

**SEED NATIONAL CONFERENCES
ON GOOD PRACTICE
IN MODERN LANGUAGE TEACHING**

PROCEEDINGS

Edited by Robert McKinstry



First published February 2004
Copyright © Scottish CILT

ISBN 1 898689 10 5

Published by Scottish CILT
Scottish Centre for Information on Language Teaching and Research
University of Stirling, Stirling FK9 4LA

SEED CONFERENCES ON GOOD PRACTICE IN MODERN LANGUAGES

The three conferences were organised by the Scottish Centre for Language Teaching and Research (Scottish CILT) and its consortium partners for the Scottish Executive Education Department.

In addition to Scottish CILT, the consortium partners were, through their links with COALA (Cultural Organisations and Local Authority Advisers):

Angus Council
Glasgow City Council
Scottish Borders Council
South Lanarkshire Council
The Highland Council

The following Teacher Education Institutes were associated with the consortium:

The Moray House School of Education, University of Edinburgh
School of Education, University of Aberdeen
Centre for Applied Language Studies and Education Department, University of
Dundee
Institute of Education, University of Stirling

Learning and Teaching Scotland and the Scottish Association for Language Teaching (SALT) were also partners.

The Project Director was Professor Richard Johnstone, Vice-Dean (Research), Faculty of Human Sciences at the University of Stirling and Director of Scottish CILT.

The Project Manager was Robert McKinstry.

CONTENTS

	Page
SEED initiatives <i>Sheila Tait & Denise Swanson, SEED</i>	1
Modern Languages and National Priorities <i>Jane Renton, HMIE</i>	4
Local colloquia	
Aberdeen	
Communication through an international project <i>Roisin Dickson, HT, Gergask PS, Highland</i>	8
The development of reading skills <i>Shelagh Bain, PT French & Anne Murray, PT Modern Languages, Hazlehead Academy, Aberdeen</i>	9
Developing literacy in three languages <i>Janet MacLeod, HT, Sleat PS, Isle of Skye, Highland</i>	11
Local authority support for modern languages <i>Chris Rolfe, Dundee City Council</i>	15
Glasgow	
Expectation and pace of learning <i>Marion Howie, PT Modern Languages, Auchenharvie Academy, Stevenston, North Ayrshire</i>	16
Assessment in modern languages 5 – 14 <i>Helen Hope, PT Modern Languages, Arran High School, North Ayrshire</i>	17
Developing literacy in three languages <i>Catherine Johnston, HT, Condorrat PS, Cumbernauld, North Lanarkshire</i>	18
The Revised 5 – 14 Guidelines: implications for training <i>Janey Mauchline, South Lanarkshire Council</i>	19
Local authority support for modern languages <i>Jean Nisbet, East Ayrshire Council</i>	20
Edinburgh	
Developing writing skills <i>Aileen McLean, formerly HT, Toronto PS, Livingston, West Lothian</i>	23
Extended language development 5 – 14 <i>Katrina Miller, DHT, and Carolyn Bradley, Pitteuchar West PS, Glenrothes, Fife</i>	24
Crossing borders <i>Helen Caughey, Kelso High School, Scottish Borders Council</i>	26
National seminars	
Assessment of Achievement Programme (AAP) <i>Joanna McPake, Scottish CILT</i>	27
The use of ICT in modern languages learning & teaching <i>Gillian Tinning, National Development Officer, SEED</i>	31
Basic good practice in schools <i>TEI lecturers</i>	32
Aberdeen	33
Glasgow	36
Edinburgh	39

The development of extended language skills <i>Ian Boffey and Kathleen Hughes, Glasgow City Council</i>	43
The languages virtual environment <i>Gillian Tinning, National Development Officer, SEED</i>	44
Key messages of the day <i>Professor Richard Johnstone, Scottish CLT</i>	45
References	51
Appendices	
1. Letter from Peter Peacock, MSP, Minister for Education & Young People	53
2. Local authority support for modern languages 5-14	54
3. Innovations projects 2002/3 and 2003/4	63
4. Statistical analysis of pupil questionnaire	69
5. What did they say? Sample of pupils' comments	74
6. Analysis of evaluation forms	76
7. Quality indicators used to assess progress with the national priorities	78
8. The Common European Framework of Reference (CEFR)	79

SCOTTISH EXECUTIVE EDUCATION DEPARTMENT (SEED) INITIATIVES

Denise Swanson, SEED (in Aberdeen and Edinburgh)

Sheila Tait, SEED (in Glasgow)

Since Michael Forsyth, the then Secretary of State for Scotland, announced in SED Circular No 1178 on 12 January 1989 that he believed that there was a case for beginning the study of a modern foreign language in primary school, successive education ministers in Scotland have been consistent in their support for foreign language learning in schools, starting in the primary school. Modern languages in the primary school (MLPS as it became known) and Languages for All have been the foundation stones for policy development since then. These basic principles have been the basis of a variety of developments:

- the training in modern languages of around 5000 primary school teachers;
- the establishment of the Action Group on Languages;
- the production of its report *Citizens of a Multilingual World*; and
- the Scottish Executive's response.

Since the Action Group report was published in 2000, that report, together with the Scottish Executive response, has formed the template for language learning policy development. We have been asked if the Scottish Executive intends to develop a modern languages strategy, similar to that produced by our colleagues in England and Wales. Our view is that the Action Group report is our modern languages strategy – we have progressed well with addressing many of the recommendations in it, but progress across the board is at different stages.

SEED Support

This is what the Scottish Executive Education Department (SEED) has done since the publication of the Action Group report.

- Currently, year three of a ring-fenced devolved funding package which has seen £10.5m for modern languages distributed across local authorities.
- Revised 5-14 guidelines.
- Support for 24 innovation projects.
- CD ROMs available for French, German, Spanish and Italian.
- Two development officers working on modern languages projects – Liz Scott on assessment and Gillian Tinning on content for a Virtual Languages Environment.
- The production of leaflets which make the case for language learning, intended for pupils and their parents – more will be sent out later this academic year.
- The continued funding of the Scottish Centre for Information on Language Teaching and Research (Scottish CILT).
- Continued co-operation with Scottish CILT to provide more localised contact and support.

- An Assessment of Achievement Programme for modern languages – a valuable benchmark against which to monitor future progress.
- Support for a languages website developed by Learning and Teaching Scotland (LTS) and Channel 4.
- Three national conferences which aim to celebrate and share good practice in the learning and teaching of modern languages.

What does SEED hope to achieve as a result of this investment?

The answer is fairly simple: we want as many young people as possible to learn at least one foreign language, to enjoy the experience, and to take qualifications in that language if they choose. We see it as a life skill, and one that can be used for work or leisure.

Many of the key issues covered in the Action Group report relate to quality of experience, consistency of experience, time spent on learning and the use of the language which has been learnt. None more so than the recommendation of an entitlement to language learning.

This entitlement package supports languages for all. It supports:

- a good quality and consistent learning experience;
- enough time spent on learning to enable pupils to gain a national qualification;
- diversity of language learning; and
- post-school learning and use of language skills.

In the current SEED funding structure, local authorities have been asked to use funding specifically for the implementation of the recommendations made by the Action Group. They have been asked to pay particular attention to the entitlement package and to ensure that it is made available to all pupils. They have been asked for annual reports on modern language provision. Her Majesty's Inspectors of Education (HMIE) will also be providing information on coverage and provision from their inspections.

SEED is monitoring presentations for national qualifications. However, we also depend on our colleagues in schools and local authorities to keep us informed of particular good practice and areas of concern in modern language teaching and provision.

Much of this evaluation focuses on inputs to the system. We also need to know about the outcomes of these efforts. The improvement framework, of which the national priorities are a key part, asks schools and local authorities to focus on outcomes. This issue is treated in the paper by Jane Renton entitled *Modern Languages and National Priorities*.

What about curriculum flexibility?

SEED has been encouraging schools to take a more flexible and innovative approach to the curriculum, stimulated by the circular issued in August 2001.

However, questions have been raised about curriculum flexibility and the language learning entitlement. There are more similarities than tensions in these two areas of policy. Both

- aim to provide a pupil-centred curriculum, meeting the needs of the individual;
- offer a flexible approach to learning and teaching; and

- permit schools to develop approaches which suit local circumstances.

Flexibility is a key element of curriculum policy development and we have been taking a keen interest in the variety of ways in which schools and local authorities have approached curricular flexibility.

However, the underlying principle remains. All pupils who wish to study a foreign language should be given an opportunity to do so, and, in the primary school, learning should begin no later than P6.

HMIE describes its approach to the issue of flexibility and entitlement during inspections:

Inspections have begun to show that there is some evidence of groups of pupils dropping their study of a modern language at the end of S2 in order to follow courses in social skills, life skills or vocational skills. While this may be appropriate, there is an expectation that all schools will offer all pupils their entitlement to study a modern language. If during inspection HMIE find that there are groups of pupils not studying a modern language, or indeed any other key area of the curriculum, the matter will be explored with the school. (*Flexibility in the Secondary Curriculum*)

This statement illustrates the continued support of HMIE for language learning as a key element of a pupils experience in school.

Where next?

Looking towards the future, SEED will be continuing with the implementation of the Action Group recommendations, monitoring their impact in schools and on students.

We will see the fruition of the development officer's work in developments in the virtual languages environment.

We will see the outcome of the development officer's work on assessment.

SEED will share the outcomes of the innovation projects.

SEED will consider how future financial support can be tailored to meet changing needs.

SEED is about to embark on a review of the curriculum as outlined in *Educating for Excellence*.

But most importantly, we can all be assured of the continuing support of Scottish Ministers, illustrated by the recent Labour/Liberal coalition partnership agreement which states:

we will guarantee the opportunity to learn a modern European language in primary school.

Language learning in Scotland is a work in progress, and progress is being made. Through our various partnerships we are well on the way to ensuring that our young people do indeed become citizens of a multilingual world.

MODERN LANGUAGES AND NATIONAL PRIORITIES

Jane Renton, HMIE

The overview of current policy on modern languages education given by Denise Swanson and Sheila Tait (see page 1) has indicated the extent of the support which the Scottish Executive Education Department (SEED) has given to education authorities and schools to help with the implementation of that policy. It is very helpful to note the Executive's continuing strong commitment to the promotion of modern language learning in schools. However, the move towards greater curriculum flexibility presents considerable challenges for modern languages. Increasingly, modern languages will have to justify their position in the curriculum, and that is why this paper outlines the important role which modern languages can play in delivering the Scottish Executive's National Priorities for education. The aim of the conferences was to share good practice in the learning and teaching of modern languages. This paper shows that the National Priorities provide a helpful framework for such effective learning and teaching.

In its response to *Citizens of a Multilingual World* in September 2001 the Scottish Executive stated that:

modern languages have a role in delivering several of the (National) Priorities, perhaps most obviously on attainment, inclusion and citizenship.

Later on, in a letter to education authorities in June 2002, the Executive stated:

There is a clear link between foreign language provision and National Priorities 1 and 5 and schools may wish to consider how this might be reflected in their improvement planning process.

However, modern languages have a potential role in delivering all of the National Priorities. This paper explores some of the issues and challenges for modern languages teachers, schools and education authorities arising from each one.

The first Priority relates to **achievement and attainment**. There is much that modern languages teachers can be pleased about in this area. There is also a lot of scope for improvement. Modern languages are already making an important contribution to national attainment and achievement, but more can be done.

Let us look at modern languages in the primary school (MLPS). HMIE have been inspecting MLPS as part of the general programme of inspection for three years. We have been pleased to be able to report on much good and very good attainment.

In addition, it is good to note that the Assessment of Achievement Project (AAP) report provides further evidence that many pupils in primary schools are reaching worthwhile levels of attainment. It must be remembered that the fieldwork for the AAP report was carried out in 2001, in other words before the new 5-14 guidelines were distributed to schools. The fact that some pupils were attaining Levels C and D even before the guidelines were in place allows us to be optimistic about what can be achieved over the next few years, as the guidelines are more widely implemented. It will be possible for increasing numbers of pupils to attain Level D in all four skills, listening, speaking, reading and writing, by the end of P7.

South of the border, one in every five pupils studies a modern language in the primary school. The government aims to have all primary school pupils in England studying a modern language by 2010. In Scotland, an estimated 95% of pupils are currently studying a modern language in primary schools. We should not underestimate what we have achieved in this area over the last decade. The Executive has recently re-emphasised its commitment to modern languages in the primary school. As

part of the Labour/Liberal coalition's A Partnership for a Better Scotland agreement the aim that all pupils in P6 and P7 will have the opportunity to study a modern language has been restated. This is good news.

However all of this brings challenges for secondary schools.

