

1+2: you can too!



Presentation Overview

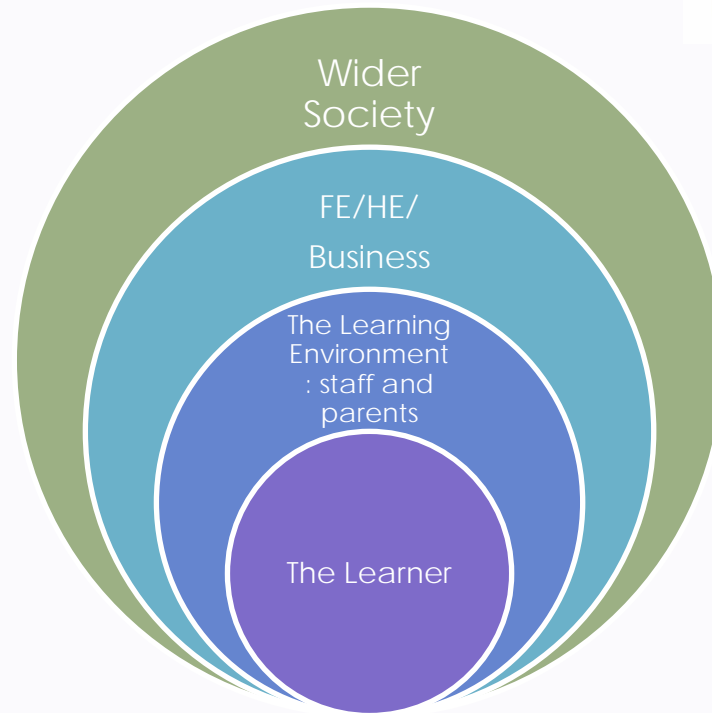
- Why languages matter
- 1+2 in Europe: setting the scene
- “Language Learning in Scotland: a 1+2 Approach” :
key recommendations with examples
- Success factors
- Concluding remarks



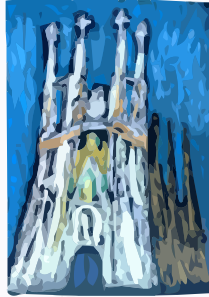
Languages matter!



- Personal benefits of language learning
- Cognitive benefits of language learning
- Societal benefits of language learning
- Economic benefits of language learning



“1+2” – work-in-progress across Europe



- March 2002: Barcelona agreement - focus was on early years “foreign” language learning/tools to measure linguistic competence
- November 2011: EU countries pledged to step up their efforts; focus on more diverse choice of languages; lifelong learning; relevant and quality teaching; valid assessment; teacher training; use of ICT; more widespread use of European tools such as CEFR and the ELP; links to the world of work
- May 2012 – publication of Languages Working Group Report – Scotland moving towards its European counterparts.
- June 2012: publication of Eurobarometer and European Survey on Language Competences

European Survey on Language Competences



Key findings:

% of 14/15 year olds who can “deal with straightforward, familiar matters in L2”:

England: 14%

Sweden: 82%

EU average: 42%

30% of pupils in English schools do not reach the level of “a basic user who can use very simple language, with support” in L2.



