating the problems governments, and linguists alike, face whilst trying to elicit data regarding ethnic minorities and the prominent minority languages. As the information is based upon Census data, it is given voluntarily and if students wish, they may choose not to answer questions relating to languages within the school.

The schools we have researched are listed below with our findings. There is a map of the location of these schools in the appendix.

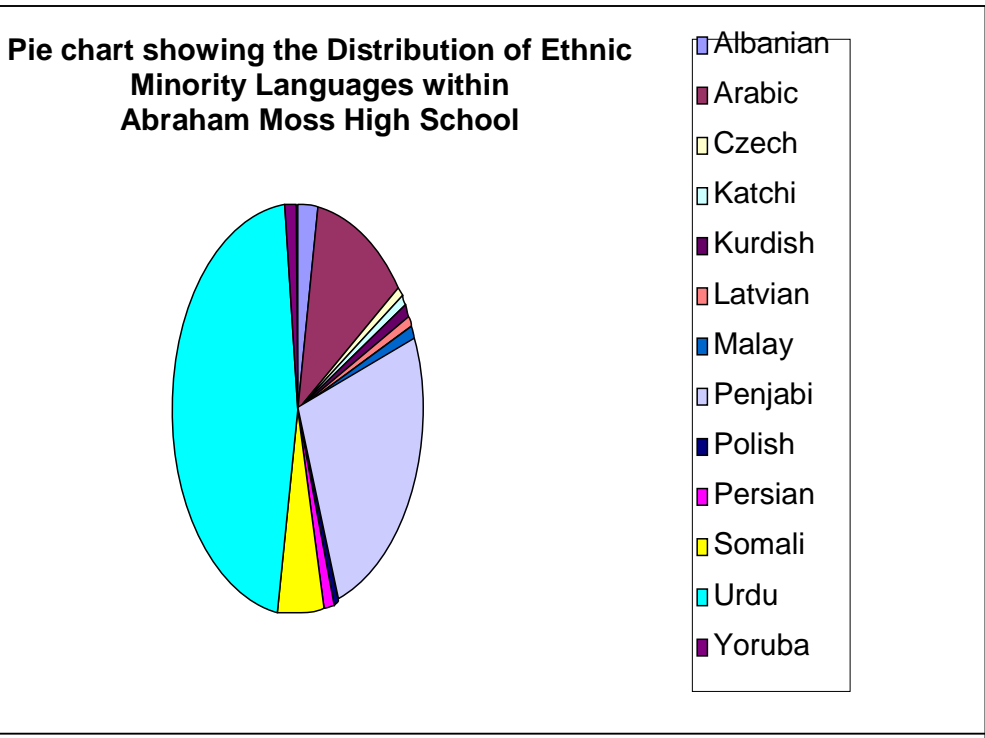
**Abraham Moss High School**

Abraham Moss High School is located in the Crumpsall area of Manchester. In the website of this school it is mentioned that this institution is ‘a thriving multicultural community, which prides itself on its harmony and success.’

They also state that, ‘We are proud of our contribution to the thriving multi-racial community of North Manchester’. This is proven by the 2010 Ofsted report which stated that, ‘Abraham Moss is a very welcoming multicultural high school’.

The foreign language GCSE’s offered are; French, German and Urdu. Those fluent in other languages, for example Chinese, are also encouraged to study for GCSE. This was further outlined by the Ofsted report: ‘Many students are encouraged to take a GCSE examination in their home language and they achieve well. In addition to GCSE examinations, students have the opportunity to take AS level examinations in religious education and Urdu.’

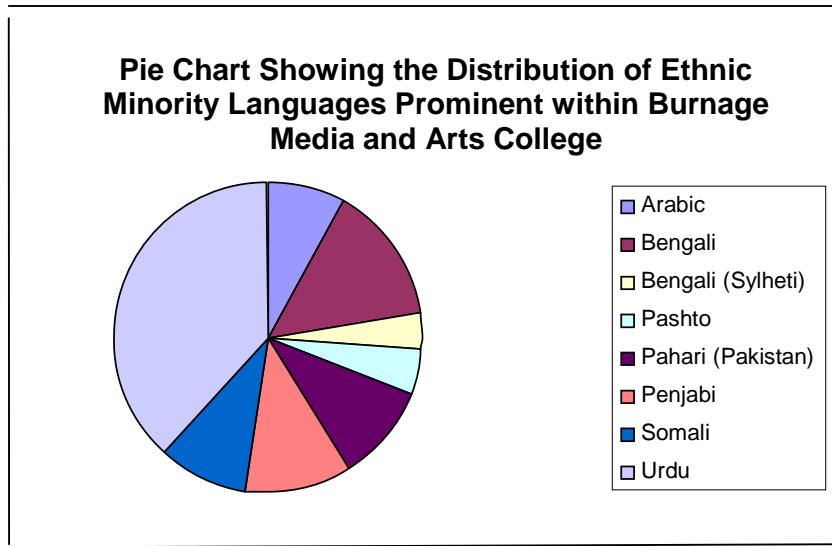
With regards to those children who do not speak English as their first language, the school offers a wide range of support, for example, special EMA classes for people who are new to English and extra teachers in the regular classes to help those who are still developing their English. The Ofsted inspector reported that: “Pupils who are new to English make rapid progress in their ability to speak and to understand”.



This pie chart above demonstrates that **Urdu** is the most commonly spoken ethnic minority language, followed by **Panjabi**. Government statistics show that **78%** of languages spoken are not English

**Burnage media and Sports College**

Burnage College is a World Language Centre, the school organises frequent visits to countries such as France. Burnage College has a catchment area spanning; Burnage, Didsbury, Levenshulme, Longsight, Rusholme, Fallowfield, Withington, Hulme and Ardwick. The Ofsted reports state that over 50% of students are from Asian backgrounds. Students are offered French or Urdu to take at GCSE level.



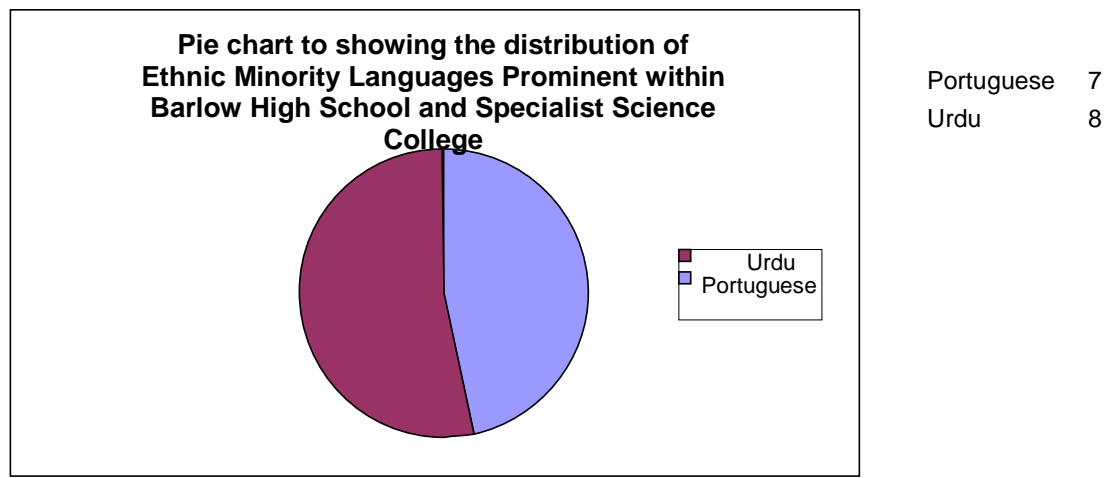
Arabic	54
Bengali	94
Bengali (Sylheti)	27
Pashto	28
Pahari (Pakistan)	69
Penjabi	73
Somali	62
Urdu	253

This pie chart illustrates that **Urdu** is the dominant minority language within the school, followed by **Bengali**. Government statistics state **80.2%** of the languages spoken within the school are not English.

