



Scotland's Universities & 1+ 2 Policy: Next steps

**Creating a
Research Network**

Do Coyle, University of Aberdeen 6th May 2015



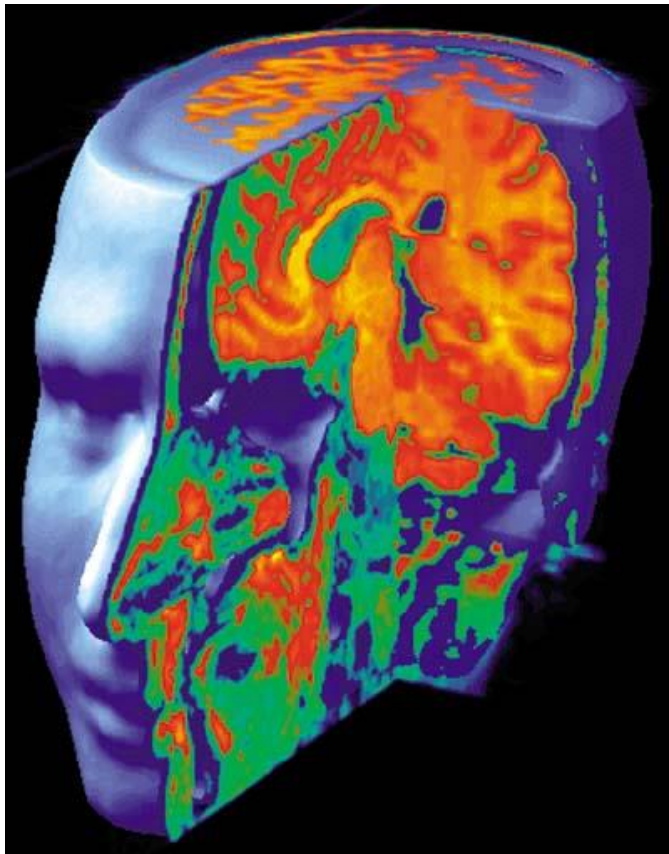


“ If I had a world of my own, everything would be nonsense. Nothing would be what it is, because everything would be what it isn't. And contrary wise, what is, it wouldn't be. And

what it wouldn't be, it would. You see?

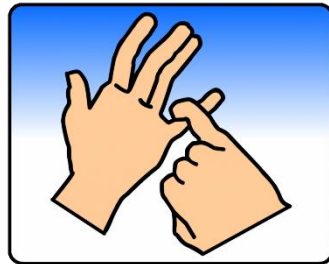
Alice in Wonderland

Around 75% of the world's population don't speak a word of English. A grasp of a different language improves your abilities to use your first language and explore other cultures more successfully.



tolerance **friends**
empathy **enjoyment**
influence **awareness**
empowerment
Why learn a
language
insight **understanding**
pleasure **scope** **employability** **opportunities** **perspective** **confidence** **memories** **freedom**