Key findings from Eurobarometer

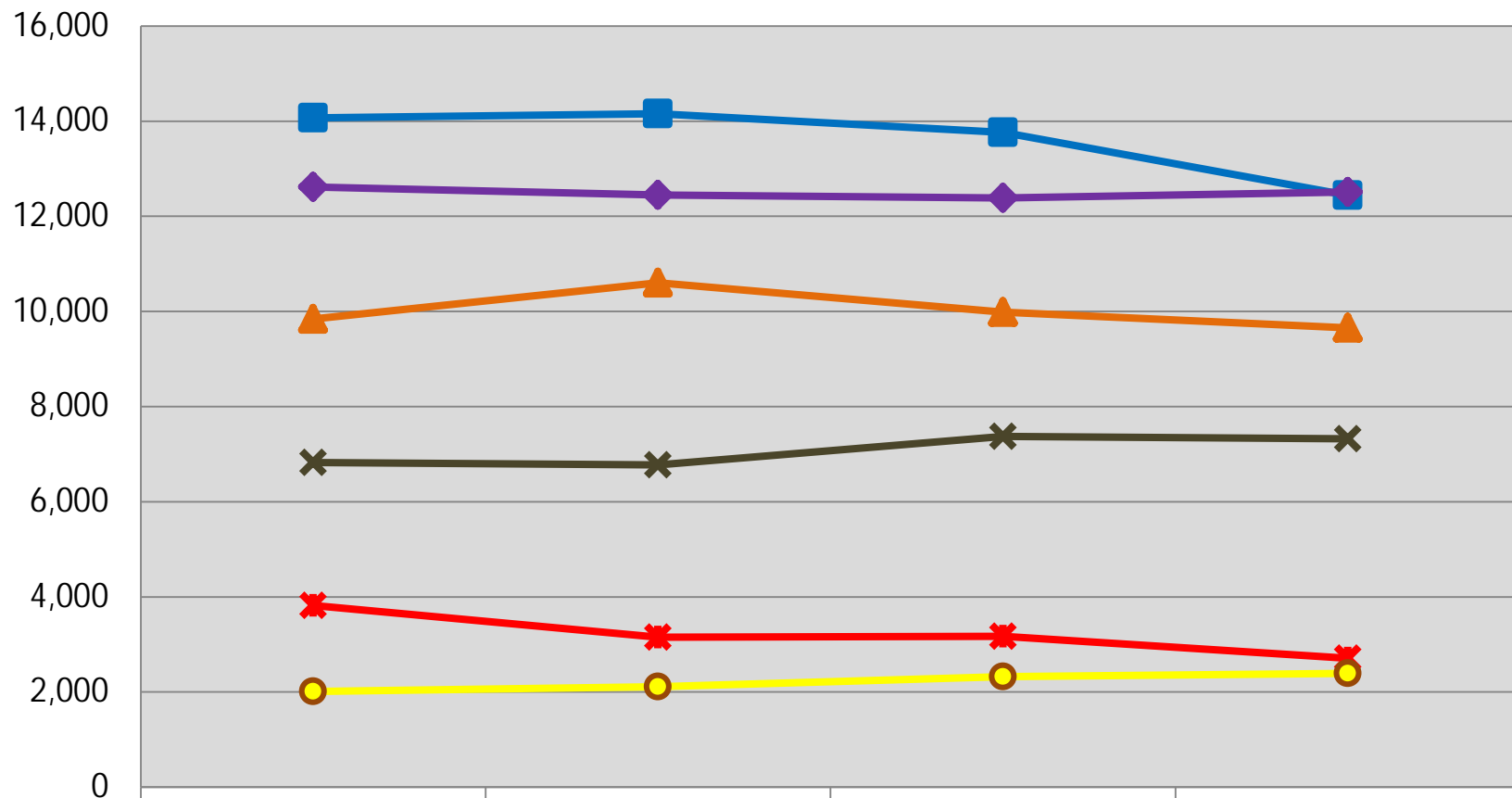


European Union

- Very positive attitude of Europeans towards multilingualism
- 98% consider mastery of other languages as key to their children's success
- 88% consider having other languages very useful for themselves
- 84% think EVERYONE should speak at least one additional language; 72% think we should learn at least 2
- 77% - improvement in language skills should be policy priority