The AAP report provides helpful baseline information on attainment at the end of S2. Once again it must be noted that the fieldwork took place in 2001, before the new 5-14 guidelines had been distributed to schools. As in primary schools, some pupils were already attaining the new, more challenging national levels before teachers were specifically teaching towards them. Here again we must be optimistic about what can be achieved over the next few years. There is considerable scope for improvement in the number of pupils attaining Level E by the end of S2. This is the challenge which lies ahead. Nationally, and across the curriculum, the slow pace of pupils' learning in S1/S2 has been recognised as an issue which needs to be addressed. Evidence from inspections indicates that modern languages are no exception. Schools, cluster groups and education authorities must tackle the barriers which currently stand in the way of continuity and progression in some pupils' modern language learning from P6 to S2. We must provide interesting, stimulating and challenging programmes for our pupils.

Many education authorities are giving very good support to teachers in their implementation of 5-14, including the collection of exemplars of pupils' work at different levels. The Scottish Association for Language Teaching (SALT) supported this process in June 2003 with a one-day conference on 5-14 modern languages. In one of the seminars, teachers noted that a performance at Level E is getting close to what is being asked for at Standard Grade Credit level at the end of S4. That is correct. And there's nothing new in it. Able pupils have always been attaining high levels by the end of S2. And if levels of attainment are improving in primary - and are then built on systematically in S1 and S2 - then we must expect and ensure that increasing numbers of pupils attain these high levels.

We then need to think through the implications for provision in S3 and S4. Over the next few years the target of achieving Credit level by the end of S4 will not be challenging enough for our ablest pupils. With the further relaxation of age and stage restrictions by the Scottish Qualifications Authority (SQA), such pupils can make accelerated progress to Credit, and then embark on Higher Still units before the end of S4.

In its response to *Citizens of a Multilingual World* the Scottish Executive stated:

we expect to see continuous improvement in outcomes achieved.

What is currently happening at the end of S4? In 2003, 90% of the S4 cohort were presented for a Standard Grade in a modern language. A further 5% were presented for a range of National Qualifications in modern languages. So, thus far at least, dire predictions of a Gadarene rush away from modern languages have not come true. However there are worrying trends: in a few local authorities, in the current S3, modern languages have been made optional and there has been a low uptake. These trends should be monitored.

In terms of results in 2003, 84% of pupils gained an award at General level or better at Standard Grade. 39% gained Credit. These figures compare very favourably with the core subjects of English and mathematics.

However, let us look at proficiency in modern languages, rather than at attainment. We know from the *Foreign Languages in the Upper Secondary School* (FLUSS) study published in 1999 that many pupils who attain Credit are not happy with their levels of proficiency. They say that they cannot do what they want to be able to do in the foreign language. More challenging programmes of study and attainment targets must be developed for our able pupils in S3 and S4 in order to address this issue.

It will also be interesting to take increasing account of the *Common European Framework of Reference* (CEFR). A Dutch-led project is currently starting to look at the levels described in the grid, with the aim of matching them to national levels of attainment in various European countries. I would

estimate that Credit is around A2, possibly B1. At that time, about 1997, we estimated that only at Higher were pupils starting to become independent users of the foreign language. We now need to pick up on the CEFR more seriously. It would help us to show pupils - and people in the wider education community and beyond - that Credit level is a relatively early waystage on the road to full proficiency in a modern language.

The second National Priority is about the **framework for learning**. The first theme relates to the continuing development of teachers' skills. SEED has made an important contribution nationally by organising the conferences. In addition, funding has been devolved to education authorities through the languages fund and the innovation fund. HMIE are currently looking at the use of this funding across the country. One notable feature is the large proportion of the languages fund being used to finance training for primary teachers in modern languages skills and teaching methodology. Many education authorities are trying out imaginative – and, it must be admitted, cheaper - alternatives to the traditional 27-day training model for MLPS. SEED will consider how future support can be tailored to meet changing needs. These deliberations must include how best to ensure that there is an adequate supply of teachers trained to deliver modern languages in primary schools.

Some very good training, covering a range of needs related to the teaching of modern languages, is being delivered by education authorities. SALT and the Scottish Centre for Information on Language Teaching and Research (Scottish CILT) continue to make an excellent contribution to the development of modern language teachers' skills. The various cultural organisations, the British Council and the teacher education departments of universities also play an important role.

The framework for learning priority also involves increased self-discipline of pupils. Well-motivated pupils are usually well-disciplined pupils. We can motivate pupils through good teaching and through high quality learning experiences. This is what the conferences are about.

The final aspect of framework for learning involves the enhancement of school environments to make them more conducive to teaching and learning. Of course there are many aspects of accommodation which cannot be changed, other than through major refurbishment. But in any case, modern languages teachers can be doing a great deal to contribute to this National Priority. Is the department or classroom welcoming to pupils and visitors? Is a sense of enjoyment and excitement about language learning conveyed by walking along the corridors or entering classrooms? Are departments and classrooms attractively organised? Are there eye-catching and up-to-date displays which include pupils' work as well as posters and maps? Does the classroom environment support pupils' learning with displays of learning targets for current units, key vocabulary, grammar points, links between English language and modern languages and so on?

The third National Priority is about **inclusion and equality**. The report by Hilary McColl entitled *Modern Languages in Special Schools and Mainstream Units in Scotland 2002* is of particular interest here.

The report found, encouragingly, that around half the pupils in special schools and mainstream units were following modern language programmes. It recommends that the modern language entitlement should be delivered to a wider range of pupils. The increasing use of National Qualifications Access level courses makes this an achievable aim. The report provides important evidence of the contribution made by modern languages to the national priority of ensuring that pupils with special needs have equal access to a broad and balanced curriculum and benefit equally from education. It provides a useful reminder to mainstream schools and modern languages teachers that pupils with specific learning difficulties or special educational needs can benefit greatly from studying a modern language. There should be no assumption that such pupils will be excluded from learning a second language.

In some schools groups of pupils are being withdrawn from modern languages and instead are doing pre-vocational courses or programmes in life skills or similar. This is done in the name of inclusion, the thinking being that such courses will better meet the needs of certain pupils and be more motivating for them. This may be true in some cases. However, before they channel too many pupils along these lines, schools should remember that, by withdrawing pupils from modern languages, they

are actually excluding them from many study and career opportunities in later life. They may be actively preventing these pupils from benefiting equally from education.

The fourth National Priority concerns **values and citizenship**. There are two key quotations which we should remember. The first is from *Citizens of a Multilingual World*:

We consider that education in languages at school has an essential role to play in preparing all students for citizenship of the wider society.

And the second is from the 5-14 guidelines:

The study of a modern language will promote the development of ... personal and social skills.

These two quotations make important statements about the contribution of modern languages to National Priority 4. What we have to ensure is that the reality of pupils' day-to-day experiences lives up to the rhetoric. How do programmes and learning and teaching approaches deliver these stated benefits? Are pupils provided with opportunities to learn about the culture and way of life in the countries where the language is spoken? Are they helped to establish and maintain contact with young people from these countries?

Scottish Executive policy on international education is outlined in the document *An International Outlook*, published in 2001. Effective international education will enable pupils to become informed, thoughtful and active international citizens in the 21st century. It will teach them to value cultural diversity and to recognise and address discrimination. It will help them to form views on important global issues and to express their beliefs in a reflective manner.

Many curricular areas and subjects have a role to play in international education. Modern languages can make a unique contribution. Only through interacting in the language of a country can we be active participants in its society. Modern languages are a key skill which will enable our young people to become active global citizens.

The fifth and final National Priority is **learning for life**. This priority is related to the quality of pupils' learning. How can we ensure that pupils have high quality learning experiences? Are expectations of pupils' behaviour and achievements high enough? Are pupils encouraged to share them? Are pupils encouraged to work independently and to be independent thinkers? Are they provided with opportunities to take responsibility for their learning? Are pupils provided with opportunities to work collaboratively? Are they helped to understand the structure of language so that they can experience the satisfaction of creating language for themselves? Are they given opportunities to develop their skills in ICT through their language learning? There will be many more questions, but these are important ones for the short term.

SEED has initiated a review of the curriculum. By demonstrating the essential contribution which they have to make to National Priorities, modern languages can assure their place in the curriculum. But they can do so only if what is delivered in classrooms lives up to the vision.

It is pupils' day-to-day experiences in the classroom which motivate them, or otherwise. Pupils' day-to-day experiences must be made stimulating and challenging. Relating modern languages to the National Priorities will help.

One 4th year boy who took part in the survey (see Appendix 5) into pupils' attitudes to language learning was asked about the benefits of learning another language. Here is his answer:

I don't feel like some ignorant British guy.

This young Scot is ready to be a citizen of a multilingual world. We need to ensure that all our young people feel the same.

COMMUNICATION THROUGH AN INTERNATIONAL PROJECT

Roisin Dickson, Headteacher, Gergask Primary School, Highland

Gergask Primary School, a small rural school with 29 pupils, spent five years working with much larger partner schools in France and Sweden. The communities of the three schools have much in common as life and employment in each area are very much linked to the land and tourism. Successive Comenius projects developed the pupils' awareness of their local forests as a sustainable community resource and facilitated communication on several levels.

In each school pupils studied the plants, animals, employment and leisure in the forest. They worked collaboratively to make a board game, a diary, a wall frieze and to publish a book. A child-centred approach to learning and teaching, which included the use of outside agencies, field trips and a hands-on approach to learning in the classroom, catered for a spread of ages and ability levels.

Over and above the formal curricular content pupils began to appreciate that they could learn from and through others. The project helped to break the isolation of a small rural school. French became a living language. The pupils' minds were opened to other cultures and the project brought enthusiasm into the classroom with children bringing ideas from home. The wider community supported the project by giving time and expertise to help with research work. Teachers were exposed to new classroom methodology and ICT became a significant learning tool, linking pupils to make a truly European classroom.

To enquire about Comenius projects contact the British Council at: www.britishcouncil.org

THE DEVELOPMENT OF READING SKILLS

Shelagh Bain and Anne Murray, Hazlehead Academy, Aberdeen

Hazlehead Academy is a 1,000-pupil comprehensive school with pupils of very mixed ability and social background. French and German are taught equally in all years and at all levels.

Over many years, the department has developed a variety of reading tasks to encourage the development of reading skills. These tasks cover all the 5-14 strands and supplement the course materials. Supplementary reading materials should have a variety of reading texts and tasks. They could include letters, postcards, e-mails, faxes, stories, songs, poems, instructions to make or do something, recipes, items of background interest with cultural references, magazine and newspaper articles, adverts, crosswords, word searches, jokes, cartoons, interviews, messages, and items on the Internet.

Reading activities should provide opportunities for skimming and scanning; intensive, extensive and gist reading; matching, translating, and odd-man-out tasks; grid, form and gap filling; re-arranging of stories or instructions; multiple choice items; prediction; and the reinforcing of grammatical awareness.

Our supplementary reading materials:

- are heavily supported with vocabulary lists and reference sheets;
- are fairly well differentiated;
- are not all used by every class;
- combine with listening, reading and writing activities;
- provide plenty of opportunities for extended reading;
- include a lot of homemade texts using familiar vocabulary recycled from prior learning; and
- are updated as often as possible.

Reading skills must be taught, not caught. The department uses a variety of materials to teach the following skills:

Reading for information and instructions

- Prediction
- Layout of text
- Pictures/graphics
- Titles/headings
- Paragraphs
- Proper names
- Familiar vocabulary
- English language clues
- Unfamiliar vocabulary
- Punctuation
- Connectors and discourse markers
- Knowledge of rules of grammar
- Dictionaries and word lists
- Cultural knowledge

Reading for Enjoyment

- Reading cards
- Magazines
- Books
- The Internet
- Games & quizzes
- Wall displays

Reading Aloud

- Drama
- Stories
- Modelling
- Phonics
- Raps, poems, rhymes and songs

DEVELOPING LITERACY IN THREE LANGUAGES

Janet MacLeod, *Bun-sgoil Shlèite, Sleat, Isle of Skye, Highland*

Introduction

I recall myself as a five-year-old monoglot Gaelic speaker, receiving my education entirely in English in a one-teacher rural primary school on Skye. I proceeded to secondary school in the era when being a bilingual Gaelic speaker did little to promote self-esteem. When I compare myself with the children in my P5-7 multi-composite class who are not only taught through the medium of Gaelic but know and use English and are also taught some German as part of the MLPS programme, I can see a marked difference in the attitude to language learning in the intervening years.

Because of the increased demand for Gaelic-medium education at the 84-pupil Sleat Primary School in south Skye, there are now three Gaelic-medium composite classes and two English-medium classes within the school. In addition, there are five sessions each for *sgoil-àraich* and nursery providing pre-school education for three and four year olds in both languages.

Language policy

The Highland Council's language policy determines the classroom implementation strategies for Gaelic Medium Education (GME) through the following:

- the creation of a Gaelic environment in the classroom to encourage language acquisition;
- the recognition that motivation is the key factor in language learning because children have an over-riding desire to communicate;
- the powerful incentive of the immersion method – children learn in order to participate in the work of the class; and
- the key principle that Gaelic is the only language spoken in the GME classroom at the initial stage.