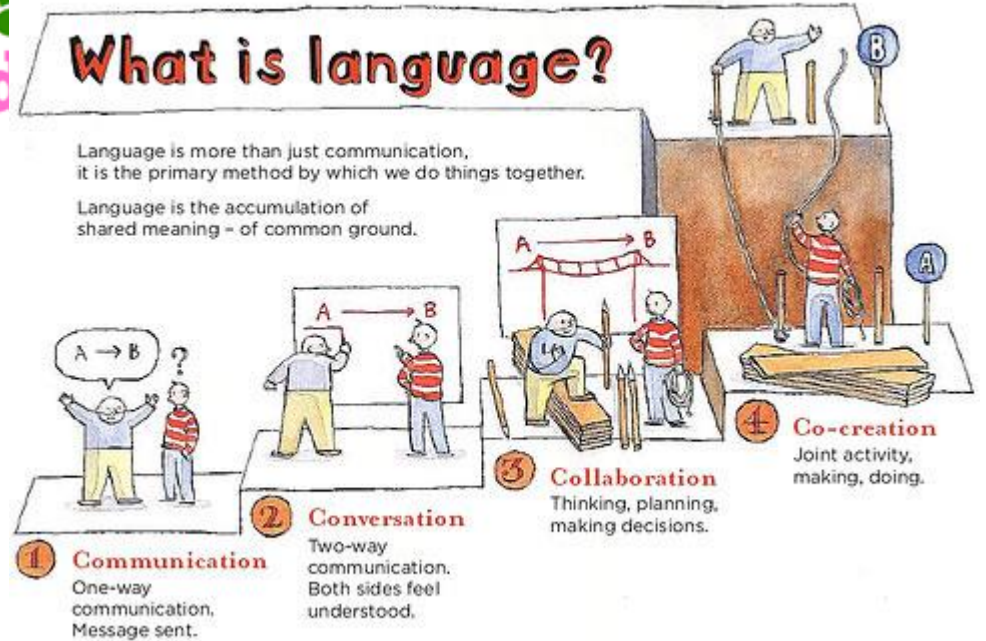
pride **add** **ad**



What is language?

Language is more than just communication, it is the primary method by which we do things together.

Language is the accumulation of shared meaning - of common ground.



‘Worrying’ dip in foreign languages at Scots schools

- At Standard Grade level, 28 % reduction in pupils studying all languages, including a 28.5% decrease in French and 41% in German (2008-2012).
- Despite the Scottish Government pledging to offer two languages in primary school, when offered a choice pupils are choosing alternatives.
- Of 47,741 pupils in S5 in Scotland’s schools, 5,787 studying a foreign language at any level i.e. 12.1%.
- Language learning at a low level by global standards 66% of fourth-year students sit a language qualification now – down from 90 % 10 years ago. Only Mandarin and Spanish are increasing in popularity.

19th February 2015: UK HESA statistics

- Only one on 65 new students at university choose to study a foreign language
- Broadly based programmes with language have risen by 39%
- Ab initio on the increase in university language centres



A University View

“The decline in language learning is of great concern to university language departments across the UK.

“It means we just don’t have the numbers of good candidates to choose from, so it is harder to turn out graduates with really excellent language skills. But in a broader sense I think languages are ever more important for understanding cultural diversity. They are part of life in the modern world.

For Scots, there are opportunities to work and study abroad within Europe, and to make the most of those, they will need other languages”

Mandarin blossoms among Scots language pupils

It's difficult, unfamiliar, and far from a traditional educational choice. So why are more Scottish pupils bucking the UK trend and venturing out of their comfort zone to study Mandarin?

29 April 2013



Pupils Confucius Hub for CEC schools at Leith Academy, Edinburgh. Picture: Toby Williams

Success and....

We know that there is **considerable innovative practice** in relation to the teaching of languages at all levels in Scotland's schools. The **2011 Modern Languages Excellence Report** **highlighted imaginative approaches to the teaching of modern languages in primary and secondary schools across Scotland** and also set out to counter certain negative cultural attitudes which serve to limit opportunities for language learning. Schools are developing more ways of encouraging pupils to take an interest in language learning. In some areas also there is a **growth in Gaelic Medium Education.**