### **Barlow High School and Specialist Science College**

Barlow High School and Specialist Science College is a Roman Catholic school. 85% of its total number of students are classified as white British and hail homes situated in Roman Catholic parishes.

Their Ofsted report states that ‘the number for whom English is not their first language is small’. As a result, it is not necessary for them to make some of the special provisions that other schools have. The language GCSEs that are available are French ,German and Spanish, all EU based languages. This can be viewed as a reflection of those who attend the school and what the school deems appropriate for them to study.



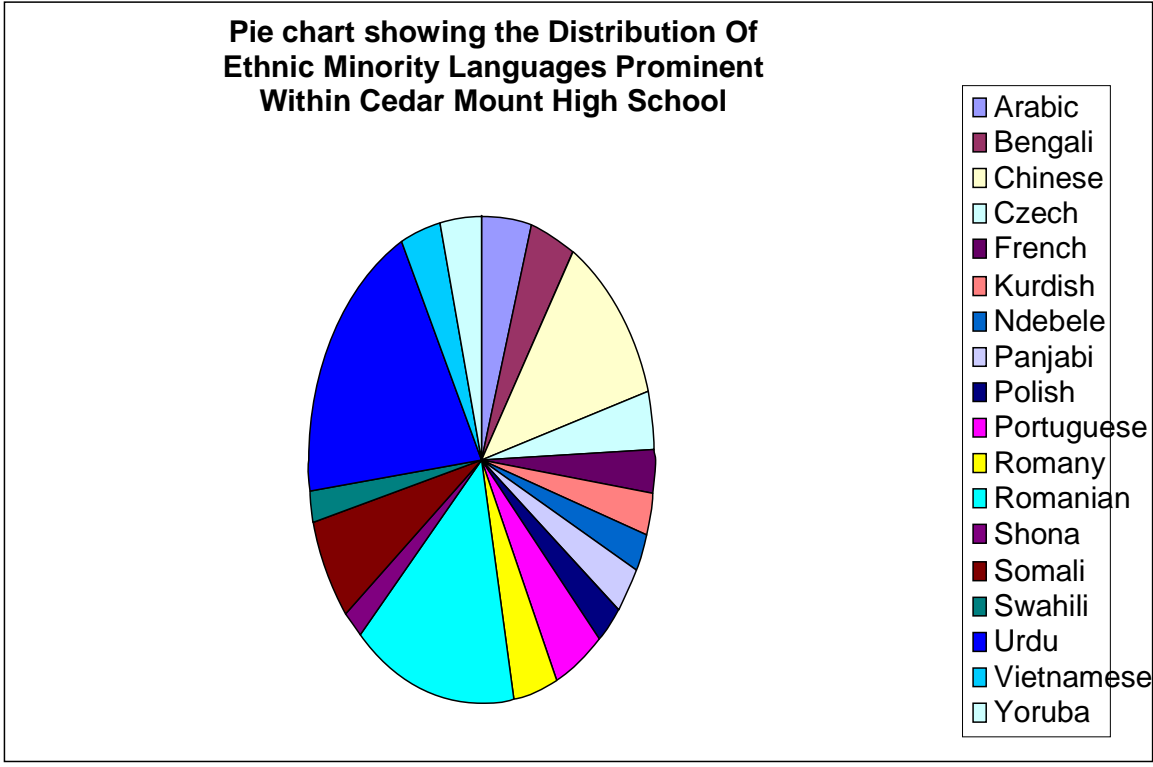
This pie chart illustrates that **Urdu** is the most dominant ethnic minority language, closely followed by **Portuguese**. Government statistics state that only **6.4%** of languages spoken within the school are not English.

### **Cedar Mount High School**

Cedar Mount High School is situated in the culturally diverse area of Gorton and accommodates 900 pupils. It is a mixed, multi cultural and multi faith school which is ‘... very proud of diversity, as this is one of our many strengths.’

Cedar Mount has an international dimension, which is ‘integral to its ethos and future being.’ This policy, through continuous promotion, encourages students to see the diversity of different cultures. It aims to provide cultural awareness amongst pupils, as well as harmonious cultural relationships. This helps to develop understandings and tolerance for different cultures, within school, the local community and also throughout the world.

Arabic	14
Bengali	13
Chinese	35
Czech	12
French	8
Kurdish	9
Ndebele	7
Panjabi	9
Polish	8
Portuguese	14
Romany	13
Romanian	46
Shona	6
Somali	20
Swahili	6
Urdu	59
Vietnamese	11
Yoruba	12

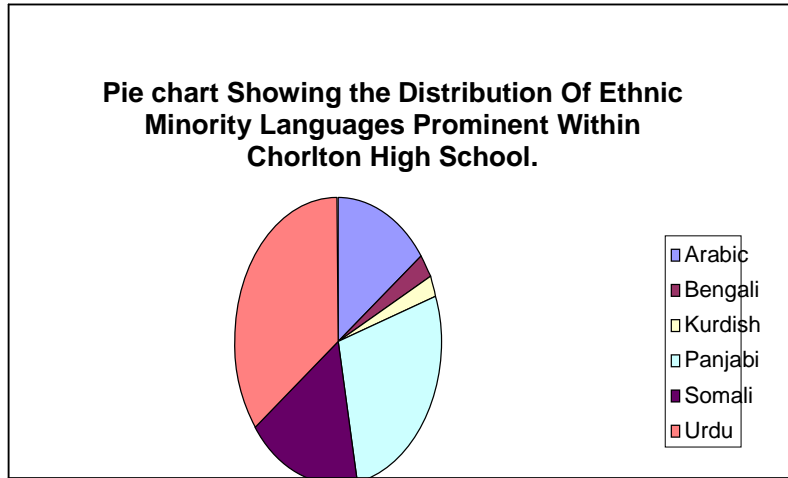


The pie chart above shows that **Urdu** is the most dominant ethnic minority language, followed by **Romanian**. Government statistics state that **40.4%** of the languages spoken within the school are not English.

**Chorlton High School**

Situated in Chorlton, the school states on its website that ‘we are a mixed, multi-cultural and multi-faith school’. We are very proud of our diversity, as this is one of our many strengths.’

Throughout year 7, the pupils are offered Modern Foreign languages as part of the curriculum, these being EU languages. There is also a lot of extra curricular encouragement, although this appears to be based around European languages, such as French.



Arabic	50
Bengali	9
Kurdish	7
Panjabi	89
Somali	59
Urdu	117

This pie chart illustrates that **Urdu** is the most commonly spoken language followed by **Panjabi**. Government statistics state that **26.8%** of languages spoken within the school are not English.

### Levenshulme Girls High School

Levenshulme Girls High Schools accommodates 963 pupils, in South Manchester. The school attracts large numbers of Muslim students. The school itself states; ‘We are proud to be a single sex, multicultural Comprehensive School and Manchester's First Language College’.

The school has links to Xu Beihong Junior Middle School in Beijing, China. For the last two years, Levenshulme has had links with a school in Bavaria, Southern Germany.

The students are offered the following foreign language GCSEs: French, German, Italian, Spanish or Urdu. This reflects the surrounding area, which is likely to be dominated by Urdu speaking students.