The balance of language time

	Gaelic	English
P3	90%	10%
P4	80%	20%
P5	70%	30%
P6	65%	35%
P7	60%	40%

Children learn Gaelic only in P1/P2, with English timetabled from P3 so that reading and writing skills in both languages are developed across the curriculum after the immersion phase. There is an expectation of broadly equal competence in both languages by P7. As children progress through the school to the upper stages, English texts are increasingly used, for example in environmental studies, and through the use of ICT and the Internet. Although there has been an enormous increase in the availability of Gaelic resources for the GME teacher, one can never compete with what is available in English for classroom use.

Apart from GME classes at Sleat Primary School, children in mainstream classes do some Gaelic – approximately 50 minutes per week in the P1-3 or P1-4 and 90 minutes for the upper stages, either

P4-7 or P5-7 depending on the composite class groupings. The programme is delivered on a similar basis to MLPS.

The main features of Gaelic Learners in the Primary School (GLPS) are:

- the development of oral competence in Gaelic;
- interactive, activity-based teaching;
- the 5-14 methodology; and
- the use of the 5-14 attainment targets at elementary, intermediate, and level E.

The aim is to promote an equality of status for both Gaelic and English within the school environment.

From language to languages

Since the inception of MLPS, Gaelic-medium children learn German while our English-medium children study French in addition to Gaelic. The main issues in the school's language policy are that:

- the philosophy of 'language to languages' is good practice – teachers make children aware of language from an early stage. An equal level of attainment for Gaelic learners (intermediate level by P7) and modern language is expected at P7/S1 stages;
- the time allocations are equal for French MLPS and Gaelic GLPS; namely P1-4 – 50 minutes per week, and P4-7 – 90 minutes per week;
- an appropriate stage for GME children to begin German would be no earlier than P3/4; and
- the minimum allocation for language in *Structure and Balance of the Curriculum: 5-14 Guidelines* is 20% for language. Sleat Primary School has a 26% minimum in language policies, (28% used for language including MLPS), using up a lot of the flexibility factor and making it a language orientated school.

Children's perceptions

The MLPS programme is perceived as a positive experience by Gaelic-medium children with a P6/7 Gaelic-medium pupil survey on MLPS giving the following pupil opinions:

- great to be able to learn another language;
- not as easy as Gaelic – have been learning Gaelic for longer; we should start Deutsch in P1;
- Deutsch similar to Gaelic, in some ways – e.g. the *ch* sound;
- think it's easier to pick up a third language after learning a second one – Gaelic immersion has helped us learn German;
- can talk with your friend in a foreign language - Gaelic is not really a foreign language to us;
- having pen-friends to give us language practice - learning words the teacher doesn't know;
- sending and getting emails to and from Germany; and
- being good at German because Gaelic has helped the language part of our brain.

The following implications can be made from the children's responses:

- the delivery of the MLPS programme contributes to motivation and raised self-esteem;
- MLPS leads to social inclusion, with Gaelic-medium children being included in the opportunity to learn a modern European language in addition to Gaelic; and
- Gaelic Medium Education is contributing to a changing attitude to language learning.

It is particularly rewarding that the children are hugely positive about learning German. The children's desire to participate in the programme is a motivating factor and over-rides their inhibitions; this is already a feature of the Gaelic-medium classroom.

The clear advantage that Gaelic-medium pupils enjoy is that of being able to communicate between their two languages as well as within each one separately. One of the characteristics of bilinguals can be an ability to switch between languages when speakers judge this to be strategically appropriate. It is interesting to see how the children can readily and easily switch to and from Gaelic, English and German.

A way forward

Perhaps the way forward for language learning and teaching in the Gaelic-medium context could best be served by research into children's language learning (particularly second and third language learners). We could also be given the opportunity, as an extension of our MLPS training, to focus on the following issues which pose questions for us as educationalists.

- Do we consider foreign and second languages?
- Do we acknowledge first-language maintenance – Cantonese, Bengali?
- How do the changes in learning apply here?
- Do we need to alter teacher/parent perception?
- What do we want from our language programmes in schools?
- Should children learn a third language earlier?

‘ ... systematic multilingual experience that includes standard and regional varieties of their first language as well as of the foreign language, and that brings written language immediately into play in all three languages, far from disturbing children's natural language competence, seems to improve it considerably.’
Professor R.M. Johnstone

The research study on the attainments of Gaelic-medium pupils raised the following issues.

- Gaelic-medium pupils have a clear advantage in English.
- It is possible that the process of becoming literate in Gaelic promotes a powerful general cognitive language capacity, for example in English.
- What links are there between Gaelic and English in the development of children's cognitive processes, attitudes and personal identity?
- What understanding do GME teachers need to develop in order to be most effective in language teaching?

Implications

There are clear implications here for the continuing professional development needs of teachers involved in second and third language learning.

There is a need for teachers to be aware of:

- strategies for encouraging second/third language learners to speak;
- effective use of what pupils already know in first language;
- the potential functions of communicative language teaching; and
- the relevance of classroom teaching to current research on language development.

As educationalists, it is important that we focus on an important statement in the 5-14 Guidelines:

The advantages of bilingualism should have an important place in teaching and learning, not least for the acquisition of yet more languages.

SUPPORT FOR 5-14 MODERN LANGUAGES

Chris Rolfe, Dundee City Council

MLPS Training in French, German and Spanish has been offered for 2003/2004. The course has been updated to include the 5-14 Guidelines and ICT.

Twilight Refresher courses are available at given times in the year.

Joint in-service training courses for primary and secondary teachers have been running since November 2001 and will continue in 2003/2004. The focus has been on the 5-14 guidelines.

P6-S2 programmes of work for French, German and Spanish were produced by a local support group of primary and secondary teachers and issued to schools in April 2002. With the syllabus headteachers received a letter advising them:

- of the minimum time to be given to the foreign language in P6 and P7;
- that the modern language should begin no later than P6; and
- that it is continuous and progressive and covers a minimum of six years of study.

In other words they were reminded of the recommendations from *Citizens of a Multilingual World*.

The Collins Primary French starter pack was issued to all schools in August 2003. Appropriate materials for German and Spanish will be provided once they are available.

All cluster group meetings have included 5-14 modern languages as an agenda item over 2002/2003. Some clusters have given a half-day to all who teach modern languages to discuss the syllabus and assessment and undertake moderation exercises on pieces of writing.

- Foreign language assistants offer support in all three languages in selected primary schools.
- To support diversification secondary colleagues are encouraged to teach in their associated primary schools.
- Modern languages portal: this acts as a forum for discussion and the site is managed by a modern languages masterclass editor. Every modern languages teacher can access the portal and post information on it. The portal is used to provide information about events, about materials, issues etc.
- Links with schools abroad: schools in Dundee have been involved in Comenius projects for a number of years, most notably with schools in Italy, France, Belgium and Spain.
- An animation project 'Bugs Fun' has been adapted from an original story written by pupils in a Belgian school and a school in Dundee as part of a Comenius project focusing on mini-beasts. The video and accompanying booklets in French and English are to be distributed to all primary schools in Dundee and used for staff development.

Study support: study support monies are used to provide foreign language support in P6 and P7 in after-school clubs organised through Neighbourhood Resources.

EXPECTATION AND PACE OF LEARNING

Marion Howie, Auchenharvie Academy, Stevenston, North Ayrshire

This paper outlines our particular solution to a series of problems and challenges which occurred simultaneously.

When MLPS was about to be fully implemented in our associated primary schools and the 5-14 report was published, our school policy on the composition of classes changed. We went from mixed ability in S1 and S2 to broad-banded classes so that learning support and behaviour support could be used more effectively. In order to meet all the new requirements, we needed to rethink what we were doing and how we were doing it.

We planned, produced and executed a completely new school-based course. (Exemplars of the course materials in reading, listening, writing and speaking as well as the vocabulary booklets and homework booklets were on view at the Glasgow and Edinburgh conferences.) Each new unit has a new consumable booklet which makes life easier. Pupils have 14 different opportunities to begin a fresh booklet. This cuts down on graffiti, the amount of red ink and untidy work on view at any one time. The reaction to the course was very positive in school. Two classes completed a questionnaire and the feed-back was encouraging.

The main thrust of the thinking behind our course was the need to cater for pupils of all abilities and all stages. Thus the course was at two different levels, Basic and Advanced. We audited levels C to F in order to ensure that opportunities were being offered to progress from one level to the other. Realistically most of the pupils in question will manage to reach level D after two years. It is the job of the modern languages teacher to encourage each pupil to do his or her best regardless of the level in question.

In S3 and S4, Access 3 courses are on offer to those who are still operating at level C, that is, about 10% of the cohort.

Our experience has led us not to feel threatened by initiatives and new developments, but to remember that the 'targets' are real pupils with real needs. Their needs are of primary importance even if that means not reaching a nationally agreed target.

The prime factor in pace of learning is the enthusiasm and commitment of the teacher. All the courses, all the technology and all the initiatives in the world will not make any difference if the teacher is not enthusiastic. That is the bottom line.

5-14 ASSESSMENT

Helen Hope, Arran High School, North Ayrshire

We have aimed to create an assessment system which is not too onerous for teachers and is user friendly, and where informal opportunities for assessment are used as much as possible.

In order to do this, we first of all examined the strands and then their coverage within our courses. However, our main aim was that formal assessment should not dominate. So we have tried to ensure that we take advantage of everyday teaching opportunities to assess pupil progress, along with levels achieved. A simple page of teachers' notes for each unit was produced, highlighting the aims and language points. More importantly we also identified several activities which would be ideal for assessment purposes and included brief details of these on the notes page.

We also wanted to make recording of progress as simple as possible and so designed a single sheet detailing all strands for each pupil. Teachers fill this in during or after each assessment, or indeed following more formal assessments.

The result is fairly user-friendly. We have a single-sheet year planner, along with a single sheet which details assessment opportunities for each unit, and then a single sheet for recording.

DEVELOPING LITERACY IN THREE LANGUAGES

Catherine Johnston, Headteacher, Condorrat Primary School, North Lanarkshire

In Condorrat Primary School, pupils have the opportunity to develop their literacy skills in English, Gaelic and French.

There are currently two streams in the school. One stream (P1-P7) is taught the 5-14 curriculum through the medium of English and the other (P1-P7) through the medium of Gaelic.

The Gaelic stream is taught through the immersion method in P1-P3. English is not introduced to these pupils until near the end of P3. After this stage the allocation of time spent on English and Gaelic for the P4-P7 alters as pupils progress through the school. By the end of P7, both languages are taught on a 50:50 basis.

Both the English stream and Gaelic stream receive French lessons from two English stream teachers who have been trained to deliver a modern language in P6 and P7. The time allocation for these lessons is two 30 minute slots per week in P6, and two 45 minute slots per week in P7.

Two of the English stream teachers have been trained to deliver Gaelic as a modern language to pupils from P4-P7. The time allocation for these lessons is one slot per week from P4-P7. As there is more flexibility time available at the P4 and P5 stages an allocation of 45 minutes per week has been given to Gaelic. At P6 and P7 the allocation is 30 minutes per week. By the end of P7 the pupils should have received the same amount of time in Gaelic as in French.

All languages are taught in accordance with the 5-14 guidelines. In consultation with our associated secondary school we have developed programmes for both French and Gaelic which ensure progression.

When we are teaching English we teach listening, talking, reading and writing. Skills are then taught to develop the language. Once the skill is taught we transfer it to the other languages. There is no requirement to repeat the teaching of the same skills for each language.

The most valuable resource we have is our teaching staff. We have fluent Gaelic speakers teaching in our Gaelic stream. The teachers trained to teach French and Gaelic come from the English stream.

Good use is made of commercial literature and ICT. Interactive literature is used alongside the interactive white board to stimulate and motivate the pupils.

No language will survive in a vacuum. Therefore if there is no obvious community in which it can develop, one has to be created. We do this by having signage throughout the school to develop and normalise the written word. The use of video conferencing allows pupils to see and speak to others in the same language, thus extending the school community. Bringing the national and international dimension into the school allows the pupils to meet and communicate with people who do not have English as their mother tongue. Condorrat Primary School has had European links with Holland, Italy and Ireland and now has links with Spain, France and Finland.

We feel that the development of literacy in three languages can take place if the skills are taught and then are used in all the languages in as natural a community setting as possible.

THE REVISED 5-14 GUIDELINES: IMPLICATIONS FOR TRAINING

Janey Mauchline, South Lanarkshire

In South Lanarkshire, we have called our training courses 'Bridging the gap between MLPS and the Revised Guidelines'. However, despite that title, we discovered that the similarities outnumbered the differences. The gap was not as wide as some teachers might have thought it was.

The *Revised Guidelines* were very useful for advice on the 'what' of the curriculum. The *Guide for Teachers and Managers* gave useful advice on the 'how' of the curriculum. The former document set out not only the outcomes and strands but also examples of practice which had been found to be effective in different classroom or school contexts. Schools could use these ideas or develop them. The latter document provided us with examples of real practice in planning; examples of interactive teaching, learning and assessing; detailed examples of attainment targets and teaching strategies; information on the role of ICT in the learning and teaching of modern languages; and suggestions of websites of interest to teachers of modern languages.

