





Extending the 1+2 Language Strategy: complementary schools and their role in heritage language learning in Scotland.

Andy Hancock
University of Edinburgh
andy.hancock@ed.ac.uk





Language Learning in Scotland: A 1+2 Approach

Recommendation 2: The Working Group recommends that Local Authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer. As part of this strategy, consideration should be given to teaching modern European languages, languages of the strong economies of the future, Gaelic, and community languages of pupils in schools.

Recommendation 33: The Working Group recommends further development of the links involving cultural organisations, local authorities, language communities and schools



Is learning languages and literacies outside of school valued and acknowledged?

蘇格蘭中部華人聯會中文學校 Central Scotland Chinese Association Chinese School

This is to certify that

石家俊

has completed

Year THIRD course

in the school year of

2003 - 2004

and has achieved

satisfactory results.

Head Teacher: Mrs. Yin Ying Cairney Date: 19th June 2004

日期:二零零四年

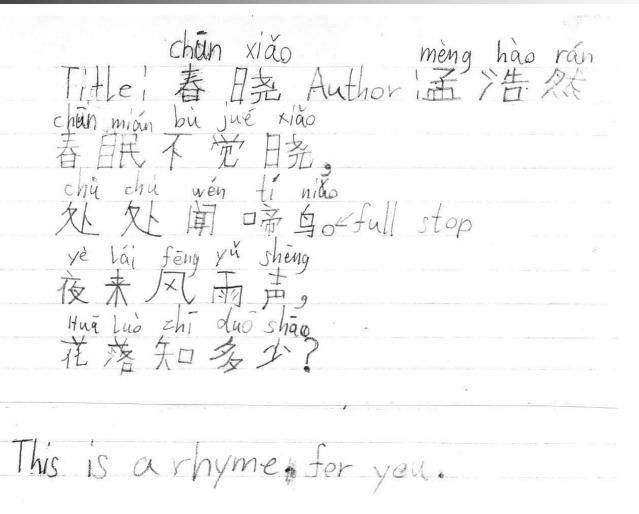
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成績美滿,以茲證明修竣 第三冊