Data does not show the individual figures of languages spoken in the school but states:

- 608 languages spoken are not English= 63.8%

Hale (1992:1-42) outlines how:

*“viability statistics on language are very hard to come by. This is partly because in some parts of the world we hardly know what languages are spoken, let alone how viable each is, and partly, perhaps even more, because governments generally favour one language over another and have reason not to provide figures for non favoured languages.”*

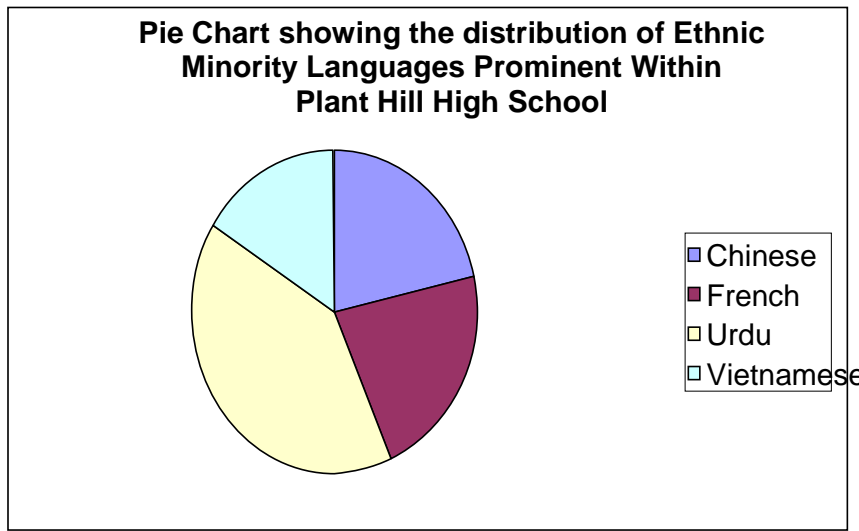


**Plant Hill Arts College**

Plant Hill Arts College has 880 students and is situated in the Blackley area of North Manchester. The Ofsted report states: ‘The vast majority of students are from White British backgrounds. There are an increasing number of students who speak English as an additional language’.

The school has formed a pen pal collaboration project with Glendale school in South Africa. The school has also established links with the Ixamvalamvelesizwe School, also in South Africa, as well as another school in Pakistan.

Plant Hill aims to build a portfolio that will be worthy of the International Award Scheme for schools. The British Council is evaluating and assisting with the portfolio and project, which has also established links with schools in Germany and France.



Pie chart illustrates that **Urdu** is the most commonly spoken language within Plant Hill High School, followed equally by **French and Chinese**. Government figures state **13.3%** of languages spoken within the school are not English.

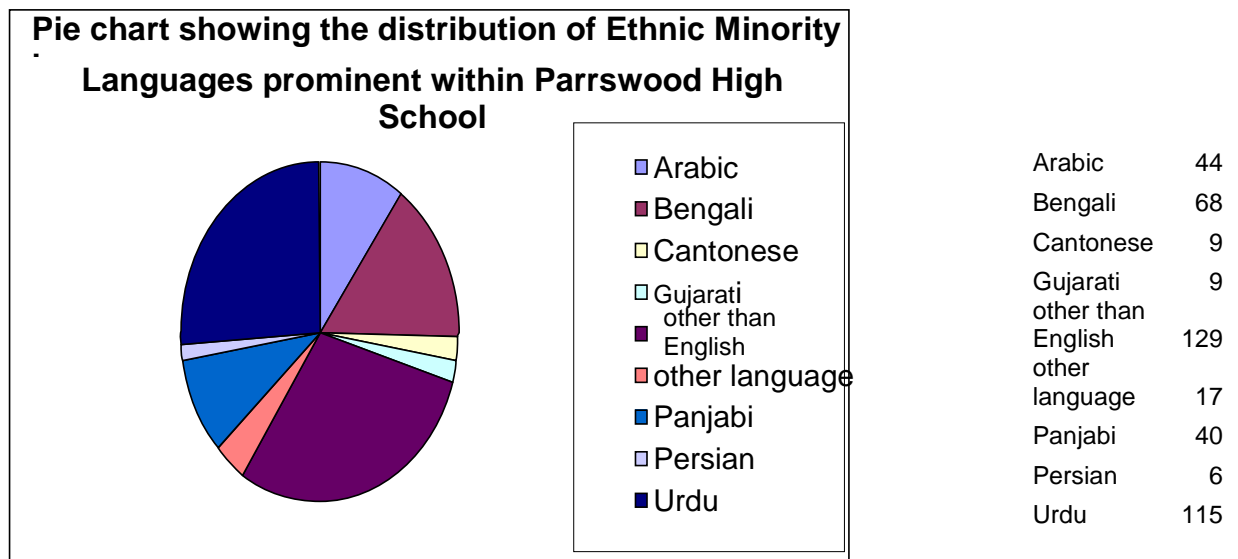
## Parrswood

Parrswood High School is situated in East Didsbury and caters for over 1900 students.

The Ofsted Report (Feb 2010) says: 'The proportion of students who are from minority ethnic groups is twice the average and just over one quarter of students speak English as an additional language.'

"The school is strongly committed to promoting equality and diversity."

Parrswood is a multicultural, multi-faith school with a broad range of ability levels. It has an excellent local, national and international reputation. French, German, Spanish and Urdu are the language GCSEs offered.



The pie chart above shows that **Urdu and Bengali** are the most commonly spoken languages within Parrswood High School. Official government figures state that **24.5%** of the languages spoken within the school are not English. The official figures are outlined next to the pie chart.

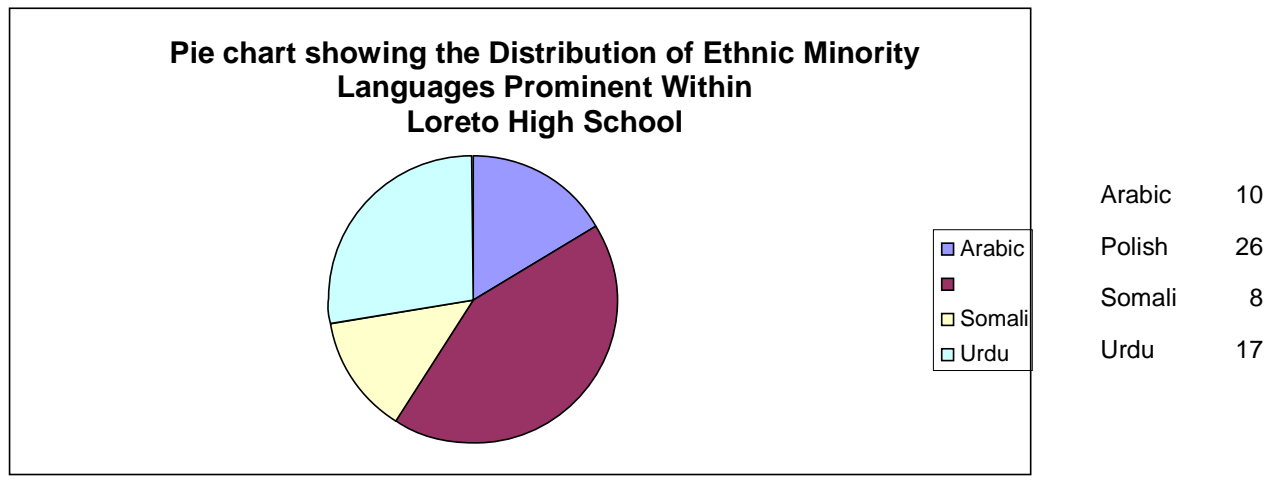
## Loreto High School

Loreto High School has 424 students. It is a small, Roman Catholic school which specialises in English and Humanities.

The 2010 Ofsted report states, "the proportion of students from minority groups as is the proportion of those learning English as an additional language. The largest minority ethnic groups represented in the school are Eastern European, Black Caribbean and Pakistan."

It elaborates, stating that "the students learning English as an additional language make good and often outstanding progress as a result of the excellent support that they receive and the outreach work with families during the summer holidays." This demonstrates the extra provisions made by the school to ease the transition for those who are from a variety of ethnic backgrounds.

The school offers Polish and French at GCSE level.