An important step for us was to build up confidence among teachers. Some felt that they had never been expected to teach reading and writing in the foreign language. They needed not only a confidence boost but also training in developing these skills. As a result, we organised courses which were specifically about developing strategies for reading and writing in modern languages. At the same time we produced support materials in reading and writing in French, German and Spanish. These materials are in all our schools. We plan to run the training courses again next session.

There was also the need for more planned and regular primary/secondary liaison. We realised that the secondary schools and their associated primary schools had to meet and agree programmes of study, resources, and ways of assessing, for example. They needed to communicate to each other any changes to the programmes, any prolonged absences of MLPS teachers and other issues which could affect the learning and teaching of the modern language in the cluster group of schools.

It was also important to make explicit the links between learning and teaching in a modern language and learning and teaching in other areas of the curriculum. Many aspects of 5-14 modern languages have already been encountered in 5-14 English language. Wheels need not be reinvented.

Assessing in the context of a modern language is another area on which we are working. Building on the principles of *Assessment is for Learning*, we hope to give teachers the knowledge and confidence to assess in the modern language. A working party is currently producing materials and there will be training as a result.

What has been written above is merely a summary of some of the implications for training. What we all need to do is to ensure that the gap is filled and the pupils of the future see modern languages as worthwhile.

SUPPORT FOR 5-14 MODERN LANGUAGES

Jean Nisbet, East Ayrshire Council

Following publication in 2001 of *Citizens of a Multilingual World*, East Ayrshire carried out a widespread consultation from which an implementation plan for delivering the recommendations of the report was developed.

The main points to emerge from the consultation were these.

- Early start – parents and teachers were aware of the need for children to embark on language learning at an early age.
- Inclusion - all children in all establishments should have an experience of other languages and cultures, as well as their own.
- Background and culture – all appreciated the interest young people have in the culture and way of life of other countries and felt this interest should be used as a basis for further learning.
- Languages other than French – there was considerable interest among parents and young people in learning languages other than French, with Spanish emerging as a clear favourite. Those parents whose children were being educated through the medium of Gaelic also felt that Gaelic should be offered more widely.
- Practical uses of languages – all groups supported the use of language for a practical purpose, with work experience opportunities, visits to the European Parliament, immersion weekends and ICT use being popular.
- Training staff: the need to broaden the training base of teachers and nursery nurses in the area of languages was identified.

A teacher was seconded in August 2002 to promote both the implementation plan for *Citizens of a Multilingual World* and Partners in Excellence.

In pre-school centres, in the school session 2002-3, the implementation plan focused on promoting the early start for language learning by training pre-school staff in several languages and by providing materials for use with young children. Twenty-seven of East Ayrshire's 33 nursery establishments and classes now offer children at least one experience per year of foreign language and culture.

In the primary sector, a new training scheme for teachers was introduced, which has attracted large numbers of staff across all primary stages. Eighty teachers of P1-4 classes are being trained in the French 15-hour module and 26 in Spanish, thus allowing continuity from pre-school.

In 28 primary establishments in all, formal language teaching begins before P6, so that the children in these schools receive more than the language entitlement of 100 hours specified in *Citizens of a Multilingual World*.

In secondary schools, the impact of Partners in Excellence, the use of ICT and the introduction of a range of practical uses of languages can be seen in both the rising attainment in National Qualifications and the increasing number of young people continuing with a language into S5 and S6.

Innovation Funding: during 2002-3, the Scottish Executive made a budget available nationally. Successful bids for additional funding by East Ayrshire have been used to introduce immersion weekends and study visits for language teachers.

Recognition of good practice: schools' commitment to language learning in all sectors is recognised by the East Ayrshire International Education Award, which allows schools, on completion of a successful audit and on meeting specific criteria, to display a plaque on the premises and to use a logo on their notepaper which states that they hold the status of 'International School'. Thirty establishments have now gained this award.

The facts in full:

All establishments

- All children and young people aged between 3 and 18 in East Ayrshire schools are entitled to experience other languages and cultures as part of their education.
- The number of Foreign Language Assistants has been increased from 5 in 2000 to 13 in 2003. They support language development work in pre-school, primary and secondary schools.

Pre-school

- Twenty-seven of East Ayrshire's 33 nursery establishments and classes offer children at least one experience per year of foreign language and culture.
- Ten of these 27 offer children two or three language and culture experiences.
- The languages offered at pre-school stage are French, Spanish, German, Gaelic and Chinese.
- In school session 2002-3, 26 nursery staff completed a 15-hour module in French and 25 in Spanish. The modules are being offered again in school session 2003-4, as part of teachers' continuing professional development.

Primary

- All East Ayrshire primary schools offer pupils their entitlement in foreign language tuition: 39 primary schools offer teaching in French, while seven schools offer German.
- In 28 of the 46 establishments, formal language teaching begins before P6, so that the children in these schools receive more than their language entitlement of 100 hours.
- To ensure continuity from pre-school, 80 teachers of P1-4 are being trained in the French 15 hour module and 26 in Spanish as part of their continuing professional development.
- The Quality Improvement Team has produced a teaching pack to support staff working in French and Spanish in pre-school and P1-4 classes.
- The practical use of languages has been promoted by events such as the *Tale o' Tam* in which young people from Germany, Norway and the USA took part along with East Ayrshire youngsters.
- Film festivals for school pupils, hosted by Odeon cinemas in Kilmarnock, celebrate films in French and German.

Modern Languages in the Primary School (MLPS)

The previous training scheme which took teachers out of schools for the 27 days of their training has been replaced with a scheme developed in collaboration with Paisley University. It offers greater value for money and allows teachers to complete a series of four twilight modules leading to a postgraduate certificate in French or German.

- By Easter 2004, 79 East Ayrshire teachers will have completed Module 1 and 70 Module 2. These two modules entitle teachers to teach a language in primary schools.
- All training is provided by East Ayrshire language teachers.
- The change in format of the MLPS training, and the inclusion of probationer teachers and permanent supply staff in the new training scheme, ensure that schools will have a steady supply of suitably-qualified language teachers in primary schools.

Secondary

- Languages taught in secondary schools are French (9), German (7), Spanish (5), Italian (2) and Gaelic (1).
- Secondary schools offer their modern languages entitlement to 99.38% of pupils in S1-4.
- All nine secondary schools are involved in Partners in Excellence and have made an investment in ICT equipment and software.
- Students take part in foreign language enterprise days, in European work experience visits to France and Germany, in outdoor education summer schools with students from Saxony, in immersion weekends, visits to the European Parliament, etc.

Presentations for SQA examinations

- Presentations at Standard Grade have risen as schools present more of the S4 cohort. Awards at Grades 1-4 have increased from 1035 in 1998 to 1181 in 2003.
- The number of students continuing with languages after fourth year of secondary school has increased by 118% over the past three years.
- Despite the greater number of students continuing with languages, attainment in both Standard Grade and National Qualifications has remained steady. There has been a 30% increase in the number of young people obtaining an A pass at Higher in languages.
- Students are supported by the LanguageZone website designed by Partners in Excellence and by Scholar, the Heriot-Watt University online language programme.
- Spanish for beginners has shown an increase in student numbers over the past year and now attracts about 80 students in four schools. Two teachers are currently preparing for a qualification which will enable them to teach Spanish in two more secondary schools.

Information about European work experience, the International Status Award for Schools, and resources for Language in Work can be downloaded from East Ayrshire's international website: ww2.east-ayrshire.gov.uk/ieea/index.html.

DEVELOPING WRITING SKILLS

Aileen McLean, formerly Headteacher, Toronto Primary School, Livingston, West Lothian

The colloquium aimed to show how it was possible, within time and staffing restrictions, to develop the extended writing skills of pupils in a modern language towards the end of P7.

By building on work done from the start of P6, it is possible to enable most pupils to write a personal profile which would include the following:

- name
- age
- personal domicile
- family details
- pets
- favourite colours/sport/fruit
- birthday
- personal description.

The essential aim is to develop the oral skills of pupils. However, by exposing them at the same time to written words and phrases linked to topics, they are enabled to produce a profile containing at least five sentences. Language used should be on display for the children or written in personal word banks.

Able children should be encouraged to extend their writing to include other members of their family. In this way they use the same language and do not fall in to the trap where they are trying to translate from English and use language with which they are unfamiliar. They can be encouraged to write about imaginary or famous people using the first person. Less able pupils will require word and/or sentence banks. They can be helped by more able pupils.

EXTENDED LANGUAGE DEVELOPMENT 5-14

Katrina Miller and Carolyn Bradley, Pitteuchar West Primary School, Glenrothes, Fife

Background

At Pitteuchar West Primary School every child in P6 and P7 will study either French or German for one hour every week. Children will normally study the same language for the two years in primary school and will continue studying this language in secondary. We use a 'drop-in' model for teaching modern languages with split classes.

Typical lesson

A typical lesson will normally follow this pattern, with each activity lasting for around 10 to 15 minutes.

- Verbal opener – designed to loosen the children up, tune them into the language and get them talking!
- Concentration exercise – usually involving a listening or reading activity; it is important to limit the number of new ideas introduced.
- Activity – this may involve art/craft, physical or table-top game to consolidate core language and develop the use of incidental language.
- Writing – time is spent every lesson writing something, no matter how brief.
- Fun consolidation activity – a 'leave them wanting more' approach, this may be a song, rhyme or a game played as a class e.g. lotto or hangman.

Using this approach means that the children do not have time to be bored. Even the most easily distracted can normally stay on task for ten minutes before we move to the next thing. It is important to bear in mind that each of these activities will use the same core language presented in different ways. We acknowledge that there will be occasions when we want to give one area a greater focus, and this model will be amended to take account of this.

Achieving Balance with 5-14

It can be easy to lose where you are, where you've been and where you're going using the 5-14 document. In order for us to achieve a balance we use a grid which lists all four strands for listening, speaking, reading and writing down one side. It is then easy to tick off the strands which you plan to cover or have covered during each unit of work.

Using a Multi-Sensory Approach

We want to make sure that we reach as many children as possible, as often as possible. We, therefore, endeavour to use a multi-sensory approach during each lesson.

- Kinaesthetic learners – activities which involve children moving their bodies, games in the gym hall or moving about the classroom, action songs, claps and clicks to a speech rhythm, for example.

- Visual learners – giving children visual clues and memories, mounting flashcards onto different colours of card depending on the gender, phonic clouds – words with a sound or spelling pattern highlighted to aid reading, writing and pronunciation, help cue cards with the core language for the lesson displayed. Visual learners have a real need to see the written word. If you don't show it to them, they will make it up for themselves!
- Aural learners – songs, rhymes, videos, CDs, taped stories etc, listening to different voices, different pitches, listening to native speakers, listening to adults in the classroom talking together in the language.

Most children do not have one single learning style. Most classroom activities will use a combination of learning styles quite naturally. For example, turning an average role-play into moving around the room, using different voices for the characters and referring to a visual display of the language, will meet the needs of all of the learning styles.

Assessment

We encourage the children to self-assess and reflect on their own learning. This helps them to focus on their own learning needs if they choose to carry out an independent task after the lesson. We also use a grid system with traffic lights to record children's progress through a unit of work - green dot for good understanding, yellow for partial understanding and red for no or little understanding.

Fostering independence and encouraging responsibility for learning

Our school aims to encourage independence and responsibility for learning, so it was a natural progression to take this into modern languages. Even though we use a 'drop-in' model and teach split classes, it is possible for children to engage in independent tasks outwith (or during) their normal MLPS time. The activities which we have found to be most successful are the following.

- Reading activities – most primary classrooms have a book corner or library to which modern language material can be added: magazines, posters, comic books, books made by the children, English books with the modern language text on top, especially including stories read or listened to in class. These texts can be used as a purely for enjoyment activity or focussed into searching for particular words or genders etc.
- Writing – particularly on wipe-off boards, using speech bubble writing where children can interact with one another or with an adult.
- ICT – looking up websites, preparing presentations, playing CD ROM games, watching a video, listening to a CD or tape of songs or stories, audio-recording to check pronunciation, role-play using telephones and so on.
- Games – having a games box in the classroom which includes a copy of all of the games which the class has been using.

It is important to remember that the modern languages teacher needs to let the children know what will be available to them after she has left, to fire up their enthusiasm, and of course to let the class teacher know if someone else's classroom is being used.

If the children are well motivated they will make use of these independent tasks and find the time to carry them out, in golden time, when other work tasks are completed, or in wet-weather breaks. It also means that the children have some control over their own learning. They have the opportunity to develop or re-visit areas of language as they feel it necessary.

CROSSING BORDERS

Helen Caughey, Kelso High School, Scottish Borders Council Modern Languages Working Group

Since May 2002 a group of teachers from the Scottish Borders has been funded by the regional council to meet approximately six times per year. The group consists of three primary school staff, two who are teaching French (one teaching head, one senior teacher) and one who is teaching German; four secondary school staff (two principal teachers, one senior teacher with a 5-14 remit and one principal teacher of learning support) and the Scottish Borders Council MLPS tutor. In January 2003 the Fife development officer joined the group, a partnership which has enabled us to share administration costs as well as to cross-fertilise ideas.