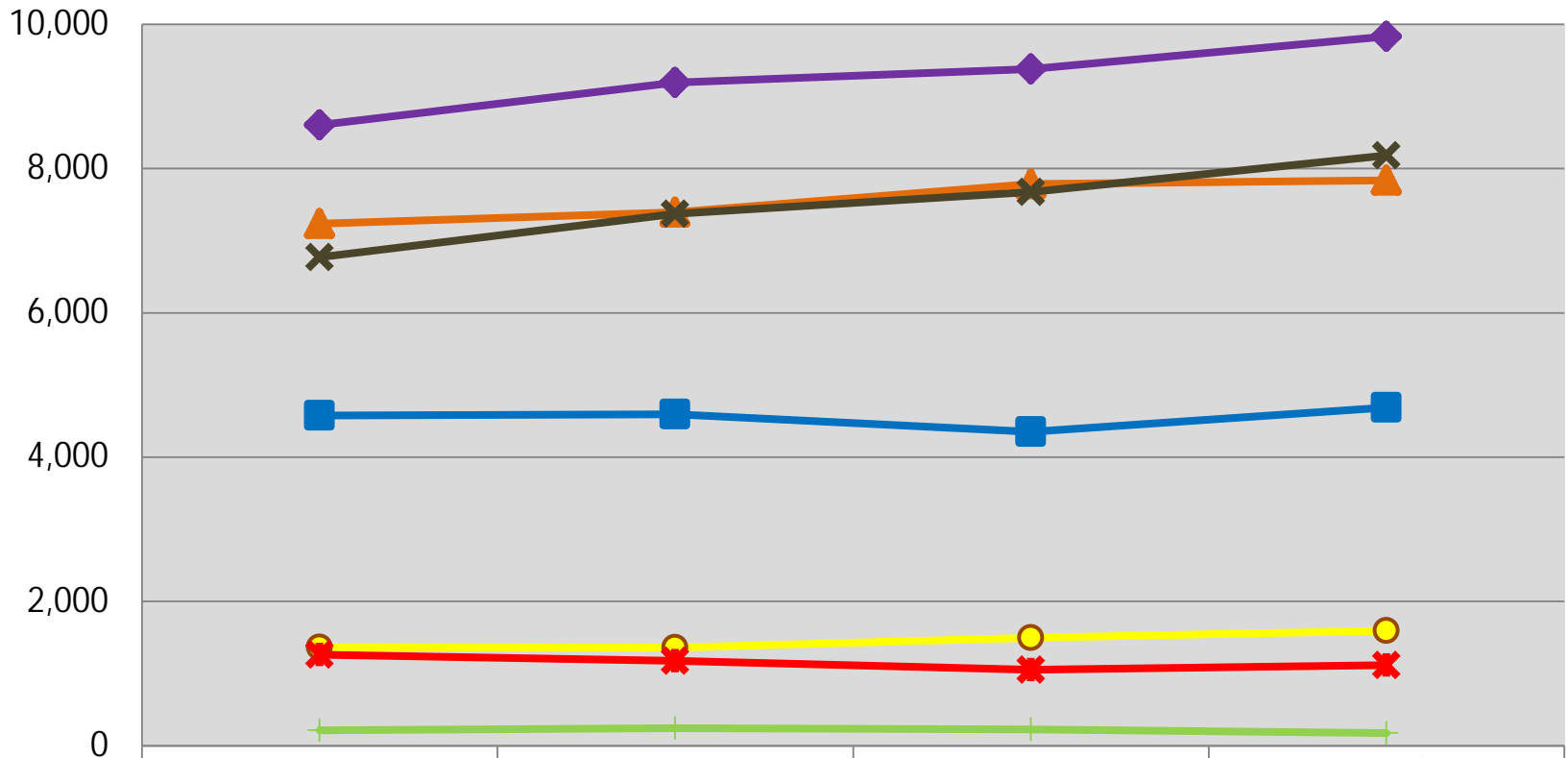
So where are we in Scotland?

Entries at SCQF 5 (SG Credit+ Int-2) in S4 2009-2012*: ML vs. Social Sciences



	2009	2010	2011	2012*
French	14,069	14,154	13,763	12,441
History	12,616	12,451	12,384	12,512
Geography	9,842	10,602	9,986	9,655
Modern Studies	6,827	6,776	7,376	7,326
German	3,820	3,152	3,171	2,714
Spanish	2,012	2,112	2,325	2,390