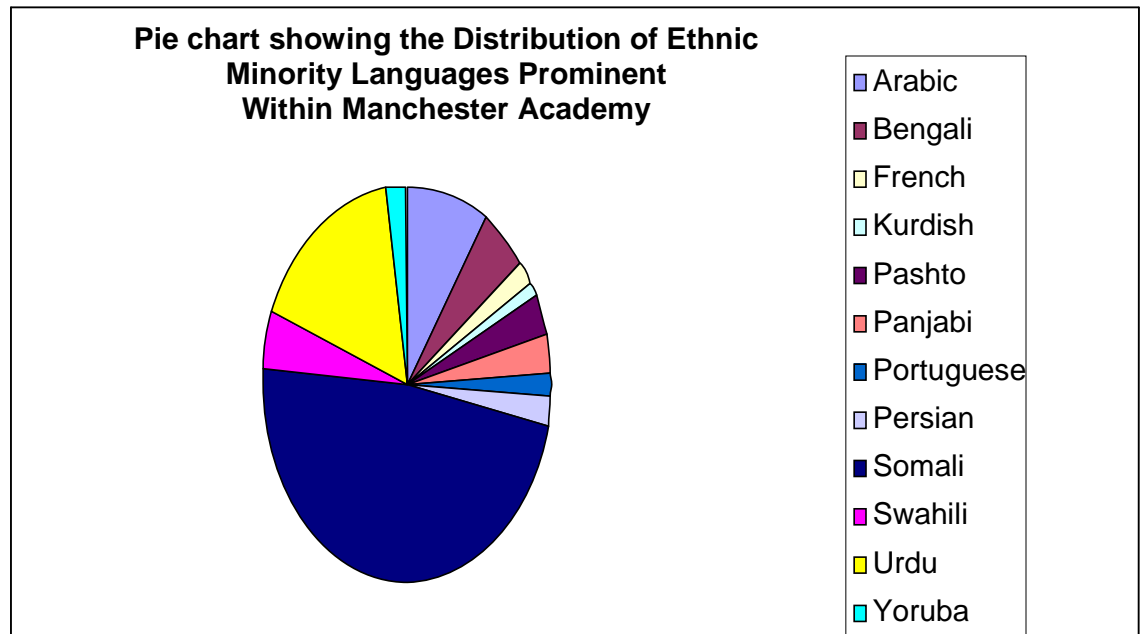
This pie chart illustrates that **Polish** is the dominant minority language spoken within Loreto High school. This is followed by **Urdu**. Government Statistics illustrate that **23%** of languages spoken within the school are not English.

## Manchester Academy

Manchester Academy has 863 students, over half of which speak English as an additional language. The Ofsted report claims that ‘many students join the academy after year seven, and a considerable number are from overseas with little or no prior experience of education’.

The GCSEs offered are: Urdu, French, Polish, Dutch, Bengali, Portuguese, Arabic, Persian, Punjabi, German and Spanish. This represents, the schools attempts to cater to their diverse students.

Arabic	41
Bengali	23
French	9
Kurdish	6
Pashto	14
Panjabi	14
Portuguese	9
Persian	9
Somali	214
Swahili	19
Urdu	75
Yoruba	10



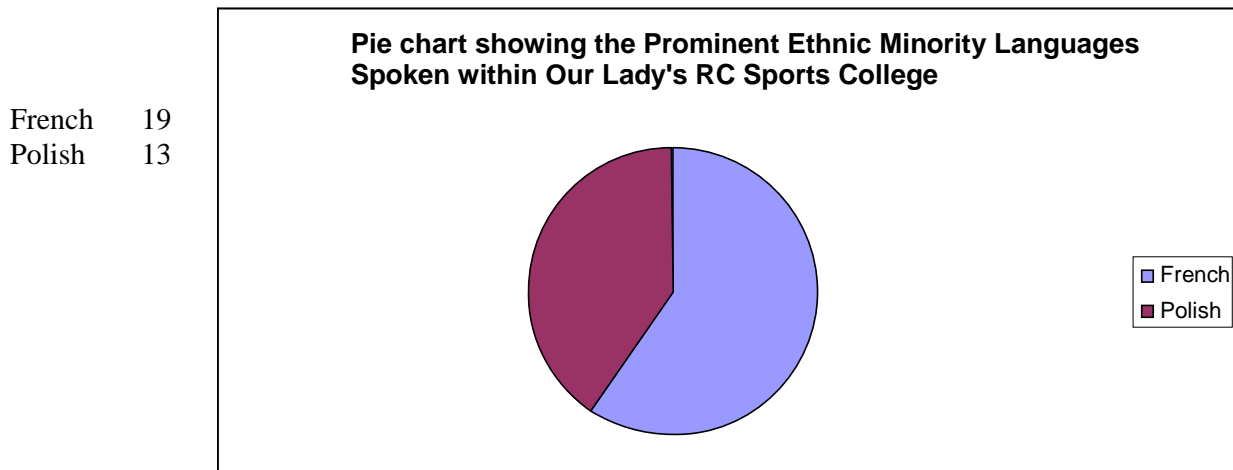
This pie chart highlights **Somali** as the most prominent language spoken within Manchester Academy, a clearly highly diverse school. **Urdu** is the second most common ethnic minority language. Government statistics illustrate that **63.3%** of languages spoken are not English

## Our Lady's RC Sports College

Our Lady's is a mixed Roman Catholic High School and has 750 students. It is situated within Higher Blackley.

The website states, 'We recognise Religious Education as the principal subject and the teaching and message of Jesus Christ as the foundation of our community.' The school continues to, 'value and respect all individuals and the communities around us'.

The school offers Modern Foreign languages, which continue into GCSE level. These are EU languages, in particular Spanish and French.

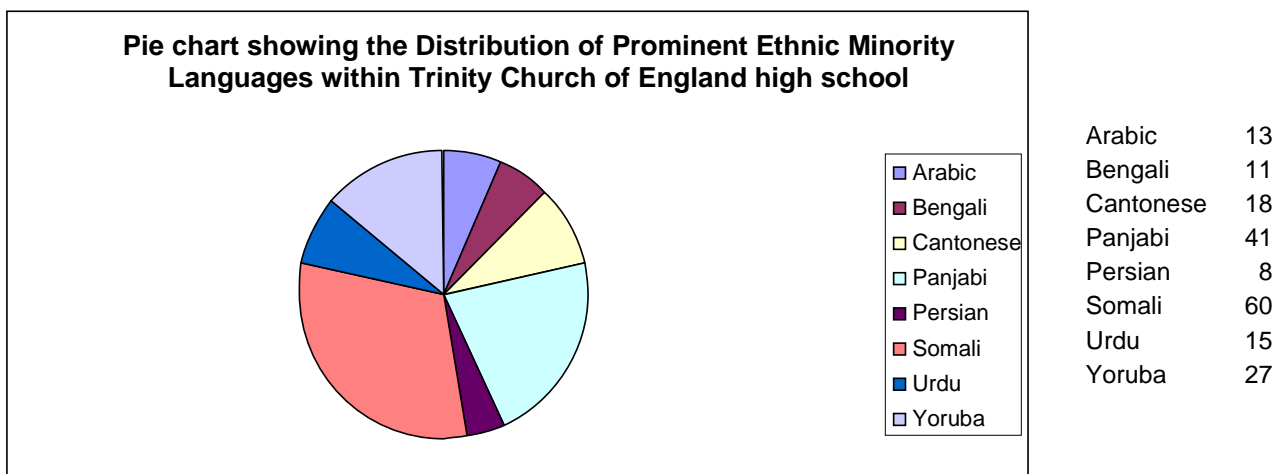


This pie chart demonstrates that **French** is the most dominant ethnic minority language followed by **Polish**. Government statistics show that **11.2%** of languages spoken within the school are not English.