Our objectives are:

- to achieve a consistent approach to the modern languages experience in the cluster primary schools in Scottish Borders Council and in Fife;
- to reassure primary colleagues that the modern languages 5-14 Guidelines build naturally on what they have achieved since the introduction of MLPS;
- to implement 5-14 Guidelines across Scottish Borders and Fife regions; and
- to introduce a common format for reporting progress and attainment across the two regions.

Both regions have invested heavily in the French materials produced by Glasgow City Council Education Services and this, together with the SEED Document *Modern Languages in the Primary School*, and the *5-14 Guidelines* and *Guide for Teachers and Managers*, was our main resource.

In terms of output from the group so far, a pilot programme has been issued to over 200 primary schools based on the first three units of the Glasgow materials for P6 and P7. This takes the form of 'off the shelf' lesson plans. Each lesson plan includes tasks and assessments to minimise the amount of lesson planning which the teacher has to do, and gives samples across skills and strands to ensure that they are all covered by the end of P7. We also developed an easy-to-use reference table to ensure familiarisation with the 5-14 modern language strands.

Over the coming months we plan:

- to complete and distribute the outstanding units;
- to consider 5-14 monitoring and reporting; and
- to make recommendations on assessment.

ASSESSMENT OF ACHIEVEMENT PROGRAMME: FIRST SURVEY OF MODERN LANGUAGES (FRENCH AND GERMAN) 2001

Joanna McPake, Scottish CILT

The Assessment of Achievement Programme (AAP) was established by the Scottish Office Education and Industry Department in 1981 to monitor the performance of pupils in Scottish schools in particular areas of the curriculum. Since 1983, there have been regular surveys in three core curricular areas: English language, maths and science. A pilot AAP survey in Modern Languages was conducted in 1998, and, following this, the first full survey, in 2001.

The main objectives of the AAP are:

- to assess what pupils in P4, P7 and S2 know and can do;
- to provide information on performance in relation to levels defined in 5-14 curriculum guidelines;
- to provide evidence about changes in performance over time;
- to provide comparisons of performance and progression of pupils between P4 and P7, and P7 and S2;
- to provide comparison of performance between girls and boys.

The surveys are intended to inform SEED, education authorities, teachers and other interested parties about the achievement of pupils in the different aspects of the curriculum.

The Modern Languages Survey

The first AAP survey of pupils' attainment in modern languages was conducted in 2001 by researchers at Scottish CILT, in collaboration with statisticians from the Scottish Council for Research in Education. The survey targeted students of French and German in P7 and S2. A representative national sample was drawn. The numbers of participating schools and students are shown in Table 1.

Table 1: Participating schools and students

	P7		S2		TOTALS
	French	German	French	German	
Schools	44	28	50	36	158
Students	521	319	690	494	2024

The goal of the survey was to assess students' competence in listening, speaking, reading and writing French or German, and in knowing about language (KAL). P7 students were assessed in listening and speaking only, plus KAL. S2 students were assessed in one receptive skill (listening or reading) followed by one productive skill (speaking or writing), plus KAL.

The listening and reading texts were based on video material provided by a French and a German family. These materials were edited by the research team and 'scaffolded' in various ways to support students' understanding. Thus, although the French and German survey materials are not identical, they are very similar. Speaking was assessed through the interaction of a small group of students with a native speaker assessor, and writing involved the production of postcards, email messages and web-site texts. KAL was assessed in a formal manner, using written test questions.

Assessment of student performance was based on the level descriptors set out in the *Revised Modern Languages 5-14 National Guidelines* (Learning and Teaching Scotland 2000). However, these guidelines were not in operation at the time the survey was conducted, and therefore the results in this survey represent a benchmark for future surveys, against which the success of the implementation of the *Revised Guidelines* can be measured.

Main Findings

Table 2 shows the percentage of students who achieved Levels C and D in P7 and Levels D and E in S2, in each of the four skills.

Table 2: Student performance on all skill elements of the task

	P7 (%)		S2 (%)	
	Level C	Level D	Level D	Level E
Listening	96	42	70	18
Speaking	85	32	56	16
Reading	-	-	80	40
Writing	-	-	42	11

Differences between P7 and S2

There are statistically significant differences, at the 1% level, between the performance of P7 and S2 students at Level D, in both listening and speaking, suggesting considerable progress between P7 and S2. While under half (42%) of P7 students achieved Level D in listening, over two thirds (70%) of S2 students had achieved this Level. Around a third (32%) of P7 students achieved Level D in speaking, compared with over half (56%) of the students in S2.

Differences between students of French and students of German

Comparisons of French and German students' performance in all the skill elements of the task show that German students outperformed French students. The results indicate that the gap is wider in receptive (listening and reading) than in productive (speaking and writing) skills.

Table 3: French and German students' performance on all skill elements of the task

	P7 at Level D		S2 at Level E	
	French	German	French	German
Listening	21	75**	10	30**
Speaking	32	33	13	23
Reading	-	-	32	51**
Writing	-	-	9	14

** = statistically significant difference at the 1% level

Differences between boys and girls

The results from this survey also show that girls outperform boys, sometimes by a small margin, and sometimes to a greater degree. Table 4 shows the results for boys and girls, in French and German, at Level D in P7 and at Level E in S2.

Table 4: Boys' and girls' performance on all skill elements of the task

	P7 at Level D				S2 at Level E			
	French		German		French		German	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Listening	21	22	68	81*	6	16**	27	33
Speaking	32	33	27	39**	7	19**	20	25
Reading	-	-	-	-	21	42**	41	60**
Writing	-	-	-	-	5	12	13	14

** = statistically significant difference at the 1% level

* = statistically significant difference at the 5% level

**Illustration of student performance in relation to levels:
Speaking to interact or convey information or experiences, feelings and opinions**

At Level C, students can ...

... use simple words and some familiar phrases to interact and convey information

• take part in simple exchanges, when directly questioned	A: Comment tu t'appelles? S: Je m'appelle J.	A: du bist dreizehn, und dein Bruder? S: eh, zehn
• use simple and familiar words and phrases to convey information	S: Il fait du soleil.	S: Mein Lieblingssport ist Eishockey.
• respond to questions with additional information	A: Tu as des frères et des soeurs? S: Le grand frère	A: Wann gehst du schwimmen? S: Ich lerne schwimmen am Sonntag.
• exploit English as bridging device to fill lexical gaps	A: Combien de fois? S: trois - three times A: trois fois	S: I've got zwei Schwester
• ask for vocabulary in English, and then integrate this in target language	S: Le... hmm don't know how to say 'adventures' A: Aventures S: Les aventures	
• begin to monitor own production of production and structures	S: six [English], no six [French] ans	S: ich habe, eh, em, that's not it, ich habe a jünger Bruder

At Level D, students can ...

... use longer phrases and sentences to take part in simple conversation and convey information e.g.:

• respond to more open-ended, complex questions	A: Alors, tu es fort en directions? S: Oui A: Alors, pour aller à la cantine? S. Tournez à gauche.	A: Kannst du etwas über deine Familie erzählen? S: Ich habe zwei Swester und zwei Bruder.
• initiate response when part of group		A: Habt ihr Haustiere? S: Ich habe ein Wellensittich und ein Hund.
• begin to monitor own production of more complex grammatical aspects		S: Ich habe einen älteren Bruder. Sie ist, er ist vierzehn Jahre alt.

At Level E, students can ...

... use a wider range of language and structures to express ideas in more open-ended conversation e.g.:

<ul style="list-style-type: none"> take part in extended conversation, manipulating language well 	<p>A: Qu'est-ce que tu as fait le weekend dernier? S: Ohh, oui, ehmm. Je joué au foot. Emmm, j'ai visité ma mère. ehmm A: Elle habite où? S: Ma mère habite à E.</p>	<p>A: und wie ist es mit dir, du hast Geschwister? S: Ja, ich habe eine Schwester. A: und wie ist ihr Name? S: Sie heißt Katy A: Ja, und ist sie auch hier in der Schule? S: Nein. A: Nein, wie alt ist sie? S: Sie ist sieben Jahre alt. A: mmm, und wo ist sie in der Schule? S: in F.</p>
<ul style="list-style-type: none"> use a wider range of vocabulary 	<p>S: Je range ma chambre ... et je sors avec mes amis.</p>	<p>S: ich ... schwimme, ich ... spiele Klavier, ich lese gern, ich spiele mit dem Computer</p>
<ul style="list-style-type: none"> Persevere to resolve communication difficulties 	<p>S: Le 'conconce' A: 'Conconce'? Qu'est-ce que c'est 'conconce'? S: eh, le... A: C'est une salle, a room? S: non A: C'est quoi? S: C'est un vestibule. A: Un vestibule? Ahh.</p>	
<ul style="list-style-type: none"> Express and substantiate opinions 	<p>S: J'aime le français parce que c'est difficile aussi.</p>	

At Level F, students can ...

... take part in open-ended conversation on a wide range of topics.

- take part in extended conversation, using gesture and intonation to engage interlocutor

A: Was macht ihr denn, also was macht ihr nach der Schule, zum Beispiel? S, was machst du?

S: Ich gehe in die Disko, in die Stadtzentrum, mmm, ich gehe schwimmen, 'eisfahren'?

A: Eislaufen? Ihr habe eine Eisbahn hier?

S: Ja.

A: ... machst du so Eistanzen oder Eiskunstlauf oder Eishockey oder

S: Eishockey, und, you know [possible hand gesture]

A: In Kreis laufen [laughs]

S: Ja [laughs] Ja, em, ja. Ich gehe ganz gern ins Kino

A: Ja. Welche Filme interessieren dich?

S: Mmm Toystory

A: Ja, hast du das gesehen? Und war das gut?

S: Ja [emphatically]

The full survey report can be downloaded from the Scottish CILT website, at:
<http://www.scilt.stir.ac.uk/pubs.htm>

THE USE OF ICT IN MODERN LANGUAGES LEARNING & TEACHING

Gillian Tinning, National Development Officer, SEED

After 20 years of juggling countless flashcards, overhead transparencies and other props, the department of modern foreign languages (MFL) in Belmont Academy, Ayr discovered the interactive whiteboard thanks to South Ayrshire Council and the support of the headteacher.

The department had first to decide whether to purchase existing ready-made resources or to develop new resources. The work involved in development could well be negatively disproportionate to the added value to learning achieved as a result. However, it was decided that departmental development of resources would provide materials to suit specific courses already in use. Constant re-invention of the wheel would be avoided by sharing resources. Teachers would be exposed to opportunities to consider others' teaching styles. When the longer term view was taken, it would be worth the effort.

Before embarking on development work, the department consulted education officers and technical experts and discussed what to buy. A computer with a large memory (30 gigabytes at the time) would be essential so that extensive libraries of images, video-clips, PowerPoint presentations and soundfiles could be stored. Good speakers to ensure high quality sound reproduction were essential.

The department built up a bank of images using Clip Art and digital photography. These images when imported into flipcharts provided the basis for a range of interactive activities.

Using software specifically designed to digitise videos for storage as mpeg files, existing BBC programmes were turned into a library of video-clips. The Educational Recording Agency and a colleague in the BBC agreed that current legislation permitted this. The situation now is that the ERA information booklet is in the process of being updated to reflect changes in legislation. It can be checked out at the Education Recording Agency website: <http://www.era.org.uk>

It is also possible to digitise listening activities which can be stored as WAV files for easier access. Listening activities on CD for homework have potential as a change from reading and writing. There are practical advantages, not least the matter of cost. Blank CDs are relatively cheap.

Another possibility might be to copy the SEED staff development CDs and offer them to pupils to access at home. A significant feature of interactive activities is that pupils are more willing to go over the same point again and again. This might be one way to increase the amount of time they spend on a modern foreign language out of the classroom.

An increasing range of resources is available to the MFL teacher on the worldwide web. Some sites are:

- <http://www.bbc.co.uk/schools/primaryfrench/>
- www.ngflscotland.gov.uk
- www.paris7h.com

The resources produced at Belmont Academy are available on CD. The title is *Carry-on-teaching French*. South Ayrshire Council has made this CD available at no cost to education authorities in Scotland. Only one copy of the CD can be supplied to each authority. The email contact is alastair.smith@south-ayrshire.gov.uk

BASIC GOOD PRACTICE IN SCHOOLS

TEI Lecturers

Introduction

'Good practice' is a term often used, rarely defined, and understood by all of us in different ways.

There can be the assumption that good practice is a single, simple process, drawing up a list of effective strategies and taking that list on board. On the contrary, teachers need to make things their own and sensitively deploy a range of possible strategies which vary from situation to situation. Some will come naturally and will already be part of the art of teaching. Others will require reflection, analysis and personal judgments about their potential efficacy. So, good practice is dependent on a range of factors, personal, contextual and cultural.

At each conference the task was to discuss in small groups key features of good practice, report back to the whole group and to collate ideas. Participants were organised into discussion groups which included representatives from the primary and secondary sectors and from a variety of local authorities. This was to ensure that discussions were both trans-sectoral and trans-regional.