**However,
inspection evidence indicates that practice in delivering
modern languages varies in quality.**

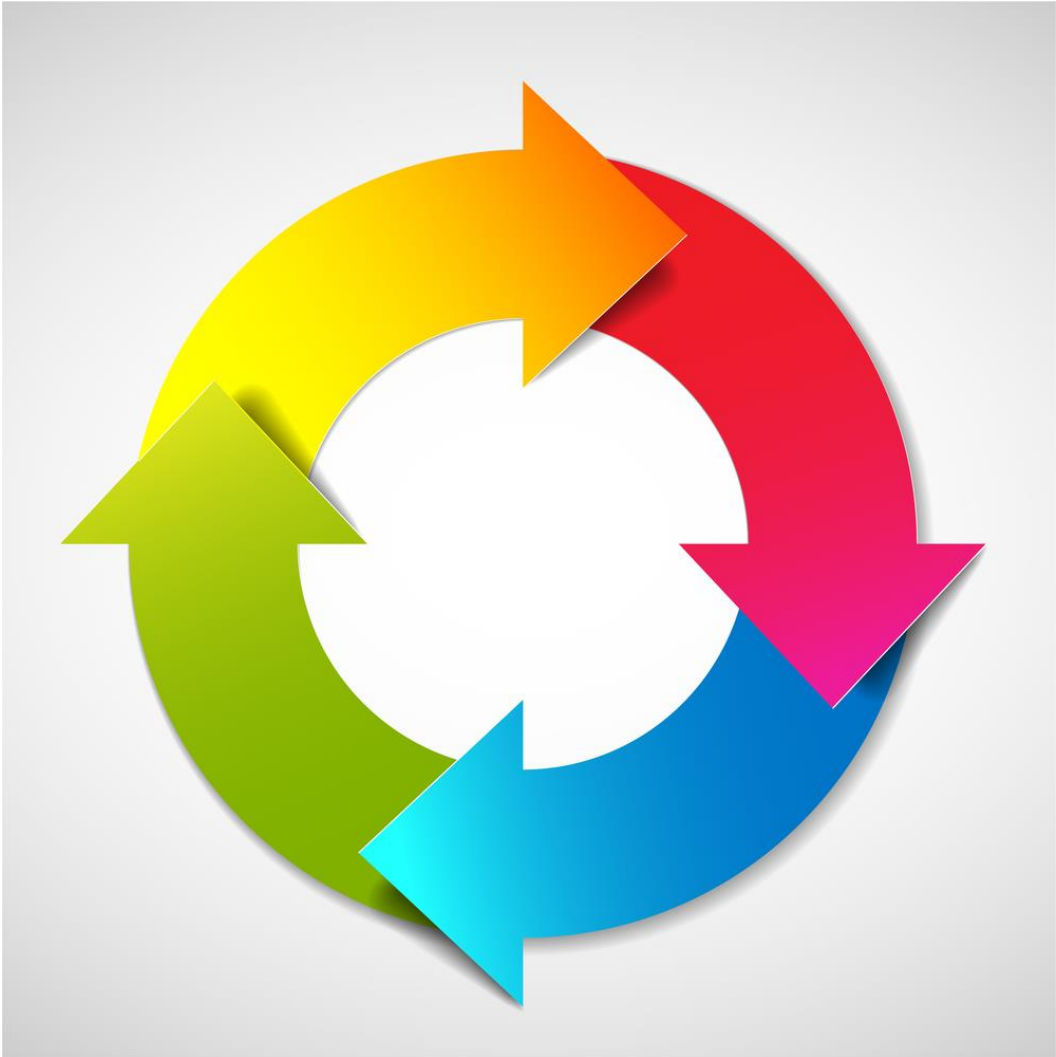
In addition, we have seen a long-term overall decline in the numbers of pupils achieving National Qualifications in languages. In modern European languages the uptake across all languages is declining with the exception of Spanish. In French, traditionally the first additional language for the majority of pupils, there has been a steady decline. In German, the decline has been rapid. Italian, from a low base, is in decline. In Gaelic, the number of presentations for qualifications is relatively stable, although at low base.