### Trinity Church of England High School

Trinity high school has 1182 students. It offers the following GCSEs: Persian, German, Chinese, French, Spanish, Dutch, Polish and Arabic.

The school maintains a specific policy regarding cohesion and community; it aims to ensure that the cultures and traditions, present within the school and the local community, coexist successfully. The Ofsted report claims "although it is a Church of England school, pupils come from a variety of other faiths. Over half the students come from minority ethnic backgrounds; this is well above the national average". 40.3% of students speak English as additional language reflecting the diverse nature of the school.



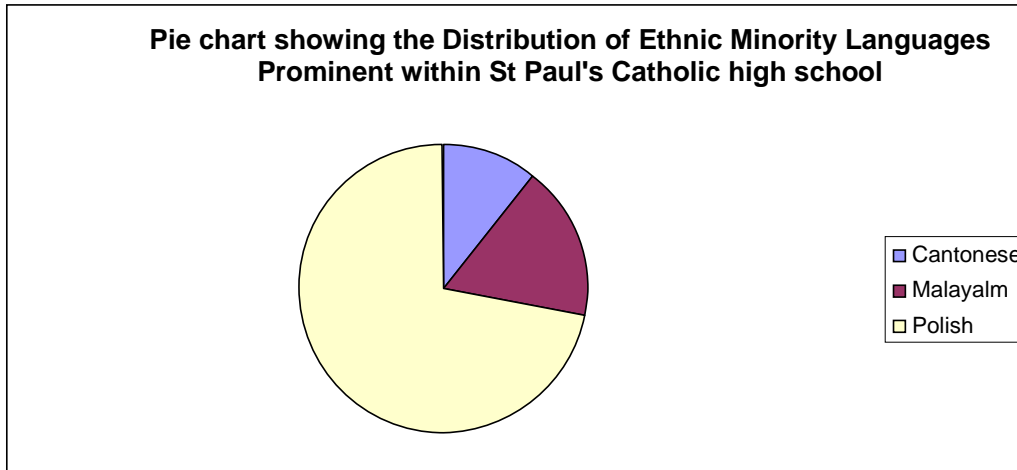
This pie chart highlights **Somali** as the most prominent ethnic minority language. **Panjabi** is the second most prominent language. Government statistics state that **25.7%** of languages spoken within the school are not English

### St Pauls Catholic High School

St Pauls is highly diverse school catering 868 students. It has developed a large number of policies to maintain cohesion within the school and the community. These include: equal opportunities, racism and community cohesion policies. This is reflective of the diversity within the school and community. "As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools play a full part in promoting community cohesion".

The GCSEs offered include: French, Spanish and German. The Ofsted report attests that the school maintains 'a proportion of students from minority ethnic groups and proportion of students who speak English as an additional language are well above average'.

Cantonese	7
Malayalm	11
Polish	46



This pie chart illustrates **Polish** as the most dominant ethnic minority language within the school. **Malayalm** is the second most commonly spoken language. Government statistics illustrate **16.1%** of languages spoken within the school are not English.

**St Peters RC High School**

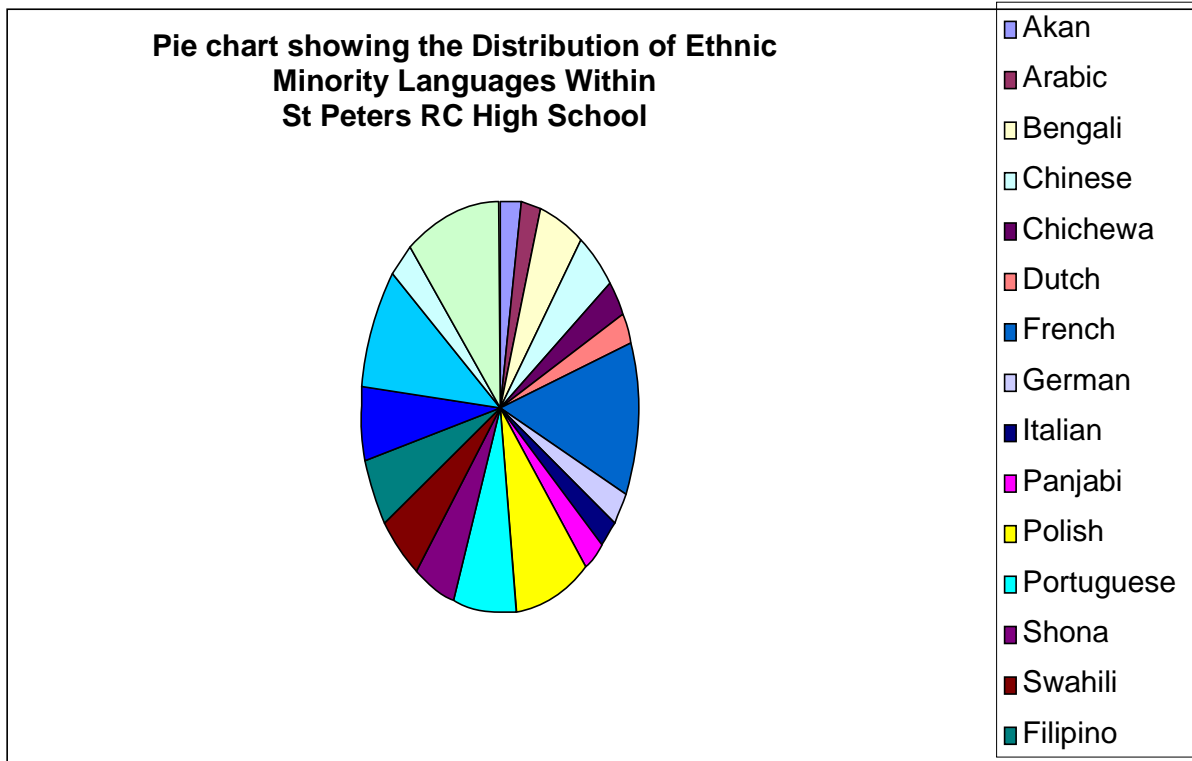
St Peters Roman Catholic High School caters for 868 students and offers only GCSEs in EU languages such as German, French and Italian.

The school encourages the community to help pupils showing a clear indication of the way in which the school and community work together. On their website the school is described by Ofsted as being “an outstanding school, where students from a wide range of backgrounds achieve well”.

The ethnic background of 45% of students is White British, 20% are Black African as well as students from other backgrounds. The Ofsted report states that "the proportion of students from minority ethnic backgrounds and those who speak English as an additional language are both well above average".

Akan	6
Arabic	6
Bengali	13
Chinese	12
Chichewa	7
Dutch	6
French	30
German	6
Italian	6

Panjabi	6
Polish	22
Portuguese	19
Shona	12
Swahili	13
Filipino	13
Tigrinya	15
Urdu	23
Wolof	7
Yoruba	28



This pie chart illustrates St Peters RC is a multilingual school with thirteen different languages being spoken. The most widely used language is **French**, followed by **Yoruba** and then **Polish**. Government statistics state that **38.7%** of languages spoken are not English.

### William Hulme Grammar School

William Hulme Grammar caters for 789 students. The number of English speakers is 529 and for 39% of these English is an additional language. This demonstrates the extent of the school's diversity.