Under four main headings were listed some key features of effective learning and teaching.

Teachers were asked to note:

What I understand by this; and
What I do naturally in my classroom.

A preliminary analysis of the comments provided by participants indicates the following:

- the need for closer integration of pre-service and in-service education;
- the need for more cross-sectoral co-operation in planning the language learning experience; and
- more embedding of ICT in modern language programmes at all levels.

The following are the collated and edited notes from each seminar. As participants were asked to brain-storm for ideas, it is perhaps inevitable that the reports are in the form of lists. It is to be hoped that teachers will use them as springboards for discussion, and that they may find in the lists some ideas which they might pursue in their own departments or schools.

ABERDEEN WORKSHOP

Alison Hurrell & Alan Wolfe, University of Aberdeen

1. Planning and Preparation

- Putting the learner and his/her needs, interests and aptitudes at the heart of the teaching process.
- Planning which makes the learning and teaching experience as effective and as enjoyable as possible.
- Being aware of learning styles and how that impacts on differentiation and motivation.
- Creating the right classroom conditions for learning.
- Planning teaching inputs so that the stages of learning are varied, complementary and progressive.

Create a context linked to pupils' interests

Use of PowerPoint to present own topic

Use of ICT for assessment purposes

Send e-mails to teacher: real purpose, real audience

Use displays around the classroom to support key language

Prepare wordbanks to facilitate writing and sense of language structure

Ensure relevance to children's needs and interests: brainstorm for ideas

Share the lesson/theme plan with the children: ensure that all pupils know where they are going

Take full account of prior learning: brainstorm at the beginning of each new language topic

Make links to the real world outside the classroom

Plan to deliver the 5-14 Guidelines: use expertise of primary colleagues in their planning for other areas of the curriculum

Make the foreign language real by inviting in native-speaker visitors: great impact on learning and teaching

Use a more interactive style of teaching, use games, puppetry, masks, card games, stories, music etc

Pass records of work to local secondary school so that teachers can build on the children's learning

Demonstrate enthusiasm and provide encouragement: wall displays of children's work

Work with colleagues within and across sectors

Provide clear, unambiguous resources which are attractive: use big format and reduce for children

Team teach with other staff so that children get maximum hands-on time

Plan for the little extras which ensure challenge

Ensure that all learning styles are catered for

Prepare departmental plans which include differentiated materials

Organise resources

Vary teaching approaches to cater for individual learning styles

Have high expectations; provide a safe, calm atmosphere, fun, a rich language environment; establish good relationships

Provide opportunities to experience success

Do initial survey to identify interests e.g. hobbies; liaise with support for learning staff and read pupil profiles

Constantly refer back to prior learning

Make learning appealing

Provide stepping stones: small chunks

Plan a drama presentation with puppets using a familiar text

Follow a recipe

Share targets and key language to be learned

Provide a real context for learning

Negotiate a programme of study with the pupils

Use familiar stories

Share the 'why' with the children

Examples of culture of the foreign country in the classroom
 Organise a P7 trip to France /Germany
 Organise French cafés and breakfasts
 Use video-conferencing to link with schools abroad

2. Communication, Questioning and Feedback

- Setting pupils clear, achievable yet challenging targets.
- Employing a variety of appropriate questioning techniques.
- Using the target language and first language.
- Diagnosing pupils' difficulties.
- Explaining errors.
- Giving and receiving clear and regular feedback.
- Encouraging pupils in self-assessment.

Regular praise

Effective visual displays in two languages: descriptions etc

Video with twin school: presentation at a concert

Similarities between mother tongue and the foreign language

Diagnosis of difficulties in non-threatening way e.g. ball passing game to hear every child

Initiate own questions for real purposes e.g. May I open window/go to the toilet?

Cultural connections through school links

Use praise, even for incorrect answers; then model correct answer: praise, praise and more praise

Ask pupils to explain target language for others in English (mediating for others)

Clear objectives on the board for each lesson

Peer assessment: sharing of criteria via posters on walls, listening to each other

Allow children to evaluate their own performance compared to others and themselves

Set goals: tell children what they are going to be doing and what they are going to achieve

Different ways of saying the same thing: question each other, group questions

Dinner numbers, calendar, buying from tuck shop etc

Give examples in the their own language

Tape, video - let them see and hear themselves: e.g. hands up if impressed

Instil enjoyment

Prepare 'can do' lists

3. Methodologies, Presentation Techniques and Skills Development

- Presenting strategies which engage the learner and which develop deep understanding.
- Modelling language structures and desired outcomes.
- Holding pupils' interest and ensuring good participation.
- Eliciting pupils' answers and explanations.
- Developing skills of listening, speaking, reading and writing individually and in a complementary way.

Learning is a shared experience: involve learners in assessment e.g. evaluation of listening

Provide concrete materials e.g. physical objects to manipulate

Use puppets, role-plays in primary school

Make things appealing and bright - colour code resources for gender

Try to cover multiple targets through the one exercise

Share your own knowledge with the children: don't be afraid of saying 'I don't know' - turn it into a shared learning experience

Use whiteboards and ICT for reading

Correspond with pupils in a foreign country which uses the target language

Use email

Use the virtual language lab

Use CD ROMs
Use games, songs etc

4. Classroom Organisation/Management

- Using flexible groupings to match the purpose of the work.
- Using ICT to support learning and to motivate.
- Using display effectively for a variety of purposes.
- Organising materials and equipment to maximise benefits for pupils.

Provide samples of work

Use focus posters

Use early intervention materials to support understanding

Provide a language board/corner with illustrations of nouns, adjectives etc. in the foreign language as well as in English

Use a variety of groups: social/ability/chosen by children to suit the purpose of the activity

Video-conferencing

Interactive displays

ICT: use of whiteboards and PowerPoint presentations supports reading/learning of vocabulary/writing and to explain activities. Can leave on screen as support for lesson and be used next day to refresh lesson

Display: pictorial displays and vocabulary. Pictures produced by and for pupils. Cross-curricular links - with drama, art, school show, animation project, assemblies in French and German etc.

GLASGOW WORKSHOP

John De Cecco & Maria Franchetti, University of Strathclyde and Brian Templeton, University of Glasgow

1. Planning and Preparation

- Putting the learner and his/her needs, interests and aptitudes at the heart of the teaching process.
- Planning which makes the learning and teaching experience as effective and as enjoyable as possible.
- Being aware of learning styles and how that impacts on differentiation and motivation.
- Creating the right classroom conditions for learning.
- Planning teaching inputs so that the stages of learning are varied, complementary and progressive.

Plan for the group with different expectations for each group

Make pupils aware of what we have to cover in the syllabus giving them an overview of what they will be able to do

Share objectives with pupils at the start of each lesson

Set concrete targets – visual – board/display with a checklist of objectives

Take account of pupils' interests in the language to be covered

Know what motivates pupils – learning styles

Pitch language at the right level – ensure that tasks are challenging but manageable

Use songs/games/video appropriately linked to the language area

Make full use of ICT e.g. Smartboard, Powerpoint, e-mail etc.

Pupils use intranet to send messages to others in the class in the foreign language

Use physical activity for a change of focus (particularly effective for less able)

Introduce element of competition – quizzes/games

Use wall displays: key language or grammar, points of reference

Organise the classroom environment: making best use of space, groupings of tables/desks

Plan all resources in advance for the whole topic – four skills tapes; games etc. + differentiated – all accessible then teacher can select according to circumstances.

Be flexible. Take advantage of more manageable numbers in groups to concentrate on speaking/grammar etc

Take account of each pupil's prior learning + any difficulties pupils have (visual/auditory)

Establish a routine on entering/starting the lesson. Create the right mind-set for foreign language work

Have a contingency plan e.g. back-up for ICT failure

Be flexible – change direction if appropriate

Use mime, gesture etc to support target language

Check end of lesson – what has been learned today. Did we achieve the objectives? What progress was made? Where do we go now?

Put up displays of pupils work, a concrete form of praise

Enthuse the pupils with your own enthusiasm

2. Communication, Questioning and Feedback

- Setting pupils clear, achievable yet challenging targets.
- Employing a variety of appropriate questioning techniques.
- Using the target language and first language.
- Diagnosing pupils' difficulties.
- Explaining errors.
- Giving and receiving clear and regular feedback.
- Encouraging pupils in self-assessment.

Identification of what is a target
 Discussion on role of 5-14 levels within target setting
 Discussion on progression and relevance of structure
 Diagnosing pupils' difficulties
 Reading task without such guidance – observe difficulties, base teaching on that explaining errors
 Focus on correct versions, rather than mistakes (although there is a place for this also, depending on level of ability of pupils)
 Focus also, however, on getting pupils to communicate with confidence, e.g. new pupils often retreat into their shell on first contact with FLA
 Use templates to build confidence
 Use target language where possible and when appropriate
 Occasionally challenge pupils by talking about topical issues, areas of interest
 Feedback
 Self-assessment 'I can ...'
 Date for peer assessment – 'what was really good/not quite right about that?'
 Teachers have to ensure that they engage with all pupils on an individual basis from time to time
 Informal feedback – praise/encouragement
 Know your pupils, be aware of previous learning, be confident in use of materials
 Challenge all pupils through appropriate questioning
 Create an atmosphere where children feel confident – learn from others – do not be afraid to try
 Revise constantly to help those with difficulty
 Know strengths of children
 Recap to achieve correct pronunciation/use of language
 Constant use of praise + encouragement
 Self-assessment linked to targets
 Share targets with children
 Make self-assessments non-threatening
 Aims and content of lesson
 Teacher's expectation of achievement
 Strive to achieve more open questions and answers
 Check that expectations have been met
 Record targets set to pupils

3. Methodologies, Presentation Techniques and Skills Development

- Presenting strategies which engage the learner and which develop deep understanding.
- Modelling language structures and desired outcomes.
- Holding pupils' interest and ensuring good participation.
- Eliciting pupils' answers and explanations.
- Developing skills of listening, speaking, reading and writing individually and in a complementary way.

Number fans (maths) used for oral work
 Most important to hold interest – using visual aids
 Whole class participation – holding up flash cards each child has the same card
 Traffic light cards. Hold up Red/Amber/Green to show level of understanding
 Songs, rhymes, raps
 Recycle language in different situations to reinforce the structure of language/language patterns
 Listening to one another - peer practice - can you remember John's birthday?
 Proof-reading of own work - advice to neighbour on writing and constructive criticism on e.g. paired speaking
 Phonics - linking words by sound to help improve spelling and recycling and revising
 Links/contrasts with English and other FL
 Variety of approaches and styles
 Cultural awareness - enjoy observations and anecdotes
 Target language for class instructions

Non-verbal communication, body language!
 Modelling and use of humour where appropriate
 Scenarios for role-play e.g. French breakfasts, shopping etc
 Prediction: how to approach a piece of text e.g. in paragraph one I'm seeing a summary of the passage and I'm recognising the topic of sports. I'm remembering some of the names of the sports. What might they be?
 Staging and sequencing: eliciting a previously modelled 1st person singular statement by repeating - whole class, group, and individual. Then by using the set phrase e.g. *Et toi?* What about you? Building up to asking the question using the 2nd person singular
 Children demonstrating understanding by taking ten away e.g. 'cops & robbers'
 Use of puppets e.g. male/female puppets useful for adjective agreement
 Extension of puppets into film-making/animation
 ICT engages students FLAs - additional FLAs used in primary
 Written/oral/visuals/props/teacher as example
 Multilingual signposting around school
 FL school website - board games - physical games in the foreign language
 Language corner in the primary classrooms to focus pupils (posters; AV materials)
 Targets on board - letting pupils know
 Modelling - group work; teacher centred → moving pupils
 Holding interest - variety of activities; games; competition; puzzles; movement
 Information gap activities e.g. diary or school timetable etc.

4. Classroom Organisation/Management

- Using flexible groupings to match the purpose of the work.
- Using ICT to support learning and to motivate.
- Using display effectively for a variety of purposes.
- Organising materials and equipment to maximise benefits for pupils.

Groups according to task (R/L/S/W) with possibility to vary pace
 Use of 'class in a box' – 10 x laptops for groups
 ICT can motivate if materials selected (in 'Favourites'/links) and resources there
 Change regularly – refer to posters/displays. Involve pupils/assistants
 Train pupils to use materials/take responsibility, reward systems
 Sitting in a different circle
 Seating in pairs often to allow different activities
 Wall display can be very useful - eye-level very important - needs to be used, referred to not simply left there; pupils' work is seen as important - their work has a definite purpose
 Ability groups at times - easier to achieve tasks this way or do you build in support by mixing abilities
 Mixed gender helps discipline (initially) - knowing your pupils is essential!
 ICT - timetabled access needed
 Vocabulary/grammar reminders around the classroom
 Writing wall —use of ICT
 Displays of foreign trips etc.
 Careers board to show the value of learning a modern language
 Wider industry/community links
 Self-access to reading materials
 Extension activities always to hand; pupils know the routine – they automatically move to something else so there is no 'down-time'

EDINBURGH WORKSHOP

Richard Easton & Hazel Crichton, University of Edinburgh, Lesley Low, University of Stirling

1. Planning and Preparation

- Putting the learner and his/her needs, interests and aptitudes at the heart of the teaching process.
- Planning which makes the learning and teaching experiences as effective and as enjoyable as possible.
- Being aware of learning styles and how that impacts on differentiation and motivation.
- Creating the right classroom conditions for learning.
- Planning teaching inputs so that the stages of learning are varied, complementary and progressive.