課 在本校

Connecting worlds: language and literacy as a resource



Chinese morphology

Compound characterskiss 吻, shout 喊, sing唱, drink 喝



List of Radicals

				List of Radicals								
	_	1 stroke —	58	3	pig's head		116		cave	172	住	dove
-	-	one	59	3	streaks		117	立	stand	173	PFO .	rain
. 1		down	60	1	step					174	青	green
,		dot							6 strokes —	175	非	wrong
J		left		-	4 strokes —		118	4	bamboo			9 strokes —
Z		twist	61	230	heart		119	*	rice	176	do	face
7	K	hook	62	戈	lance		120	糸	silk	176	革	hide
			63	p	door		121	缶	crock		*	walk off
		2 strokes —	64	4	hand		122	网	net	178	1	leeks
1 =	=	two	65	支	branch		123	¥	sheep	179	音	
-	-	lid	66	支	knock		124	-83	wings	180	Ħ	tone
1	(man	67	文	pattern		125	*	old	181	展	head wind
1	L	legs	68	4	peck		126	而	beard	182	飛	
)	-	enter	69	斤	axe		127	来	plow	183		fly
,		eight	70	方	square		128	耳	ear	184	食首	food
I	7	borders	71	无	lack		129	*	brush	185	有	chief
	•	crown	72	H	sun		130	内	meat	186	4	scent
	>	ice	73	日	say		131	BE.	bureaucrat			
, ,	J	table	74	月	moon		132	白	small nose		-	10 strokes —
1	4	bowl	75	木	tree		133	至	reach	187	馬	horse
1	7	knife	76	欠	yawn		134	白	mortar	188	骨	bone
,		strength	77	业	toe		135	7	tongue	189	高	tall
, ,	ל	wrap	78	3	chip		136	舛	discord	190	43	hair
	6	ladle	79	交	club		137	舟	boat	191	17	fight
	Ξ	hasket	80	舜	don't		138	艮	stubborn	192	6	mixed wine
I	=	box	81	此	compare		139	色	color	193	南	cauldron
	t-	ten	82	£	fur		140	*	grass	194	鬼	ghost
	1	divine	83	K.	clan		141	庞	tiger			
	p	seal	84	4.	breath		142	虫	bug			11 strokes —
, ,		slope	85	*	water		143	血	blood	195	魚	fish
	4	cocoon	86	火	fire		144	行	go	196	,15,	bird
	丈	right hand	87	爪	claws		145	衣	gown	197	曲	salt
	~	right hand	88	父	father		146	耐	cover	198	鹿	deer
		3 strokes —	89	2	crisscross					199	*	wheat
. 1	<u> </u>	mouth	90	H	hed				- 7 strokes	200	麻	hemp
	-	surround	91	片	slice		147	p.	see			
	£	earth	92	4	tooth		148	角	horn		-	12 strokes —
	÷	knight	93	4	cow		149	=	words	201	*	yellow
	久	follow	94	火	dog		150	谷	valley	202	*	millet
	·	slow	24	~	dog		151	ű.	flask	203	E	black
	9	dusk			- 5 strokes -		152	界	pig	204	常	embroider
	, t		95	玄	dark		153	8	snake			
	大女	big woman	95	A	jade		154	貝	cowrie		_	13 strokes —
	子	woman child	90	瓜	melon		155	赤	red	205	華.	toad
	7	roof	98	瓦	tile		156	走	walk	206	A	tripod
	+		98	廿	sweet		157	足	foot	207	蛀	drum
		thumb	100	生生	birth		158	*	torso	208	R	mouse
	1	small		生用	birth		159	車	car	200		
	九	lame	101	用田			160	*	bitter			- 14 strokes —
	P	corpse	102	足	field		161	展	early	209	鼻	big nose
	4	sprout	103		bolt		162	定	halt	210	春	line-up
	4	mountain	104	1	sick		163	克	city	210	-	
	nl	river	105	1	back			百百	wine		200	- 15 strokes —
	I	work	106	白力	white		164	采	sift	211		teeth
	5	self	107	皮	skin			木里		211	(SH)	toom.
	巾	cloth	108	22	dish		166	*	village			16 strokes —
	Ŧ	shield	109	E	eye					212		dragon
	幺	coil	110	矛	spear			_	– 8 strokes –	212		tortoise
	r	lean-to	111	失	агтом		167	金	gold	213	æ	tortoise
	L	march	112	70	rock		168	長	long			17 steeless
5 :	廾	clasp	113	亦	sign		169	77	gate			- 17 strokes —
		dart	114	phy	track		170	.0.	mound	214	会	flute
6 .	七弓	dart	115	禾	grain		171	隶	grab	(

The Dictionary game

Can we do the dictionary game Ma Lo Sze? Y calls out. T replies 'ok' and divides the class into three groups. Children congregate around three desks. T writes the character [好] on chalkboard. The children with heads down excitedly trace their fingers down pages of the Chinese dictionary rapidly turning pages. One child calls out 'yur wrang' another jumps up and down 'hurry'. 'page two three five' The T observes the class smiling and goes to support one group who are experiencing difficulty locating the character in the dictionary. The children's involvement and enjoyment is evident.

Children's narratives

you have to find that bit (covers the right part of the character with her finger leaving the radical exposed) now count how many strokes... one two three so you then look in the three stroke section (turns pages) see (indicates \pm) then how many strokes that half (points to the remaining strokes in \pm) ...three...now find the three stroke section...look down (scans the list and locates the character 好) and ...VOILA!

Learn
Chinese Characters
Radicals
Choose English Version

Ca Mei, age 9

Complementary Learning

- Metalinguistic awareness and thinking about the writing system and the various principles underlying the construction of characters.
- Translanguaging (Garcia, 2009)
- Collaborative learning and scaffolding in vertical learning environments
- Skimming and scanning an index
- Developing listening skills (tonal differentiation), memorization and visual perception skills (stroke order rules)



Aims of the Research

- to collate existing information about the nature and scope of complementary schools in Scotland;
- to collect more detailed information directly from providers about heritage language learning and their awareness of and involvement in the 1+2 Language Strategy;
- to identify aspects of the 1+2 language Strategy which could be enhanced and strategies for achieving this.