An ambitious national commitment by 2020

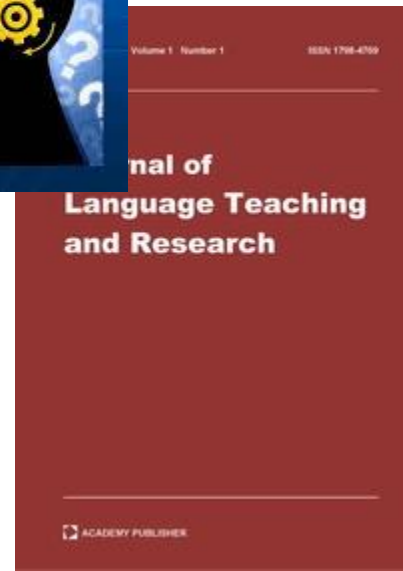
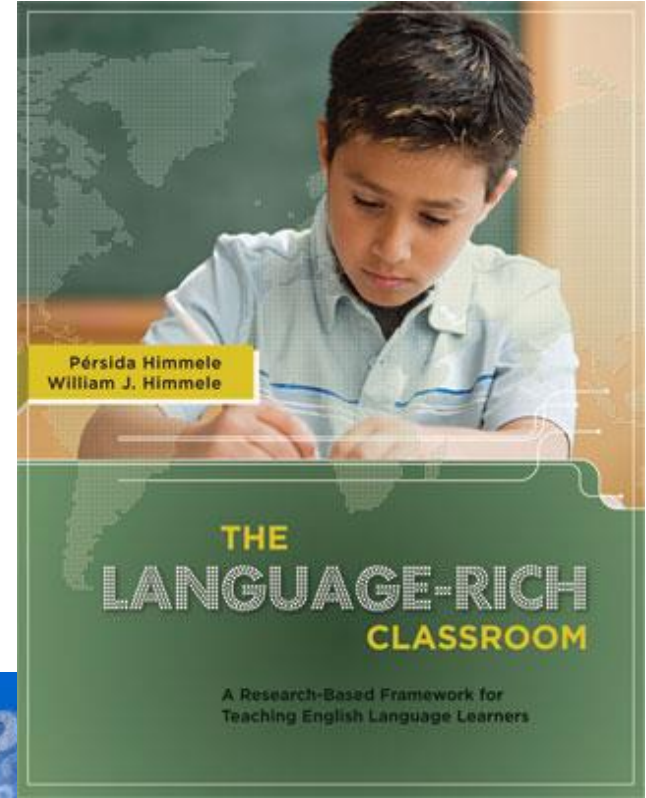
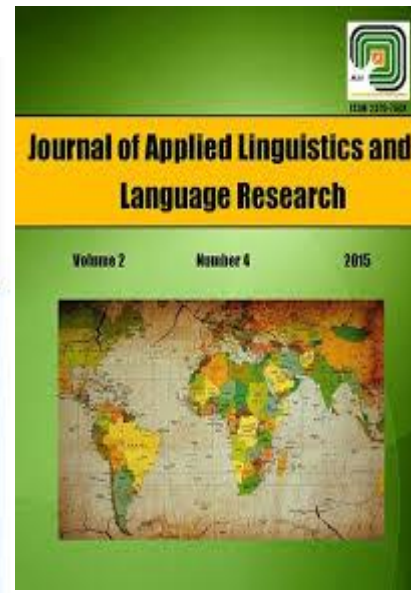
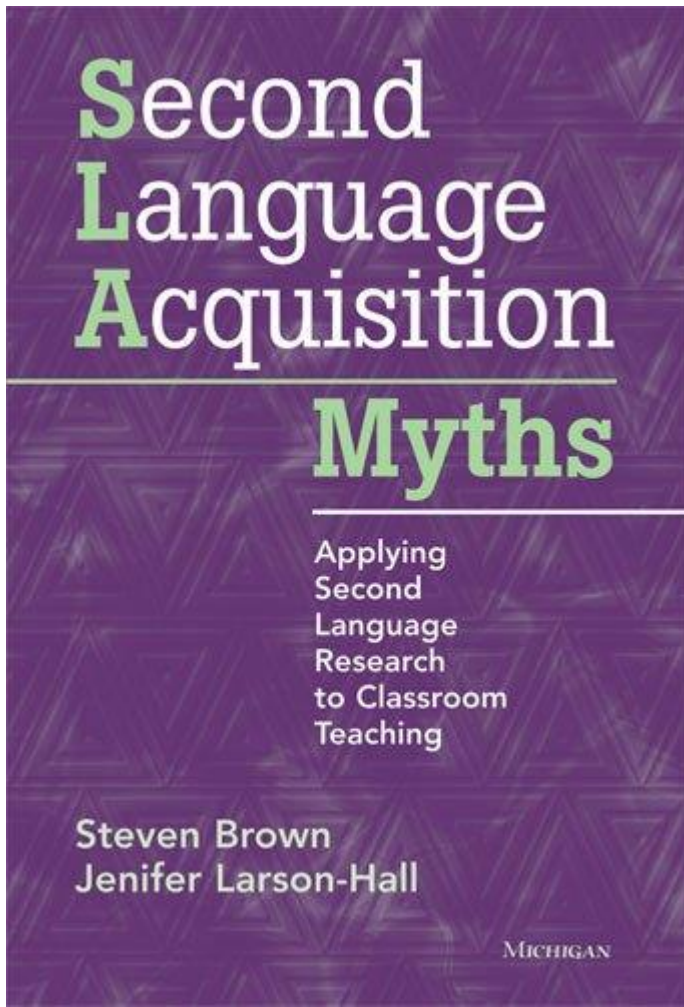
*We will introduce a norm for language learning in schools based on the European Union 1 + 2 model - that is **we will create the conditions** in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create **a new model for language acquisition** in Scotland.”*