The Edinburgh conference focused on planning teaching inputs.

Consider type of class, needs of individual pupils, prior learning
 Overall S1-S4 and S5/S6 syllabus
 Syllabus for each year group - content and grammar progression in context
 Syllabus matches national requirements
 Classroom/lesson preparation - well planned. Build on prior learning. Formative assessment informs planning for individuals and groups, and the next stage
 Chunking of lessons i.e. one-hour period divided into four activities; tight structuring of time
 Progression should be guaranteed if syllabus plan in place
 Share and agree aims and outcomes with pupils; clear objectives spelled out
 Recognise variety of learning styles: present things in different ways
 Skills acquisition
 Progression: take account of prior learning
 Variety: include activities in different skills: ensure skill coverage
 Include activities for different types of learners
 There has to be a programme from P6 to S2 taking into account progression
 Include activities where manipulation of language is essential
 Reinforce pupils' interests: footballers - personal information - ICT work
 Town - fun posters
 School - gossip? about teachers
 Games to introduce and end lesson
 Words on back of flashcards so that pupils see spelling early on; mix and match phrases
 Create positive climate: welcome pupils into class, bright displays/bright paint work/pupil work on walls etc.
 Guidelines in line with national recommendations
 Integrate activities
 Ensure consistency - detailed syllabus/lesson plan around guidelines and checklist of objectives
 Grammar progression (P6-S4)
 Pace timing for changeover of units; test to fit reporting calendar; balance skills/activities/learning styles
 Monitor that teaching and learning meets agreed target - time - content
 Recap previous work
 Draw together at end what has been learned
 Lessons should have a familiar structure to pupils
 Differentiate by materials or task
 Lots of positive praise, stickers, written comments etc. - make pupils feel that their work is valued
 Fun activities - some movement - active participation by students
 Homework - a proper slot in lesson to explain clearly what task is - has to be seen as relevant and must have high in-built level of success

Relevant use of ICT
 Paired work and group work
 Peer and self assessment
 Furniture layout - ambiance - fun place to be
 Good dose of whole teacher-centred lesson
 Pace lively

2. Communication, Questioning and Feedback

- Setting pupils clear, achievable yet challenging targets
- Employing a variety of appropriate questioning techniques
- Using the target language and first language
- Diagnosing pupils' difficulties
- Explaining errors
- Giving and receiving clear and regular feedback
- Encouraging pupils in self-assessment

The Edinburgh conference focused on using the target language.

Use of foreign language all the time - alienating and too difficult
 Do wherever possible - better use of an 'interpreter'
 Instructions used in both language
 Familiar language used every day: classroom management: routines/familiar language to make pupils feel secure
 Pupils need to understand what is expected of them
 Alienating to certain pupils
 Demotivating for some pupils if lesson done all the time in target language
 Take into account type and level of class
 Frequent use of target language - basic language used often
 Judicious use, tailored to meet the needs of the learner
 Talk in target language all the time - alternating whenever possible
 Deliver in target language then check understanding
 Use for praise
 Routines of the day - register/day/date/weather etc.
 Classroom instructions
 Grammar taught in first language
 Lots of target language - gist comprehension
 Little and often target language as in some primary classrooms it leads to children being comfortable with set amount of familiar language
 Not always appropriate to ask questions in target language (reading & listening comprehension questions)
 Knowledge about language/grammar in English
 Not always practicable to teach in target language
 Relies on pupils being auditory learners: in primary school, many aren't.
 Not for abstract concepts, discipline
 When using target language constantly check for understanding: use small chunks, exaggerate body language
 Pupils should have a list and other reference material
 Progressively move towards the target language
 Accept that certain structures can better be explained in English
 Encourage pupils to use target language
 Teachers use target language to one another
 Aim high with support when necessary

3. Methodologies, Presentation Techniques and Skills Development

- Presenting strategies which engage the learner and which develop deep understanding.
- Modelling language structures and desired outcomes.
- Holding pupils' interest and ensuring good participation.
- Eliciting pupils' answers and explanations.
- Developing skills of listening, speaking, reading and writing individually and in a complementary way.

The Edinburgh conference focused on modelling language structures.

Primary and secondary - use word banks and cards

Give support with completion of sentences

Varied approach important

Similarities in techniques/methodologies used in primary/secondary school to encourage independent writing

High expectations, share aims, set targets

Complete sentence (vocabulary provided)

Complete sentence independently

Match sentences/words/pictures

Adopt given structures

Match English sentence to French sentence

Match word English-French

Varied approach vital

Set targets - what have we learnt today?

Drilling

Listen for key words; change one word at a time; memorise phrases

Reading - key words to get the meaning

Writing - careful copying look/say/cover/write/check

Context clues

Writing - look - look away - write - check

Teach phrases, sentences

Exposition of targets at beginning - feedback at end - revisit in between - progress check

Teacher introduces new structures prior to formal presentation, perhaps over a period of time

Substitution work with oral stimulus - leading to substitution with written stimulus

Repetition - e.g. class chanting vocabulary when individual is pinning flashcard to wall

Memorise ever-increasing length of texts

4. Classroom Organisation/Management

- Using flexible groupings to match the purpose of the work.
- Using ICT to support learning and to motivate.
- Using display effectively for a variety of purposes.
- Organising materials and equipment to maximise benefits for pupils.

The Edinburgh conference focused on using ICT to support learning.

ICT = (1) Electrical - video, TV, cassettes, CDs

ICT = (2) Computer - Internet, CD ROMs, Games

Possibilities enormous!

In classroom: videos, TV, cassettes etc. used in small groups or whole class (in secondary)

Repercussions - management of these

Inaccurate language in websites that aren't as well controlled

Children create a three-slide PowerPoint presentation

1st slide - introduce self in French

2nd slide - introduce family

3rd slide - likes/dislikes

Use digital camera/video to supplement presentation
Websites - reinforce language (BBC and Channel 4)
Word processing/desktop publishing using Microsoft word or publisher
Translators - Google (languages tab)

THE DEVELOPMENT OF EXTENDED LANGUAGE SKILLS

Ian Boffey and Kathleen Hughes, Glasgow City Council

The focus of the talk was on learning, and on the improvement of pupils' learning through structured language development activities which are designed to support pupils' language learning and to help them acquire, through learning styles appropriate to themselves, new skills as well as new language content. The activities do not aim to check content learned. Their purpose is to target skill development.

The principles apply at all stages of learning and can be best summarised as continuing support for learning.

The aim is to guide pupils towards autonomous language use so that they can manipulate language elements for their own purposes.

This development work has been based on the activity structure:

- text (which can be text fixed in any format, from printed text through audio text to ambient talk);
- class discussion of the text;
- comprehension activities which encourage the pupils to engage with the text;
- language study activities (knowing about language);
- language practice activities; and
- writing and speaking activities.

In practice this has led to the development of integrated sets of activities based upon a text. In the exemplars used at the conferences this involved tasks in reading, writing, speaking and listening, all based on the same text.

Examples were shown of reading cards for pupils who are already skilled readers for their age and stage, in which the pupils were supported by helpful rather than testing questions, questions which are a support rather than a challenge.

A video clip of P6 pupils engaging with a reading text in 'big book' format showed how pupils use their existing literacy skills to tackle written text in the foreign language and are beginning to infer meaning from cognates and other clues.

Examples were also shown of writing development activities at level C aimed at encouraging pupils at this stage to write a simple sentence of their own.

More advanced writing exemplars showed writing frames supporting pupils towards writing at levels D and E.

Speaking frames, similar to the writing frames, showed how pupils can be supported to enable them to carry out a speaking task in which they use their own language based on structures they have been taught.

Some examples of listening activities were shown, using an application called TaskMaster to create sequencing activities.

These examples were put together to show how pupils' language development can be taken forward. With a great deal of careful support in a clear structure, the pupils can interact with the language components in the language learning process. They are eventually able to use them to interact with others or to express their own ideas for others to read.

THE LANGUAGES VIRTUAL ENVIRONMENT

Gillian Tinning, National Development Officer, SEED

Gillian Tinning has been seconded to work for the Scottish Executive Education Department as the national development officer for the Languages Virtual Environment (LVE). The latter will embody a range of services targeted at language teachers and learners. The LVE will be an early part of the Scottish Schools' Digital Network (SSDN), which will begin to roll out in late 2004.

The focus will initially be on modern foreign languages. The development officer's key role is to identify the present and future needs of modern languages teachers and learners and to design an environment which will meet these needs as teachers and learners continue to explore the advantages of using ICT.

The LVE aims to promote learning and teaching of languages in Scotland, and to increase pupils' interest in language learning. It will ensure that language teachers and learners can take full advantage of the 21st century ICT tools and content which will be available within the SSDN.

It is anticipated that the development officer's work will involve a broad range of consultation. This will lead to a draft development outline which will be discussed. The final step will be the production of an action plan setting out the parameters and essential design features of the LVE. The latter will then be developed within the SSDN programme.

The Languages Virtual Environment will ultimately:

- act as a focal point for the further development of languages within Scotland, a central point where language teachers can share and communicate;
- act as a single portal with links to all relevant language sources and resources;
- inform, encourage innovation and collaboration and generally support the use of ICT in the teaching of languages;
- offer teachers access to recent research and current thinking on language teaching;
- offer practitioners a forum for networking, for comparing practice, and for sharing resources;
- operate within the wider context of the SSDN, the proposed Scottish schools' digital network, and broadband interconnect.

You can contact Gillian Tinning by email at Gillian.Tinning@scotland.gsi.gov.uk or by telephone on 07717715217.

KEY MESSAGES OF THE DAY

Professor Richard Johnstone, Scottish CILT

It was my pleasant task to sit in on as many presentations as possible at each of the three seminars, and then to seek to extract some key messages at the end of each day.

The present text takes this process two steps further. First, it seeks to extract key messages from all three seminars taken together. Second, it does so, not simply on the basis of sitting in on presentations but also by reading the texts which the presenters subsequently submitted and which appear in the present issue.

Deliberately, the list given below draws heavily on the writers' own words in their texts within the present issue. In each case, the writer is named, making it possible to look back to their text in order to locate the quotation or example in its original context.

The procedure adopted is very bottom-up, being based on what the speakers themselves had to say. I deliberately did not adopt the top-down procedure of having a particular set of 'key messages' in mind beforehand, for which I would seek examples in the presenters' statements.

The list of key messages is not intended as a definitive statement of 'good practice'. There are no doubt many other 'good practices' taking place in Scottish schools which are not recorded here. Nor is the list of key messages intended as an indication of each speaker's most important points. They have been extracted from the speakers' statements simply because each key message seems to have something to convey which readers might find useful or interesting. They are not intended as 'proven' examples of good practice. Instead, they are put forward as views from a range of expert professionals in order to suggest some practical examples and to promote further reflection.

Each key message is intended to stand on its own, and at this stage I have deliberately not tried to classify them into a smaller number of categories. This is possibly something which might be attempted later. Nonetheless, there is some kind of progression built into the list as it stands. Initially the focus is mainly on aspects of planning, thinking, justifying. Then the focus shifts more towards pupils, teachers and pedagogy, and then to some 'good practices' at education authority level.

The list of key messages extracted from the present document and from the presentations given at the actual seminars is:

Being clear about entitlement

'The entitlement package supports languages for all' (Denise Swanson). Note the correct use of the term 'package'. Entitlement is not one thing; it is in fact a package of ten things which all pupils should receive by right. These are specified in Recommendation 3 of *Citizens of Multilingual World*.

Justifying the position of ML in the curriculum

'Increasingly, modern languages will have to justify their position in the curriculum ... modern languages have a potential role in delivering all of the National Priorities' (Jane Renton).

Ensuring that inclusion in X does not mean exclusion from ML and thereby from fundamental European rights

'However, before they channel too many pupils along these lines, schools should remember that, by withdrawing pupils from modern languages, they are actually excluding them from many study and career opportunities later in life. They may be actively preventing these pupils from benefiting equally from education' (Jane Renton).

Being conscious of what has already been achieved

'We should not underestimate what we have achieved over the past decade' (Jane Renton).

The report on the AAP first Survey of Modern Languages (Joanna McPake) shows clearly that on a large and representative sample of Scottish schools, pupils by the end of P7 had attained a meaningful level of performance in French or German which was substantial enough to be capable of measurement and which was not obliterated by the fact that the assessments were independent and administered by external visitors; and that pupils by the end of S2 had generally progressed to levels which were higher than those attained at P7. This shows that nationally MLPS has delivered something which is important and that progression has taken place to the end of S2.

