

# Uptake in Language Learning

## Emerging Trends (SQA)

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## Modern languages NQs 2019-2022 - uptake

### NATIONAL 5

	2019	2020	2021	2022	CHANGE 2019-2022
French	7,872	7,752	7,115	6,630	-15.8%
German	1,805	1,712	1,422	1,495	-17.2%
Spanish	5,122	5,813	5,424	5,765	12.6%
Italian	217	280	114	260	20.9%
Chinese languages	190	258	245	255	34.2%
Gaelic (Learners)	135	125	161	135	0.0%
Urdu	74	87	66	70	-6.7%
Total	15,415	16,027	14,547	14,610	-5.2%

## Modern languages NQs 2019-2022 - uptake HIGHER

	2019	2020	2021	2022	CHANGE 2019- 2022
French	3,417	3,167	3,175	2,500	<b>-26.8%</b>
German	787	780	715	505	<b>-35.7%</b>
Spanish	3,054	2,901	3,014	2,465	<b>-19.3%</b>
Italian	221	242	180	170	<b>-22.7%</b>
Chinese languages	173	151	171	220	<b>25.7%</b>
Gaelic (Learners)	61	62	62	70	<b>16.7%</b>
Urdu	90	118	95	90	<b>0.0%</b>
<b>Total</b>	<b>7,805</b>	<b>7,421</b>	<b>7,412</b>	<b>6,020</b>	<b>-22.8%</b>

## Modern languages NQs 2019-2022 – uptake

### ADVANCED HIGHER

	2019	2020	2021	2022	CHANGE 2019- 2022
French	603	574	591	510	-15.7%
German	127	106	143	110	-12.0%
Spanish	470	464	463	470	0.0%
Italian	27	27	33	35	40%
Chinese languages	61	61	59	75	25%
Gaelic (Learners)	20	11	9	10	-50.0%
Urdu	n/a	n/a	n/a	n/a	n/a
Total	1,307	1,243	1,298	1,210	-7.3%

## Entries National 4

	2017	2018	2019	2020	2021	2022
Chinese	43	57	33	25	27	<b>35</b>
French	3,185	2,510	2,518	2,368	1,974	<b>2475</b>
Gaelic Learners	39	46	21	49	34	<b>65</b>
German	663	501	482	544	440	<b>625</b>
Italian	77	143	50	112	59	<b>120</b>
Spanish	1,670	1,636	1,659	1,694	1,950	<b>2345</b>
Urdu	14	24	29	24	12	<b>35</b>

## MLLW Awards

	2018	2019	2020	2021	2022
SCQF 3	1220	980	1180	830	<b>775</b>
SCQF 4	1685	1680	2240	1480	<b>1515</b>
SCQF 5				25	<b>25</b>
SCQF 6					<b>30</b>

## Attainment A-C Nat 5 (%)

	2017	2018	2019	2020	2021	2022
Chinese	92	89	96	98	94	<b>94.2</b>
French	89	87	85	94	91	<b>86.7</b>
Gaelic Learners	83	85	73	94	88	<b>81.4</b>
German	89	87	86	95	91	<b>92</b>
Italian	94	87	89	94	91	<b>82.6</b>
Spanish	90	90	88	95	92	<b>89.6</b>
Urdu	92	100	99	100	100	<b>92.9</b>
OVERALL	80	78	78	89	86	<b>80.8</b>

## Attainment A-C Higher (%)

	2017	2018	2019	2020	2021	2022
Chinese	98	95	97	100	98	<b>93.2</b>
French	87	87	87	97	95	<b>84.6</b>
Gaelic Learners	81	83	90	95	94	<b>78.6</b>
German	90	89	90	98	97	<b>88.3</b>
Italian	92	92	90	100	95	<b>92.9</b>
Spanish	89	84	83	96	94	<b>83.3</b>
Urdu	96	96	98	99	96	<b>95.7</b>
OVERALL	77	77	75	89	87	<b>78.9</b>