(Scottish Government Manifesto Commitment, 2011)

**first additional language introduced in Primary 1,
continuing to end of Secondary 3**



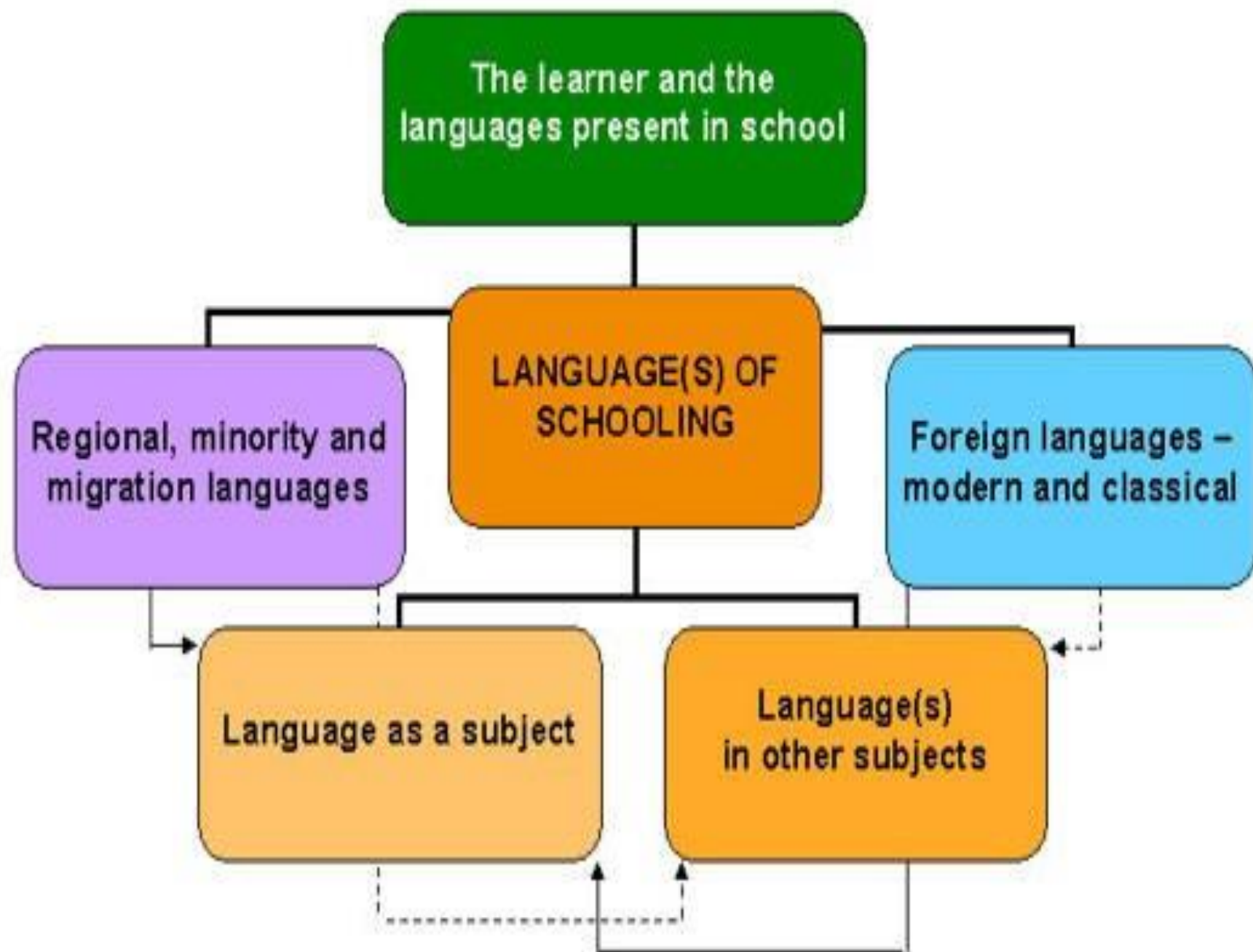




Literacy Language & Technology Research

Which field?

- Linguistics
- Applied Linguistics (socio, psycho etc)
- Educational Linguistics
- Neurosciences
- Second Language Acquisition
- Cultural Studies
- Learning Theories (socio-cultural, co-operative, constructivist)
- Literacies
- Language medium education
- EAL
- Policy research international comparisons



Disconnect.....

Macro big discourse, big ideas and big ambitions



Micro **everyday** 'normal' classroom practices
which create the conditions for learning in
schools and universities

Unique opportunity for making Scottish connections....

Difficult questions:

1. Why is research so important and why is it so ignored?
2. Existing research- what is it, where is it and what happens to it?
3. Who does relevant research? Whose agenda?
4. How it is accessed and adapted and used to inform our thinking?
5. Who owns it?
6. How can it be connected at different levels?

Tensions, dilemmas and conflicting messages

- Separatism (MFL is different!)
- Pluriliterate citizens
- Language medium education
- Curriculum Integration requires holistic thinking
- The 'changing paradigms' phenomenon
- What the CfE and related documents tell us
- Transforming theories and 'you musts' into practice
- Who 'owns' the research agendas?
- How are we connecting with global partners? Language assistants?

Who – Stakeholders?

- University Researchers (Funded, non-funded)
- Teacher Educators
- Local Authority Development Officers
- Schools -Teachers and pupils
- Policy, Government (Commissioned research)
- National Bodies
- Parents
- Significant Others

So....

Who does the research? And
what counts? Matters?

Bringing together the pieces

There is an urgent need to challenge the narrow interpretations of the teacher's role which have created unhelpful philosophical and structural divides, and have led to **sharp separations of function amongst teachers, teacher educators and researchers....**

Donaldson 2012 :6



Teachers as Educators

The Review's recommendations aim to entrench the interconnections between **schools, universities and other agencies, and between theory and practice.** Teachers should see themselves as **educators...** The implications of this '**extended professionalism**' are taken forward throughout the report in relation to a teacher's developing career,

Donaldson 2012: 6

Teaching Scotland's Future

If we are to achieve the aspiration of teachers being leaders of educational improvement, they need to develop **expertise in using research, inquiry and reflection as part of their daily skill set.** Outstanding teachers often use research and data to identify areas for improvement and take direct action to address any underperformance

Donaldson 2010:70

Stakeholders – but what about the Universities?