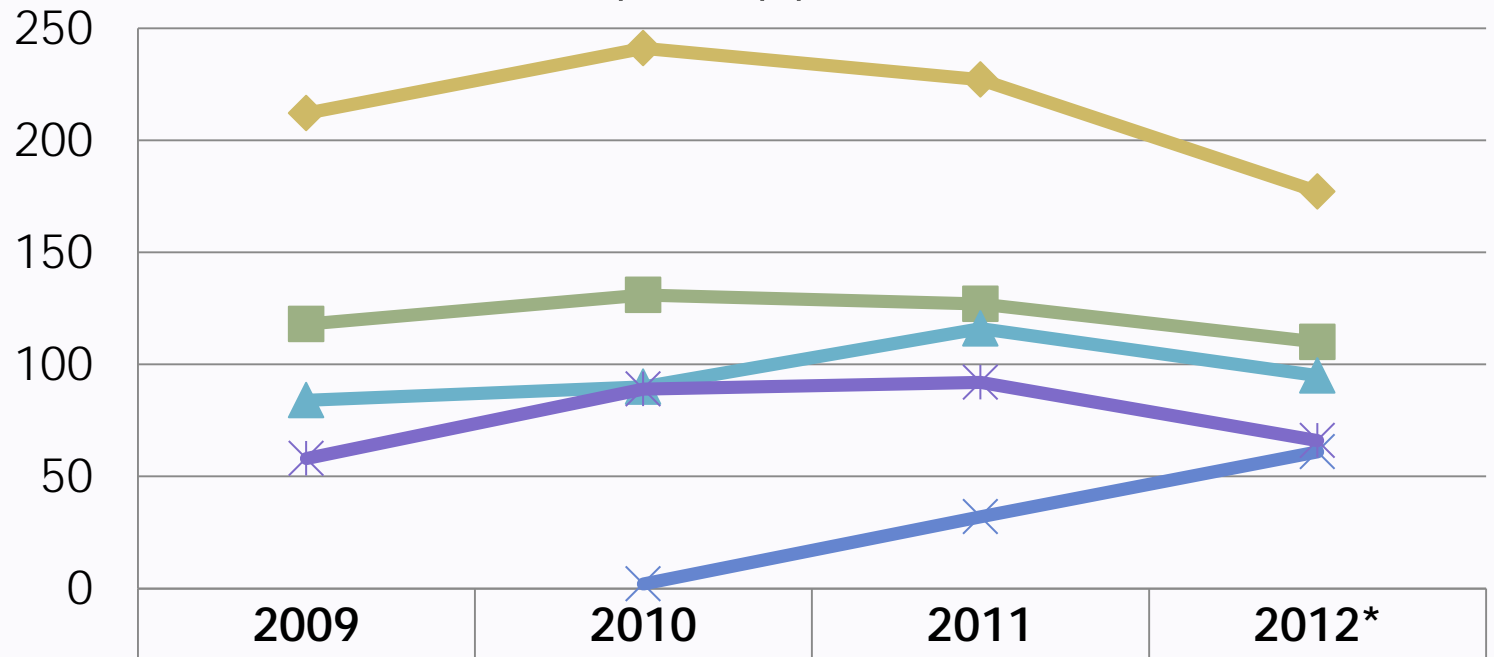
Entries at SCQF Level 6 (Higher Grade) 2009-2012: Modern Languages vs. Social Sciences



	2009	2010	2011	2012*
History	8,605	9,193	9,379	9,831
Geography	7,234	7,395	7,787	7,837
Modern Studies	6,773	7,371	7,673	8,184
French	4,577	4,595	4,352	4,688
Spanish	1,364	1,361	1,498	1,593
German	1,261	1,178	1,054	1,118
Italian	212	241	227	177

All Entries at SCQF Level 6 (H'Grade) in other ML: 2009-2012*

(*pre-appeal)



	2009	2010	2011	2012*
◆ Italian	212	241	227	177
■ Gaelic Learners	118	131	127	110
▲ Gaidhlig	84	90	116	95
× Mandarin (all)		2	32	61
* Urdu	58	89	92	66

Attainment at SCQF Level 6 (Higher Grade): Modern Languages vs. Social Sciences

	A	B	C	Pass Rate 2011	Pass Rate 2012*	D	No award	Entries 2012*
Spanish	49%	19%	17%	85%	85%	5%	10%	1,593
French	43%	21%	19%	84%	82%	7%	11%	4,688
German	32%	21%	23%	83%	76%	9%	16%	1,118
Geography	35%	24%	20%	78%	79%	8%	13%	7,837
History	29%	28%	22%	81%	79%	7%	14%	9,831
Modern Studies	29%	28%	25%	77%	82%	7%	11%	8,184

2011: Scottish Government manifesto commitment

“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.”

Clear need for significant new impetus to language learning in Scotland



1+2 Report: Radical recommendations? (1)

- 1) The introduction of a second language from primary 1
- 2) The introduction of a third language no later than primary 5
- 3) Language learning for L3 during the broad general education, choosing from a range of approaches including interdisciplinary working.
- 4) Flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course, in the senior phase.



Let's start from the very beginning...

Lamlash Nursery, Glasgow

- Strong Chinese influence with many Chinese parents
- Basic training for staff provided by LA
- Responsive planning, as appropriate to Early Years
- Daily input
- Partnership working with parents: CDs sent home to share what the children have been learning
- Parents encouraged to teach their children basic words and phrases and read to them in their own language



Continuing the lead from early years...