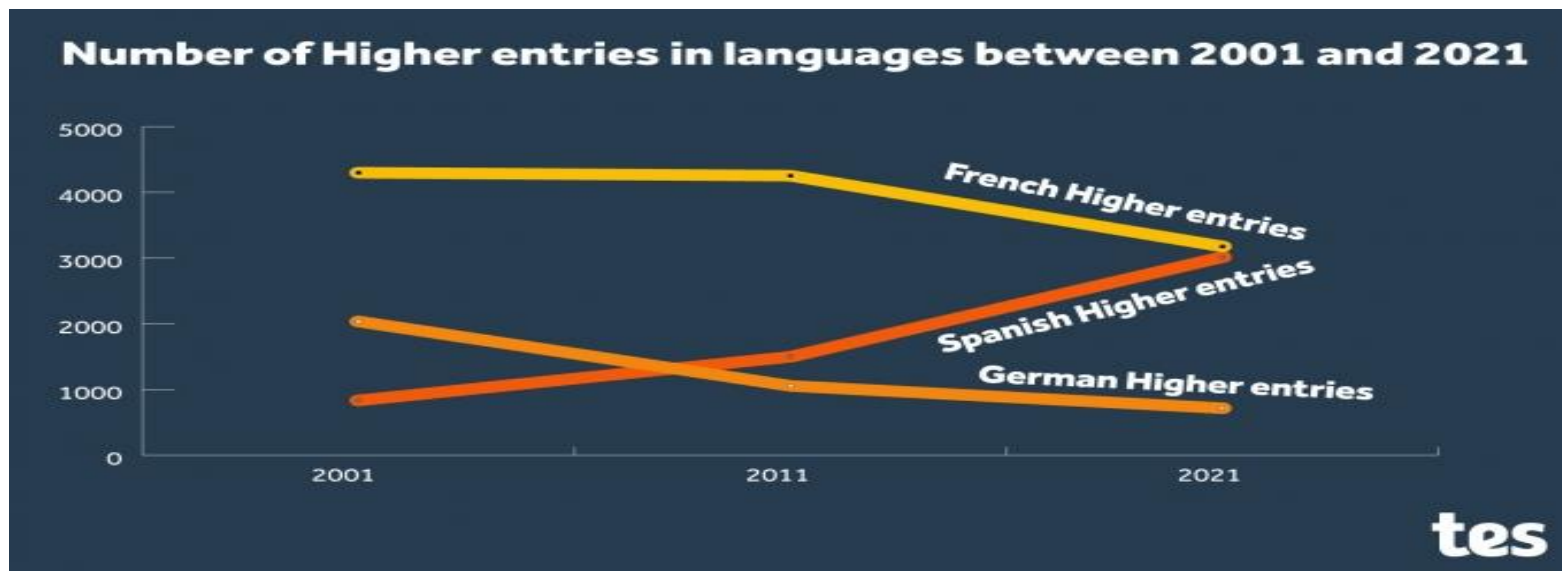


## Attainment A-C Advanced Higher (%)

	2017	2018	2019	2020	2021	2022
Chinese	100	100	100	100	100	<b>82.0</b>
French	79	87	77	97	95	<b>83.2</b>
German	85	93	96	94	96	<b>89</b>
Italian	91	84	75	100	97	<b>96</b>
Spanish	76	75	78	97	93	<b>81.7</b>
Gaelic Learners			75	100	100	<b>100</b>
OVERALL	80	81	80	93	90	<b>81.3</b>

## Key Points/Questions

- Challenges with uptake at most SQA levels (HIGHER)
- Challenges within school contexts
- Impact of pandemic on attainment and uptake...
- ...but attainment in languages remains strong
- Is there room for broadening suite of available certification levels?
- How can we support our community of skilled, committed, innovative teachers and colleagues?



**So... how do we turn that tide?**



# Normalisation of policy in schools

- 1+2 policy = Scotland's languages policy
- No further funding devolved to LA for training/upskilling
- Language pedagogy part of Primary ITE courses
- Learner entitlements embedded in cluster provision
- HMI include primary and secondary ML provision in evaluations



# National survey of 1+2 provision in the BGE

## 2020/21 : PRIMARY - L2

**Schools providing full\* L2 entitlement**

**\*from P1 through to P7**

**69%**

**Schools providing partial L2 entitlement**

**29%**

**Schools not providing any L2 entitlement**

**2%**

# National survey of 1+2 provision in the BGE

## 2020/21 : SECONDARY - L2

Schools providing full\* L2 entitlement  
*\*from S1 through to S3*

**70%**

Schools providing partial L2 entitlement

**30%**

# So why the decline? Looking inwards:

- Young people taking only six courses rather than seven or eight in S4
- Reduction in time allocated to modern languages in BGE
- Some schools allowing pupils to disapply from modern languages after S2 (approx 30% of secondary schools)
- 2020, 2021 – consequences of ‘lost learning’
- The quality of the learning experience in modern languages in the BGE [HMI evidence]





# So why the decline ? Looking outwards : England, Wales, Northern Ireland

- “The number of students studying A- level languages remains a cause for concern. **French entries decreased by 5.4% from 8,383 in 2021 to 7,929 in 2022, Spanish entries decreased by 0.6% from 9,139 to 9088.** Indeed, entries for French represent the third biggest drop of any subject. **Whilst German entries increased this year by 3.5% from 2,708 to 2,803 this is in a context where the number of A level candidates increased by 3.5% from last year.”**

*Association for Language Learning, 2022*



# Looking forwards : what works?



# Looking forwards : what works?

- Know yourself- what are your strengths?
  - How do you know?
  - How do you measure?
  - What do you do with feedback?
  - How will you improve from here?
- Know your learners and build on their prior learning - ***no 'fresh start' in S1***
- Keep contexts for learning under review – age appropriate & relevant
- Teach grammar. Use the TL as much as possible. You are the role model!
- Blend traditional resources with I.T. based ones
- Connect to the DYW agenda
- Share good practice, share good resources



# Looking forwards : thoughts ...?

*What if all the things we do to "appeal" to young people (in HS) - games, activities, actions, rhymes, chanting etc... are the things that make them think language learning isn't serious and is irrelevant to their future?*