32 Local Authorities charged with creating a ‘strategic policy’ for the delivery of 1+2 addressing:

- L1 and L2 development of EAL pupils
- The most appropriate first and second additional languages for the ‘local context’ – indigenous, community, European, International
- Structures of delivery
- SCILT (Scottish Centre for Information on Language Teaching),

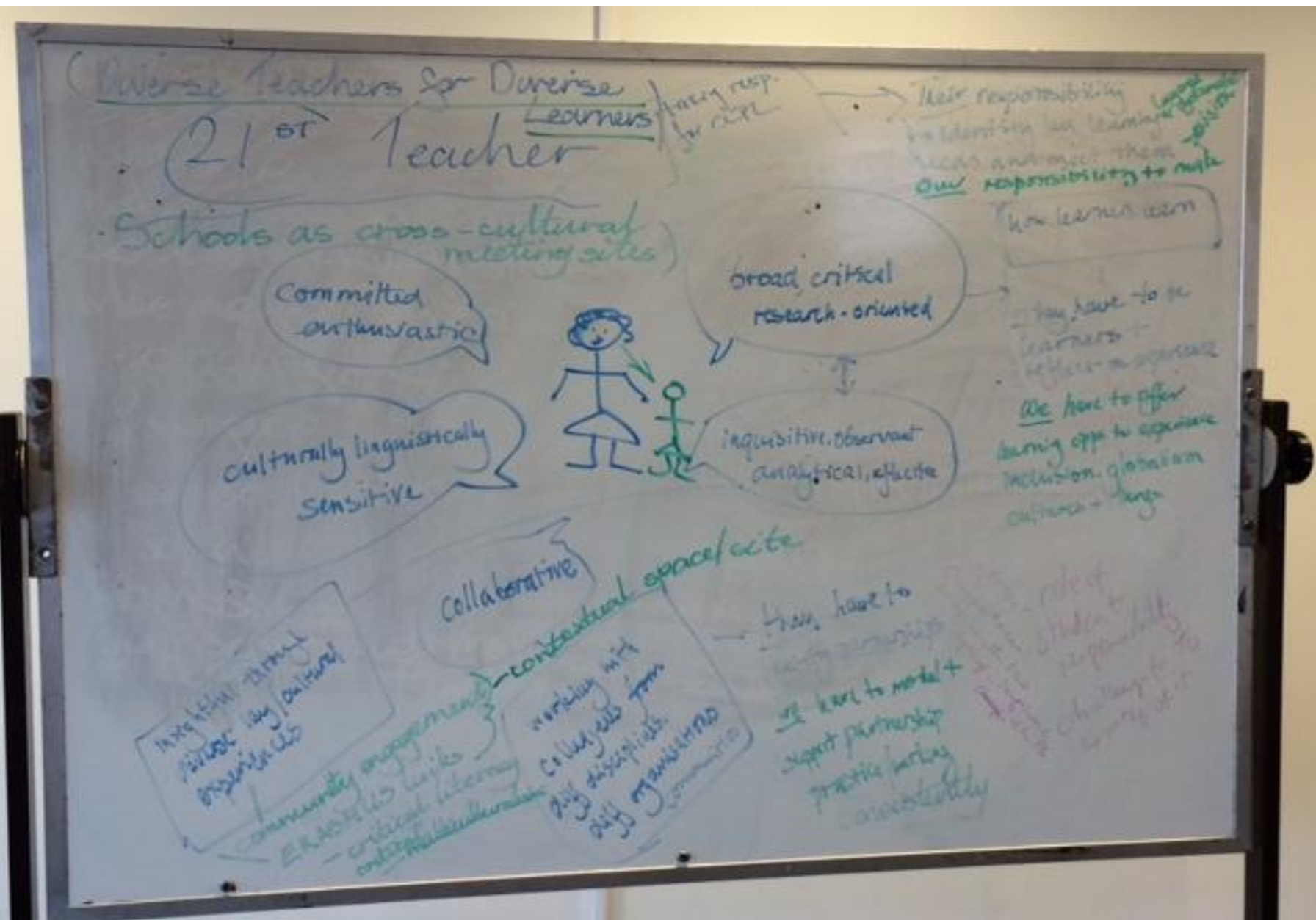
Education Scotland

Scottish Centre for Information on Language Teaching

Scottish Government

Association of Directors of Education in Scotland

STEC 1 + 2 Sub-group



- Linguistic skills
- Pedagogic & Intercultural Understanding
- Partnerships

Creating, supporting and developing 'new norms'