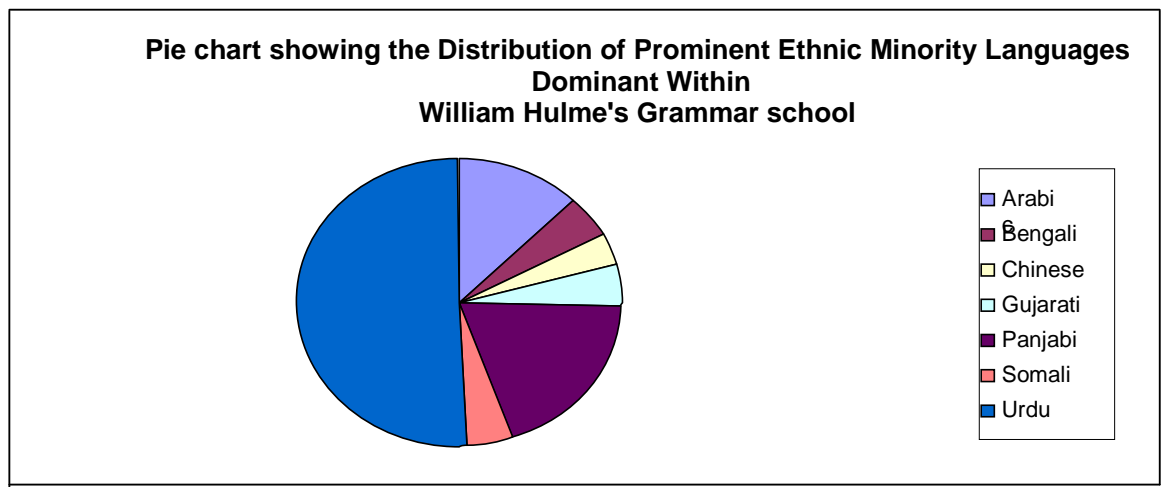
The Ofsted report states: 'the number of pupils from minority ethnic communities is higher than average, with a total of 25 languages spoken'.

To aid the integration of both students and parents the school offers free English lessons to parents. The Ofsted report confirms the school's efforts to aid integration as it states that: 'those who have additional learning or language needs, benefit from well considered targeted provision'. An example of such provisions is the language assistants that the school employs for those who speak English as a second language.

The school offers GCSEs in French, German, Spanish, Urdu and Latin.



Arabic	38
Bengali	14
Chinese	11
Gujarati	14
Panjabi	57
Somali	14
Urdu	153

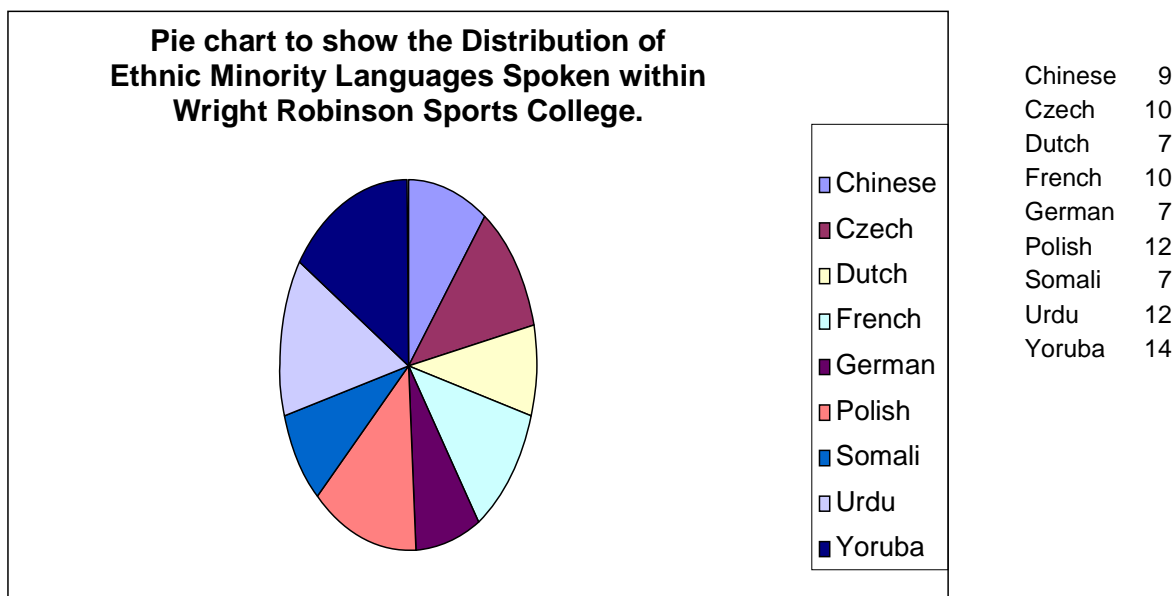


This pie chart identifies **Urdu** as the most prominent ethnic minority language within the school. **Panjabi** is the second most dominant language. Government statistics state that **39%** of the languages spoken within the school are not English.

## Wright Robinson Sports College

Wright Robinson Sports College is situated in Gorton.

Although being in such a diverse cultural community, Wright Robinson Sports College do not specify the diversity of their students. They also offer only EU languages as GCSE subjects, these being French and Spanish.



Although the distribution of languages appears equal, this pie chart highlights **Yoruba** as the most commonly spoken ethnic minority language spoken within the school. **Polish** and **Urdu** have equal status as the second most commonly spoken ethnic minority language. Government statistics show **9.7%** of languages spoken are not English.

We have investigated the government policies which apply to this multilingualism. Over 200 languages are spoken in the homes of children attending British schools ([teachernet.gov.uk](http://teachernet.gov.uk)). English language teaching (ELT) is vital to an inclusive curriculum; it is essential that teachers in schools with a high rate of bilingual pupils develop their ELT skills. The implications of ELT stretch far beyond the classroom, as it affects, and is affected by attitudes to race and culture in society as a whole.

EAL in schools covers both English as a second language and English as a foreign language — it is for both school pupils spending a short time in Britain and for those who have settled here permanently.

NALDIC (the National Association for Language Development in the Curriculum) provides information and resources for teachers, as well as campaigning for a greater understanding of the need for English language to be taught in schools.

We gathered the following statistics from the 2001 Census. It outlines the distribution of languages within Manchester:

- Pakistani 5.9%
- Caribbean 2.3%
- African 1.7%
- Indian 1.5%

(2001 UK Census, cited in Van Den Berg, et al., 2005:172).

A report, by Manchester City Council, based the 2001 Census found:

- 9.1% of Manchester’s total population is Asian – meaning this is the largest ethnic minority
- 48% of Manchester’s ethnic minority population is Asian, the largest being Pakistani at 30.9%

(Manchester City Council, 2004)

We also investigated the encouragement teachers receive from the government, regarding teaching second languages within a school.

A recent conference held in Manchester for head teachers outlined Manchester as a growing centre of linguistic diversity. Thai, Swedish, Spanish, French, Chinese and Bulgarian, were some of the languages spoken. The purpose of this conference was to highlight the importance of the growing multilingual cultures within Manchester schools.

## **Conclusion**

After looking at the overall findings, we have developed the following concluding ideas:

<b>School</b>	<b>EU language offered</b>	<b>Non EU language offered</b>	<b>Dominant Ethnic minority</b>
Abraham Moss	French, German	Urdu, Chinese	Urdu
Burnage College	French	Urdu	Urdu
Barlow	French, German, Spanish	None	Urdu
Cedar Mount	French, German	Urdu	Urdu
Chorlton	French, German	Urdu	Urdu
Levenshulme	French, German, Italian, Spanish	Urdu	No data
Plant Hill	German, French	Urdu	Urdu
Parrswood	French, German, Spanish	Urdu	Urdu and Bengali
Loreto	Polish ,French		Polish
Manchester Academy	French, Polish, Dutch, Portuguese,	Urdu, Bengali, Arabic, Persian,	Somali

	German and Spanish	Punjabi	
Our Lady	Spanish, French	None	French
Trinity	German, French , Spanish , Dutch, Polish	Persian, Chinese, Arabic	Somali
St Paul's	French, Spanish and German	None	Polish
St. Peters	German, French, Italian	None	French
William Hulme	French, German, Spanish	Urdu, Latin	Urdu
Wright Robinson	French, Spanish	None	Yoruba

We have studied a variety of schools, some more diverse than others, but all being culturally varied. The statistics on languages spoken also show that each school differs widely in the distribution of minority groups.