Westercraigs Nursery, Glasgow



- 17 languages spoken by the children - rich resource - appreciated and celebrated
- Shopping trips to Tesco to identify food names from around the world
- Strong support from local community
- Appointment of staff with other languages – Gaelic and Italian
- Children completely at ease with other languages and cultures

Attitudes start to form very early on; importance of positive early messages/start

Onwards and upwards into Primary

St. Ninian's Primary (West Lothian)



- French is taught in an informal basis in the nursery, half an hour a week to Primary 1, an hour a week for Primary 2 – Primary 7.
- Creative solutions to genuine issues: no early and first level Es and Os in Modern Languages , so staff used their initiative and adapted Gaelic Es and Os
- Key to success: termly network meetings to explore resources; review guidance and approaches to assessment. Making time available to talk with and visit other schools.

Onwards and upwards into Primary

Lockerbie Primary (Dumfries and Galloway)

- French taught throughout school P1 – P7
- Trialling the introduction of Spanish in P5. Support from ML Graduate. Programme loosely built on core MLPS programme. Focus on songs and cultural events such as festivals and food tasting.
- Measuring progress in an informal way, based on the confidence shown by pupils in communicating with speakers of other languages such as Comenius partners and with teachers in school.
- Comenius partners in 8 countries; breakfast and after-school clubs for pupils and parents.
- Future plans: some Italian for nursery class....



Onwards and upwards into Primary

Dalmarnock Primary School (Glasgow)

- Context-led: using Commonwealth Games (location of village)
- Spanish in feeder nursery with transition project into P1
- French taught from P5 – 7 / Italian P6 and P7 / Greek is optional
- External Links: with schools abroad via Skype. Scottish teachers supporting colleagues in Spain on introduction of “Jolly Phonics” (reciprocal learning)
- Masterclasses for all staff held each Friday in Italian and Greek - language and culture. (HT is native Greek speaker)
- Languages through Global Citizenship at Colquhoun Primary, East Dunbartonshire



From primary to secondary

Bathgate Cluster, West Lothian (1)

Primaries: Blackburn and Murrayfield

- French from P2 focusing on singing, critical skills challenges and role play to encourage listening, talking and writing in French. Support for P6/7 from Bathgate Academy.
- Some additional Chinese language and culture as well as Spanish in after-school club.
- Encouragement for all teachers to embed ML simply in daily routines and access to resources to support pronunciation etc.
- Impact: learners loving the experience; curious to learn more about other countries, their languages and cultures
- Parental involvement in assemblies and displays; learning with their children.
- Staffing: primary staff with languages background focusing on P6/7, freeing up other MLPS trained staff to work lower down the schools

From primary to secondary

Bathgate Cluster, West Lothian (2)



- Establishment of cluster ML working group to share practice, resources as well as to discuss and plan transition and assessment/moderation; builds trust and understanding
- Secondary - Bathgate Academy: French for everyone to end of BGE; German and Mandarin introduced in S2; learners continue with either German or Mandarin in S3. Early feedback suggests that German “works” for boys!
- Support from SMT – importance of languages and new timetabling options presented by HT to parents

Other examples from secondary

Innovation in Arbroath Academy (Angus):

- Introduction of L3 – German: 10 week course in S2 – pupils have “crash landed” on a German-speaking island and need German to survive!
- Progression into S3 includes virtual tour of Germany where pupils organise travel, book accommodation, order food etc.

Multilingualism in Musselborough (East Lothian), Fortrose (Highland) and Lanark (South Lanarkshire)

- French as L2 to end of BGE
- Introduction to German and Italian in S2 (M)/German or Latin (L)
- French +German or Latin for all pupils S2 and S3 (L)
- Optional German from S3 (F)
- S4 – National 4/5 in French +Beginners German/Italian+Access 3 Spanish (M)
- Spanish option for S5/6 via open learning link with Stevenson College, Edinburgh (F)
/Russian optional for S6 (F)

1+2 Report - radical recommendations? (2)

- 5) ITE primary students – Higher in language on entry or on completion
 - 6) PGDE (primary) compulsory module on ML
 - 7) National recruitment strategy and campaign to encourage young people to become language teachers (primary and secondary)
 - 8) Local authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer
- Some recommendations cover a number of issues on ITE entry requirements, content and student numbers which will require further consideration with key stakeholders, GTCS and university providers.



The Scottish Government's Response November 2012

1+2 Report: challenges or opportunities for teachers?