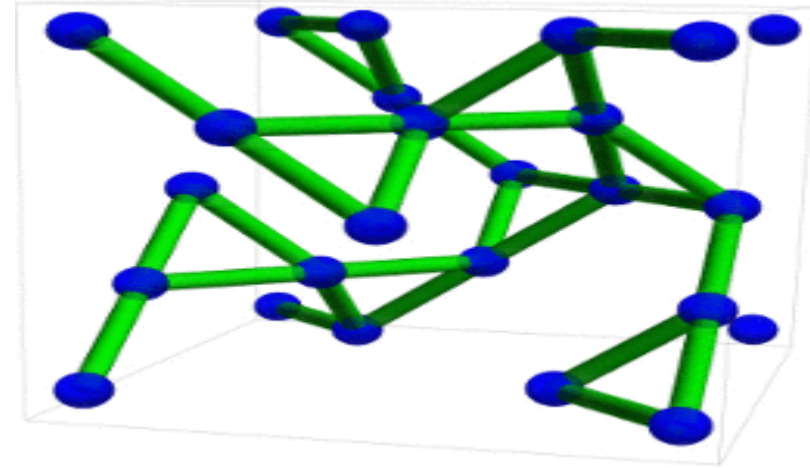
STEC sub-group 1 + 2 Policy Briefing

Part 1 - a review of recent critical thinking around current and future teacher education and the need for culturally and linguistically responsive teachers

Part 2 - implications of 1+2 recommendations for pedagogy in schools, the European context informing ITE and preparing future teachers to implement the 1+2 recommendations, and the nature of CLPL to support the 1+2 approach.

Part 3 - focus on practical challenges for including both language learning opportunities and developing language teaching pedagogies in ITE programmes. Propose some solutions for ITE and CLPL.

The Scottish Language Research Group



January exploratory meeting bringing together UCET, CLT, University Teacher Educators for discussion around research agenda setting. Notes available

But needs funding and coherence around research agendas

Pupils' use of multilingual resources for school based learning

In the context of increasing linguistic and cultural diversity in Australian schools, it is important to understand the extent to which monolingual and monocultural assumptions exclude multilingual students from the curriculum and school community. Research has been conducted in an Australian metropolitan secondary school where the student body represents more than 40 cultures and languages. This ethnographic case study, drawing data from student artefacts, student focus group discussions, a staff questionnaire and staff interviews, reveals ways in which multilingual students and their teachers construct and enact language policy at the classroom level.

Key themes emerging from the data include the way multilingualism and practices such as translanguaging are valued in the school, and the application of multilingual resources for individual and collaborative learning.

Additionally, the data illustrates teacher approaches ranging from resistance towards multilingual practices, to active construction of a multilingual classroom. This study highlights that the connections and contrasts between student and teacher approaches to multilingualism create some opportunities for students' own linguistic resources to be more effectively exploited for effective learning, rather than continuing reliance on dominant monolingual pedagogies.

Big Questions

- What kind of language-related research do we need? Why?
- What kind of cultural studies-related research do we need? Why?
- What kind of pedagogic research do we need? Why?
- Which research is influencing our thinking and practice? Is this transparent?
- How do we transform research findings into contextually relevant data which in turn can impact on our collective practices?

Sharing understanding to break the status quo

- What does successful (language) learning look like at different ages and stages?
- Why do pupils not continue and what are the alternatives?
- How can languages be integrated into CfE and university curricula?
- What about implications for ages and stages?
- What does Scottish model for language-medium education look like?
- What are the alternatives for recognising successful learning other than Highers?
- How do we grow pluriliterate global citizens?

It's not an option..... We need a map

- Change
- Complexities
- Connected agendas
- Continuity
- Collaboration
- Communities
- Comprehensibility (transparent, accessible)
- Costs

Planning of a shared research map which will not only inform but will guide changing practices – we have the tools and expertise.

If you always do what you've
always done,
you'll always get what you've
always got.....



Thank you



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