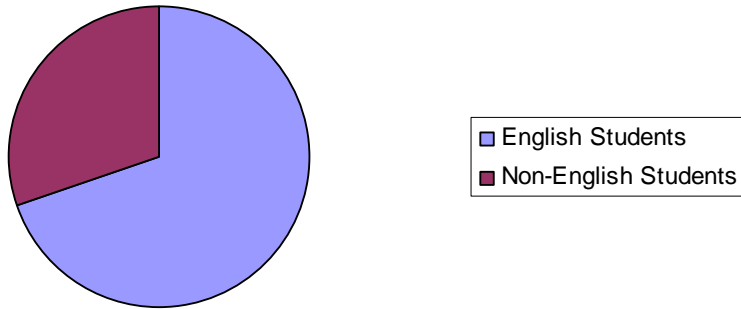
We can confirm that Urdu is the dominant minority language within Manchester. For 8 out of the 16 schools Urdu was the most common language spoken.

We also found:

- 11 out of the 16 schools have non-EU languages as their most common language spoken. This is reflective of just how diverse Manchester is sociolinguistically.
- For 4 out of the 16 schools Panjabi was the second most common language spoken.
- For 2 out of the 16 schools Somali was the most common language spoken.
- For 5 out of the 16 schools Polish was either the most commonly spoken language or the second most common language. Thus, the most dominant EU minority group present is Polish.
- For 10 out of the 16 schools EU languages are either the most common or second most common languages spoken. This illustrates that EU minorities comprise 2/3 of the minority languages present within Manchester.

The following pie charts represent all Manchester secondary schools, not just our sample. This shows a broader perspective, neatly summarises our findings.

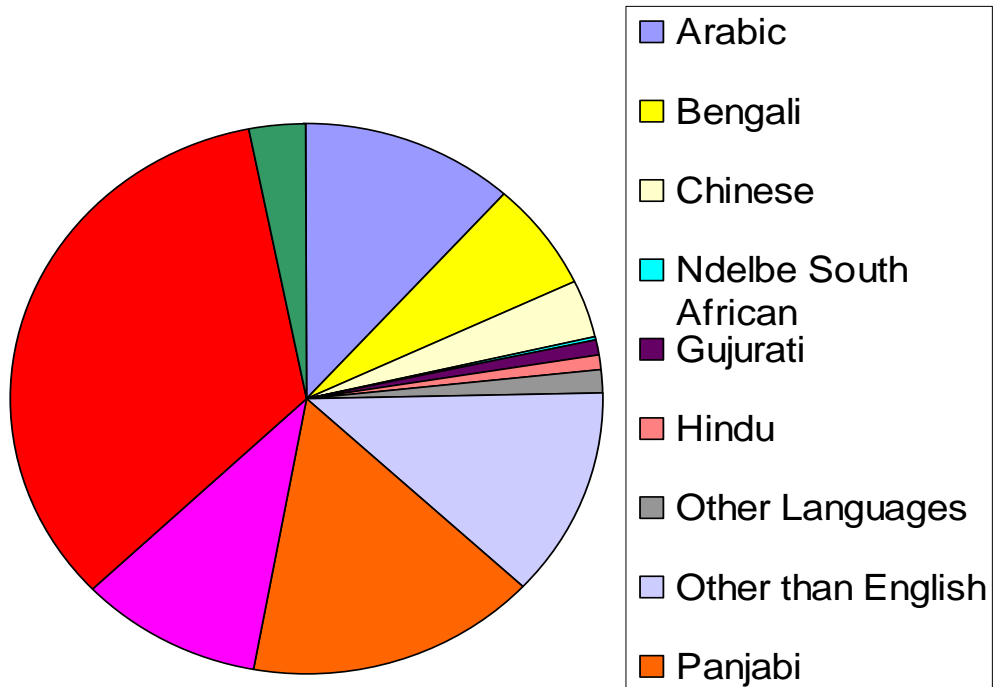
**Pie Chart Showing The Percentage of Non English Secondary School Students in Conjunction With English Students.**



English Students	13256
Non-English Students	5719

This pie chart highlights just how multilingual Manchester is, with over a third of Manchester secondary school students classified as ethnic minorities.

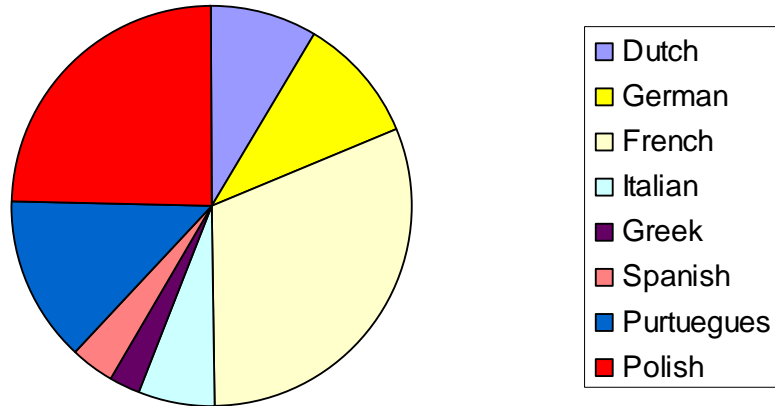
**Pie Chart Showing The Predominant Non EU Languages Spoken in Manchester Secondary Schools**



Arabic	462
Bengali	258
Chinese	124
Ndelbe South African	17
Gujurati	34
Hindu	29
Other Languages	53
Other than English	491
Panjabi	621
Somali	402
Urdu	1353
<b>Yrouba</b>	<b>120</b>

This highlights Urdu, Arabic and Punjabi as the most dominant non-EU languages spoken within Manchester secondary schools.

### Pie Chart Showing the Prodominant EU Languages Spoken Within Manchester Secondary Schools



Dutch	30
German	37
French	109
Italian	21
Greek	9
Spanish	13
Portuguese	47
Polish	87

This highlights how French and Polish are the most commonly spoken EU languages within secondary schools.

Smit Rhorr (Fishman 1965:93) established that nine language domains, regarding education and the home, are correlated to domains that have been established by anthropology. Some languages are specifically used within certain mediums or settings and this is clearly represented in our findings. We hypothesise, that heritage language transmission is occurring as many of the schools illustrate bilingualism. This indicates that Manchester schools are aiding the process of language maintenance through teaching the languages of non-EU immigrants. These students learn English to succeed in school and as a result of Government policy, the schools are helping to preserve the status of heritage languages.

There are two types of bilingualism: compound and coordinate.

Compound bilingualism exemplifies how the languages are separated into different domains. Coordinate bilingualism as cited by Fishman (1967:101) “involves greater interaction with

other language speakers, social mobility and other behaviours”. This is clearly present within Manchester schools, as the Census and government data illustrate. Domain overlaps have arguably increased and resulted in a greater co-ordinated function.

Diglossia is a predominant feature in the linguistic landscape of Manchester. Ferguson outlines diglossia as a community having two coexisting languages, one is deemed the high variety, the other a low variety (Fishman 1967) Clearly English is the high variety, alongside other European languages this is summarised by Edwards (2001:254-255), who states, “*European languages, such as French, German and Spanish tend to be viewed a great deal more favourably than, for example, Indian languages such as, Panjabi, Gujarati and Bengali.*” Government Legislation states “*students may only choose a non EC language only if they have been offered the chance to study an official EC language*” (Edwards 2001:255). We can see that despite the large emphasis placed upon the teaching and encouragement of non-EU languages in schools, clearly schools favour European languages, perhaps due to close international relations or because sociolinguistically they are deemed more desirable. European languages are clearly dominating the foreign language GCSE sector. 2/3 of the minority groups present within Manchester schools are of EU descent, something that the government has identified. This is evident as the Polish language is being offered in Loreto and Trinity High School.