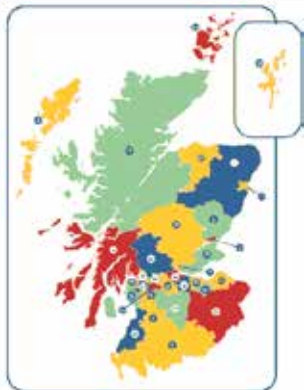


- 1) Support teachers to develop the range of languages in which they are qualified or trained to teach
- 2) GTCS to promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages, e.g. through Professional Recognition



A strategy to implement policy

- Why a strategy at local authority level matters
- Why action needs to be taken NOW
- Key elements
- Alignment with strategies/plans for International Education and for Chinese



Taking 1+2 forward in Edinburgh and Glasgow

Edinburgh Draft plan for year 1 covering:

- MLPS training and audit of trained staff
- Suggestions for planned progression P1-7
- Appropriate resources and how ICT can support
- CPD at school and cluster level
- Pilots
- Creation of Strategy Group to engage with HTs and other stakeholders/
Development Working Group



Glasgow: draft action plan:

- Current provision mapped against key recommendations from report
- Identification of action required, resources needed; provisional timescales agreed
- Pilot work this year to inform policy for next session

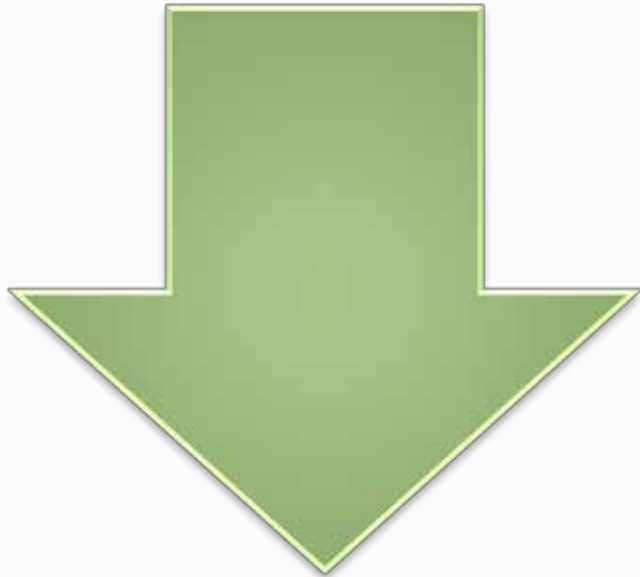
So what makes the difference? (1)

- Provision of more than one language /earlier start = increased motivation
- Transition which ensures progression and continuity from primary to secondary – this cannot happen without close liaison/joint CPD opportunities
- Languages *at least* to the end of BGE – *but preferably* to the level of a National Qualification Unit or course (need for range of qualifications)
- Active engagement with parents
- External partnerships with HE, Business, the community, overseas to ensure RELEVANCE



So what makes the difference? (2)

- 1) Reflective practitioners whose pedagogy is eclectic, drawing on a wide range of techniques and resources, including social media – and who USE the target language
- 2) Opportunities for Professional dialogue (with colleagues, across departments, with other sectors etc.)
- 3) Access for teachers and pupils to native speakers (such as FLAs) and to media in the original version
- 4) Local Authority commitment and lead to ensure context-led, collaborative and creative planning at ALL levels



Adverse timetabling

Curriculum reforms

Competition with other subjects

Negative perceptions (pupils, non-ML staff, parents, senior managers) re relevance and difficulty

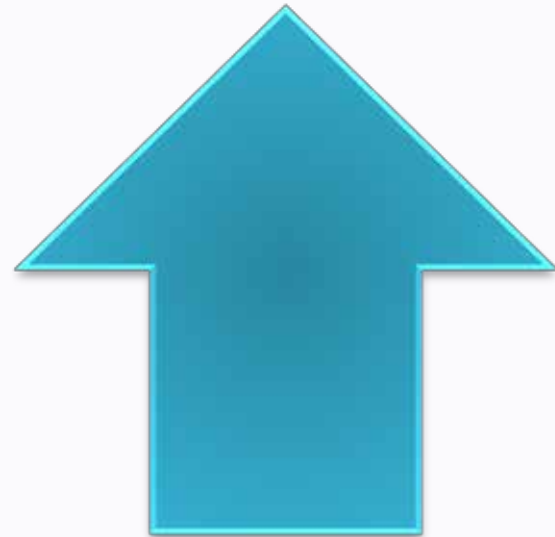


Good teaching

High pupil motivation

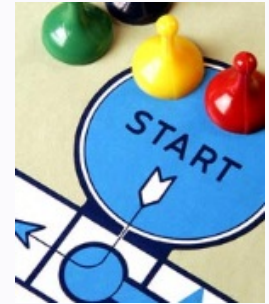
Language promotion

Support from others (parents, non-ML staff, senior managers, employers)