Research Design and Phases

- Two Knowledge Exchange seminars at Moray House
- Internet search and School websites
- SATEAL and SEALCC networks
- Data base of providers in Scotland
- Questionnaire Survey (33% response rate)
- Follow up semi-structured interviews (face-to-face and telephone)



Arabic Language School (Dundee)



http://www.flacademy.org.uk/index.html

أكاديميه قــادة المستقبل

Today's children...tomorrow's leaders

Bristol Online Survey Tool

Return PREVIEW Provision of heritage language learning in Scotland - survey f schools	or complimentary Skip: Next > 1/5 🌣
What date was your school established?	
 What are the aims of your school? Tick as many of the below as apply. To understand and speak the language To read and write the language Access to history, culture and religion To gain a qualification Other 	
a If you selected Other, please specify:	

Questions

- Children and Young people attending schools
- Class organization
- 3. Funding
- 4. School Aims/Reasons for studying languages
- Teachers' Qualifications and Professional Learning needs
- 6. Teaching resources/curriculum
- Assessment/Examination Arrangements
- 8. Parent engagement
- Engagement with 1+2 Language Strategy



- 62 complementary schools or classes were identified as making provision for 18 different heritage languages after school hours or at the weekend.
- The languages are Polish, Cantonese, Mandarin, Arabic, Urdu, Punjabi, Hebrew, Hindi, Russian, Greek, Japanese, Farsi, French, Spanish, German, Portuguese, Italian and Dutch.

Reduction in overall provision compared to McPake (2006). Changing landscape – 18 Polish schools compared to 1 in 2006

Super-diversity

Chinese Schools in Edinburgh



- Two schools for Cantonese and Hakka-speaking children with heritage ties to Hong Kong with Mandarin and Cantonese classes.
- One school set up by 'professional' parents and affiliated to the Chinese Consulate. Provision for Mandarin-speaking children from mainland China who may have short-term residences.
- One school for Cantonese and Hakka-speaking children with heritage ties to Hong Kong located at a Church
- New Chinese school for children with ties to mainland China using

Super-diversity

Arabic Schools in Edinburgh





- after school classes at the Mosque teaching Arabic alongside the study of the Qur'an
- a Libyan school, supported by the Libyan Embassy in London, teaching a condensed curriculum programme to support children and young people to maintain their heritage language and curriculum knowledge before returning home
- Arabic Saturday school open to all nationalities with a focus on learning Arabic, without religious texts, and acting as an examination centre
- single-community classes organised by families in community centres once or twice a week (e.g. Sudanese).

Funding

Funding for schools came from a mix and variety of sources:

- Over half (67%) of the schools were funded through student fees, and over a third (38%) received financial support from embassies or consulates.
- Less than a third (29%) of the schools received some funding from the local authority (such as paying some teachers' salaries) and support in kind, such as rent-free premises.
- Two schools turned to other sources of funding. One school teaching a European language received a home government grant for the promotion of language learning abroad and a Chinese school received a donation from an overseas charity. I
- In other situations, schools were entirely self-funded and relied on volunteer teachers and board members with annual fees collected from parents to cover the cost of the rental of premises.
- Australian Government funding per student in NSW and Victoria

Professional Learning

Schools were asked what they thought the professional development needs were of their teachers:

- Almost three quarters felt 'differentiated learning' (73%) was important
- over half emphasized 'active learning' (59%)
- 'classroom management' (55%).
- Less than half viewed the '1+2 Language Strategy' (45%),
- 'assessment' (41%) and
- 'ICT and technology' (32%)

Do complementary school teachers have access to LA professional learning opportunities?

What other professional learning opportunities are available? Free professional learning in NSW and Victoria in Australia.

1+2

Varying degrees of awareness and interest as the following suggest:

Not know much about Government's 1+2 Language Strategy. I would like to learn about Government's 1+2 Language Strategy so we can support it.

We don't. We follow the curriculum as indicated by the Greek Ministry of Education.

We do not have a policy on this. We have some links with our host school and usually have a stall for their Celebration of Languages and Cultures, but nothing really beyond this. We used to offer classes especially preparing pupils for SQA qualifications in Russian, and then, after the SQA Russian qualifications were dropped, for Russian A-Levels. Currently this is not being run due to lack of teachers prepared to take this on, but there is persistent parent interest.

I don't know yet.



Links with mainstream schools

We work closely with both the schools where we provide our classes and in the future we consider organising sessions for pupils who are not heritage speakers of Polish.

We are mainly a Saturday school so this would be challenging although we would be very keen to do it.

We are working in this direction and would like to have support in doing so.

Not yet. It is part of our strategy.

Yes, some staff have a chance to offer taster Polish classes or participate in language days.

The Masjid teaches Arabic. The Saturday classes are with [], who is Moroccan and also teaching French as part of 1+2 as a parent helper in one of the primaries.

Further Reading