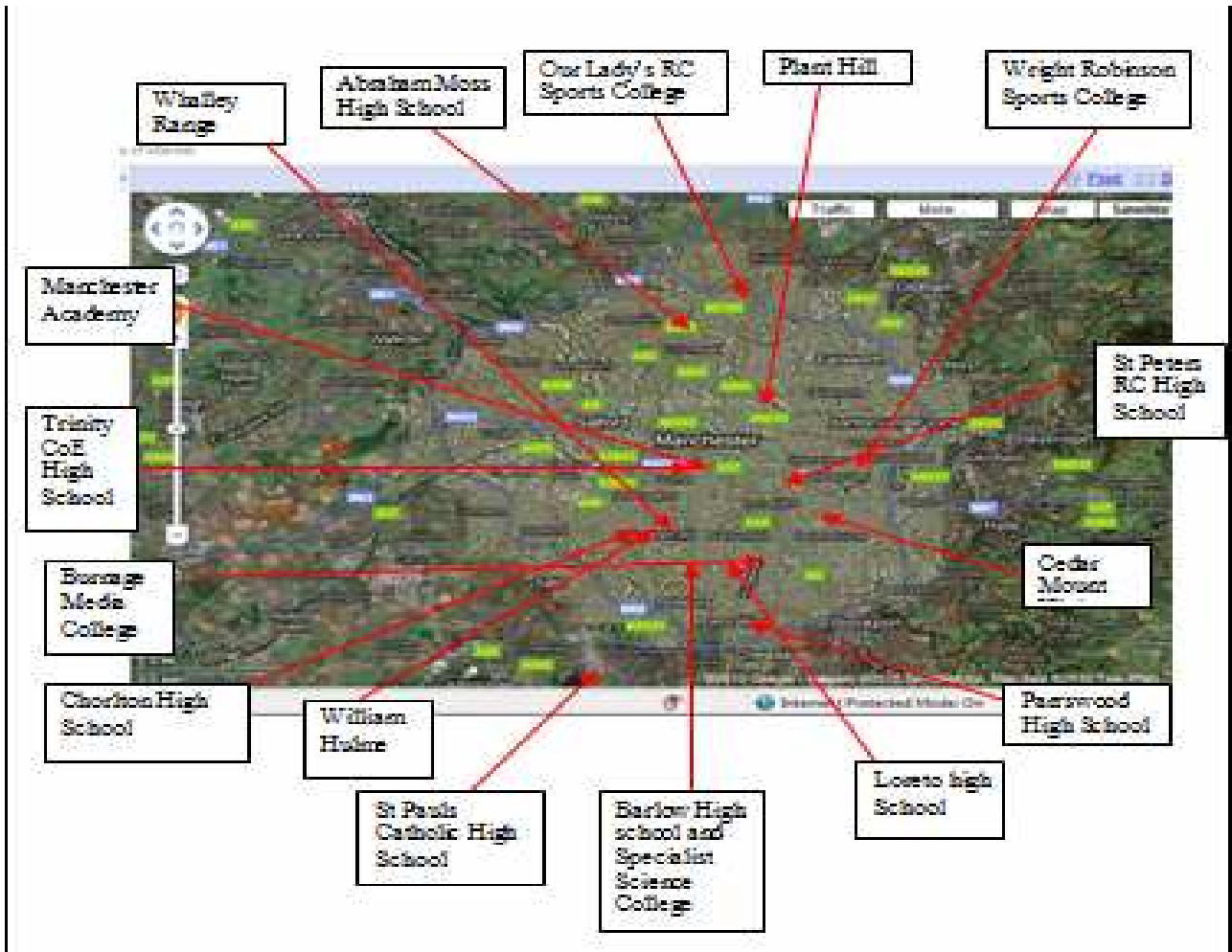
We correlated the relationships between the largest ethnic minority groups present and the non-EU GCSEs, offered in Manchester. For example, Cedar Mount High School and Levenshulme Girls High School both offer Urdu, to cater for the large proportion of Pakistani pupils present.

Evidently, schools conform to government legislation, by offering a variety of EU and non-EU GCSEs to accommodate the needs of bilingual and ethnic minority students. Clearly governmental research has been combined with sociolinguistic research. Fishman’s identity theory outlines the underlying sociolinguistic issues regarding language maintenance and language selection. Fishman states “*A modern speech community wants its language to be . . . theirs, i.e. like them in some way, reflective of their individuality in some way, protective of their history in some wa.*” (Fishman 1974:23). This is reflected in Government research which outlines how schools may offer non-EU GCSEs, only if they offer an EU language (Edwards 2001:255).



Appendix

Map showing the location of our sample of schools within Manchester



## **Bibliography**

Edwards 2001 *The other languages of Europe* Community languages in the United Kingdom

Fishman, Joshua A. 1965. Who speaks what language to whom and when? *La linguistique*

Fishman, Joshua A. 1967. *Bilingualism and Diglossia*. Cambridge University Press.

Fishman, Joshua A. 1974. ed. *Advances in language planning*. The Hague: Mouton.

Ken Hale, Michael Krauss, Lucille J. Watahomigie, Akira Y. Yamamoto, Colette Craig, LaVeme Masayesva Jeanne & Nora C. 1992. *England Source: Language Vol. 68, No.1* Linguistic Society of America p1-42

Manchester City Council. 2010. *School Census January 2010 (Academies data is as at October 2009)*

Burg, Van Den et al., (2005:172) 2001 UK Census

## **Internet sources**

[http://www.abrahammoss.manchester.sch.uk/index.php?category\\_id=2](http://www.abrahammoss.manchester.sch.uk/index.php?category_id=2) [accessed 17/05/10]

<http://www.burnage.manchester.sch.uk/> [accessed 16/05/10]

<http://www.barlowrc.manchester.sch.uk/> [accessed 15/05/10]

[http://www.cedarmount.manchester.sch.uk/international\\_dimension.html](http://www.cedarmount.manchester.sch.uk/international_dimension.html) [accessed 13/05/10]

<http://www.chorltonhigh.manchester.sch.uk/awards.html> [accessed 16/05/10]

<http://www.eteach.com/JobSeekers/RecruiterProfile.aspx?EmpNo=19137> [accessed 15/05/10]

<http://www.levenshulme-high.manchester.sch.uk/> [accessed 17/05/10]

<http://manchester-academy.org> [accessed 13/05/10]

[http://www.manchester.gov.uk/news/article/2997/language\\_drive\\_promoted\\_in\\_sporting\\_babel](http://www.manchester.gov.uk/news/article/2997/language_drive_promoted_in_sporting_babel) [accessed 13/05/10]

<http://maps.google.co.uk/> [accessed 14/05/10]

[http://nationalstrategies.standards.dcsf.gov.uk/node/235076?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/235076?uc=force_uj) [accessed 13/05/10]

<http://www.olsc.manchester.sch.uk/> [accessed 15/05/10]

<http://www.parrswood.manchester.sch.uk/school/welcome.html> [accessed 13/05/10]

<http://www.schools-online.org/cgi-bin/WebObjects/SchoolWebs.woa/wa/school?ID=1080>

[accessed 14/05/10]

<http://www.st-paulshigh.net/> [accessed 12/05/10]

<http://www.st-petershigh.manchester.sch.uk/> [accessed 13/05/10]

<http://www.teachernet.gov.uk/teachingandlearning/library/EALteaching> [accessed 13/05/10]

<http://www.trinityhigh.com/> [accessed 15/05/10]

<http://www.whgs-academy.org/> [accessed 14/05/10]

<http://www.wrightrobinson.co.uk/welcome-to-wr/about-us/> [accessed 13/05/10]