Support from SCILT

- 12-13 Pilot Projects
- New website – audit tools, examples, resources, partner organisations
- Flexible, research-informed CPD programme
- Events for learners
- Support for promotional events/parents' evenings
- Support to build external partners – HE, business, overseas



SCILT as one-stop shop for modern languages

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[Primary](#)

[S1-S3](#)

[Senior Phase](#)

[Learners & Parents](#)

[School Managers](#)

[Adult Learners](#)

[Business](#)

SCILT, Scotland's National Centre for Languages

- your first port of call for information or advice
on languages.



PROFESSIONAL RECOGNITION

Congratulations to Gwen
McCrossan from Argyll and
Bute, who has received
professional recognition from

GTCS for her work in MLPS French. Gwen's creative
approach has integrated language learning into the wider
curriculum through her skilful use of puppets, story-telling and
ICT, to name but a few. If you would like to apply for
professional recognition, please visit the [GTCS website](#).

Confucius Institute for Scotland's Schools

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A 1+2 approach to Language Learning

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Foreign tongues aren't wagging [More...](#)

British Academy Schools Language Awards 2013
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At the University of Strathclyde, SCILT have a number of [partnerships with key organisations](#) in Scotland, UK and further afield.



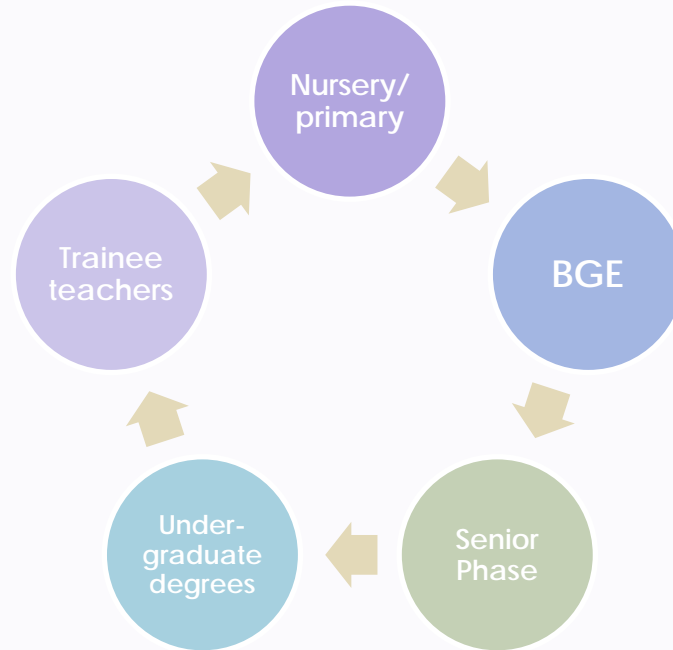
SCILT

232 Lord Hope Building
University of Strathclyde
Glasgow G4 0LT
Tel: 0141 444 8163
Email: scilt@strath.ac.uk

STAY CONNECTED



We're all in this together....



Interdependencies make partnership working
ESSENTIAL

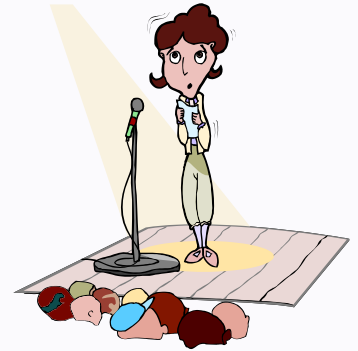


Concluding Remarks (1)

Challenges are real and diverse

But so are the opportunities...

Let's take advantage of being in the spotlight
and fight the poverty of ambition. We owe it to
our young people.



"Push, challenge and believe" (Steve Quinn, HT, Auchenharvie Academy, Tess 4th May 2012)

In others' words.....

Confucius Institute
Scotland's Schools

"Looking for Friends"
"Two Tigers"
Lamlash Nursery, City of Glasgow Council
Classroom Hub

"找朋友"
"两只老虎"
格拉斯哥



mauruuru

Kiitos

mahalo

Köszí

Merci

спасибо

Grazie

Thank
you

Dank U

obrigado

Takk

Děkuju

謝謝

Gracias

danke