Being clear about areas where further improvement is needed

'There is considerable scope for improvement in the number of pupils achieving Level E by the end of S2. This is the challenge which lies ahead The slow pace of pupils' learning in S1/S2 has been recognised as an issue which needs to be addressed' (Jane Renton).

Increasing the level of challenge and encouraging pupils to do their best

'We then need to think through the implications for provision in S3 and S4. Over the next few years the target of achieving Credit level by the end of S4 will not be challenging enough for our ablest pupils' (Jane Renton).

'Are expectations of pupils' behaviour and achievements high enough? Are pupils encouraged to share them? Are pupils encouraged to work independently and to be independent thinkers? Are they provided with opportunities to take responsibility for their learning?' (Jane Renton).

Taking responsibility for showing a positive attitude

'The prime factor in pace of learning is the enthusiasm and commitment of the teacher' (Marion Howie).

'It is the job of the modern languages teacher to encourage each pupil to do his or her best, regardless of the level in question' (Marion Howie).

Identifying pupils' own perceptions

'We know from the FLUSS study published in 1999 that many pupils who attain Credit are not happy with their levels of proficiency. They say that they cannot do what they want to be able to do in the foreign language' (Jane Renton).

'The MLPS programme is perceived as a positive experience by Gaelic-medium children, with a P6/P7 Gaelic-medium pupil survey on MLPS giving the following pupil opinions: *'great to be able to learn another language'*, *'not as easy as Gaelic – have been learning Gaelic for longer; we should start Deutsch at P1'*, *'Deutsch similar to Gaelic in some ways – e.g. the ch sound'*, *'being good at German because Gaelic has helped the language part of our brain'* and several other pupil insights (Janet MacLeod).

'We planned, produced and executed a completely new school-based course ... the reaction to the course was very positive in school. Two classes completed a questionnaire and the feed-back was encouraging' (Marion Howie).

'Sharing the *why* with children'. 'Learning is a shared experience' (Alison Hurrell and Alan Wolfe).

Promoting co-operation and peer-group support among pupils

'Less able pupils will require word and/or sentence banks. They can be helped by more able pupils' (Aileen McLean).

Drawing on appropriate international frameworks

'We now need to pick up on the CEFR (Common European Framework of Reference) more seriously' (Jane Renton).

Familiarising oneself with relevant research findings

'The research study on the attainments of Gaelic-medium pupils raised the following issues ...' (Janet MacLeod).

Creating an appropriate environment

'Is the department or classroom welcoming to pupils and visitors? Is a sense of enjoyment and excitement about language learning conveyed by walking along corridors or entering classrooms? Are departments and classrooms effectively organised? Are there eye-catching and up-to-date displays which include pupils' work as well as posters and maps? Does the classroom environment support pupils' learning with displays of learning targets for current units, key vocabulary, grammar points, links between English language and modern languages ...?' (Jane Renton).

'No language will survive in a vacuum. Therefore if there is no obvious community in which it can develop, one has to be created. We do this by having signage throughout the school to develop and normalise the written word. The video conferencing allows pupils to see and speak to others in the same language, thus extending the school community' (Catherine Johnston).

'Teachers use the target language to one another' (Group led by Richard Easton, Hazel Crichton and Lesley Low).

'The development officer's key role is to identify the present and future needs of modern languages teachers and learners and to design an environment which will meet these needs, as teachers and learners continue to explore the advantages of using ICT' (Gillian Tinning).

Providing contact with other cultures

'Are pupils provided with opportunities to learn about the culture and way of life in the country where the language is spoken? Are they helped to establish and maintain contact with young people from these countries?' (Jane Renton).

'The school has had European links with Holland, Italy and Ireland and now has links with Spain, France and Finland' (Catherine Johnston).

'Students take part in foreign language enterprise days, in European work experience visits to France and German, in outdoor education summer schools with students from Saxony ...' (Jean Nisbet).

Participation in international joint projects which are not necessarily mainly about languages

'Gergask Primary School, a small rural primary school with 29 pupils, spent five years working with much larger partner schools in France and Sweden Successive Comenius projects developed the pupils' awareness of their local forests as a sustainable community resource and facilitated communication on several levels Over and above the formal curricular content pupils began to appreciate that they could learn from and through others French became a living language' (Roisin Dickson).

'Schools in Dundee have been involved in Comenius projects for a number of years, most notably with schools in Italy, France, Belgium and Spain ... an animation project 'Bugs Fun' has been adapted from an original story written by pupils in a Belgian school and a school in Dundee as part of a Comenius project focusing on mini-beasts. The video and accompanying booklets in French and English are to be distributed to all primary schools in Dundee and used for staff development' (Chris Rolfe).

Using agreed and understood terminology which represents specific key concepts of learning

The paper by Katrina Miller and Carolyn Bradley shows how busy practitioners are not afraid to use proper professional terminology, if this helps them clarify particular dimensions of their pupils' learning. Thus they make use of a 'multi-sensory approach' which is responsive to 'kinaesthetic learners' 'visual learners' and 'aural learners'. These terms are well known in the research literature, but they also have more home-spun terms to express other key concepts, e.g. 'traffic-lighting' as a means of recording pupils' progress (green dot for good understanding, yellow for partial understanding and red dot for no or little understanding)'.

Prioritising particular language skills for development

The paper by Shelagh Bain and Anne Murray shows clearly how departmental co-operation served to develop a successful approach to pupils' ML reading. This included: specifying particular kinds of task for reading; identifying key reading processes; providing built-in support for particular pupils at particular levels; listing a number of different types of reading, with examples of each type.

Focusing on an underlying language competence which supports and reflects all languages

'The philosophy of 'language to languages' is good practice – teachers make children aware of language from an early stage' (Janet MacLeod).

'Once the skill is taught we transfer that learning to other languages ... We feel that the development of literacy in three languages can take place if the skills are taught and then used in all the languages in as natural a community setting as possible' (Catherine Johnston).

'It was also important to make explicit the links between learning and teaching in a modern language and learning and teaching in other areas of the curriculum. Many aspects of 5-14 modern languages have already been encountered in 5-14 English language' (Janey Mauchline).

Quantifying and implementing a sufficient amount of time for MLPS

'The time allocation for these is two 45-minute slots at P7 and two 30-minute slots at the P6 stage' (Catherine Johnston).

Consulting associated primary or secondary schools in order to ensure progression

'In consultation with our associated secondary school we have developed programmes for both French and Gaelic which ensure progression into the secondary programme' (Catherine Johnston).

Deciding on a sequence of activity which will suit the pupils concerned

The development work has been based on the activity structure:

- text (which can be text fixed in any format, from printed text through to audio text to ambient talk);
- class discussion of the text;
- comprehension activities which encourage the pupils to engage with the text;
- language study activities (knowing about language);
- language practice activities; and
- writing and speaking activities' (Ian Boffey and Kathleen Hughes).

Note that the above activity structure differs from the listening, then speaking, then reading, then writing sequence which used to be widespread in language-teaching methodology.

Planning a variety of activity within a clear lesson structure

'The children do not have time to be bored. Even the most easily distracted can normally stay on task for ten minutes before we move to the next thing. It is important to bear in mind that each of these activities will use the same core language presented in different ways' (Katrina Miller and Carolyn Bradley).

'Lessons should have a familiar structure to pupils' (Group led by Richard Easton, Hazel Crichton and Lesley Low).

Ensuring actual delivery which is in keeping with the vision

'By demonstrating the essential contribution which they have to make to National Priorities, modern languages can assure their place in the curriculum. But they can do so only if what is delivered in classrooms lives up to the vision' (Jane Renton).

Developing simple yet systematic procedures for recording pupils' progress, based on informal and formal data

'Our main aim was that formal assessment should not dominate ... we take advantage of everyday teaching opportunities to assess pupil progress We wanted to make recording of progress as simple as possible and so designed a single sheet detailing all strands for each pupil We have a single-sheet year-planner, along with a single sheet which details assessment opportunities for each unit, and then a single sheet for recording' (Helen Hope).

'We encourage children to self-assess and reflect on their own learning ... we also use a grid system with traffic lights to record pupils' progress through a unit of work' (Katrina Miller and Carolyn Bradley).

Carefully assessing the equipment needed for ICT-related developments that a department has in mind

'Before embarking on development work, the department consulted education officers and technical experts and discussed what to buy. A computer with a large memory (30 gigabytes at the time) would be essential so that extensive libraries of images, video-clips, PowerPoint presentations and sound files could be stored. Good speakers to ensure high quality sound production were essential' (Gillian Tinning).

Set presentational tasks, using the new technologies

'Children create a three-slide PowerPoint presentation: first slide – introduce oneself in French; second slide – introduce family; third slide – likes/dislikes' (Group led by Richard Easton, Hazel Crichton and Lesley Low).

Collaborating with other education authorities

'In January 2003 the Fife development officer joined the (Borders) group, a partnership which has enabled us to share administration costs as well as cross-fertilise ideas' (Helen Caughey).

Identifying and responding to the needs of teachers

'An important step for us was to build up confidence among teachers. Some felt they had never been expected to teach reading and writing in the foreign language. They needed not only a confidence boost but also training in developing these skills' (Janey Mauchline).

Creating meaningful and prestigious rewards

'Recognition of good practice: schools' commitment to language learning in all sectors is recognised by the East Ayrshire International Education Award, which allows schools, on completion of a successful audit and on meeting specific criteria, to display a plaque on the premises and to use a logo on their notepaper which states that they hold the status of International School' (Jean Nisbet).

Developing training programmes which reflect a local analysis of circumstances and priorities

'The previous training programme which took teachers out of schools for the 27 days of their training has been replaced by a scheme developed in collaboration with Paisley University. It offers greater value for money and allows teachers to complete a series of four twilight modules leading to a postgraduate certificate in French or German' (Jean Nisbet).

Adopting a holistic view to languages in a local authority system

The paper by Jean Nisbet provides a fascinating account of how in one particular local authority the issues of languages at school are being addressed through a holistic strategy which includes substantial provision from pre-school through to the upper secondary and which deliberately blurs traditional distinctions between foreign, heritage and community languages. This is in stark contrast to approaches which seek to 'solve the languages problem' by adopting one particular initiative at one particular level of schooling.

Conclusion

It would be possible to classify the above list of key messages in a number of different ways. Readers in fact may wish to attempt this for themselves. There could also be an interesting task of relating the

above strategies to those strategies which research on the teaching, learning, acquisition, policy and use of languages has generated thus far, in order to see if there are any similarities and differences. There is also the question of what we mean by a 'good practice'. Even if we consider everything in the list to be an example of 'good practice', we can accept that it is in fact possible to do these good practices very well, or to do them fairly well, or to do them rather badly. So what does it mean to do a 'good practice' (e.g. 'justifying the position of a ML in the curriculum', or 'identifying pupils' own perceptions') very well? These things are for another day.

However, it does seem clear that there are at least three key dimensions of good practice which might be abstracted from the above list.

Being

- 'Being' a good practitioner, e.g. taking responsibility for one's own attitudes, commitment, professional knowledge, judgements and actions, and not allowing oneself to be daunted or undermined by unfavourable circumstances.

Thinking

- 'Thinking as' a good practitioner, e.g. having clear arguments about why languages are important, analysing one's situation, reading relevant research or policy documentation but not being dominated by this, being clear about the terminology one will use (whether with colleagues or with pupils), making careful plans (both strategic plans and lesson plans), organising one's environment and oneself, working out a pedagogy which suits one's pupils and context.

Acting

- 'Acting as' a good practitioner, e.g. collaborating with colleagues, consulting pupils, making good use of the target language, making appropriate use of the right sorts of ICT, helping pupils develop capacities in collaboration and self/peer-evaluation, ensuring variety, focusing on actual delivery.

Scottish CILT and (I am sure) other bodies such as SEED, HMIE, SALT, COALA and the Languages Virtual Environment will be keen to take these issues forward, in discussion with all Scottish stakeholders in modern languages.

REFERENCES

A Common European Framework of Reference for Languages

http://culture2.coe.int/portfolio/documents_intro/common_framework.html

Council for Cultural Co-operation Education Committee Modern Languages Division, Strasbourg, Council of Europe, Cambridge University Press, ISBN 0521005310

A Partnership for a Better Scotland

<http://www.scotlibdems.org.uk/docs/pa2003/index.htm#8>

Scottish Liberal Democrats and Scottish Labour Party, 15th May 2003

An International Outlook: Educating Young Scots about the World

<http://www.scotland.gov.uk/library3/education/aino-00.asp>

Scottish Executive 2001, ISBN 0755900081

Assessment is for Learning

<http://www.ltscotland.org.uk/assess/>

Assessment of Achievement Programme Report of the First Survey of Modern Languages (French and German) 2001

<http://www.scotland.gov.uk/library5/education/fsml.pdf>

Scottish Executive Education Department 2003

Citizens of a Multilingual World

<http://www.scotland.gov.uk/library3/education/mwki-00.asp>

Scottish Executive Education Department 2000, ISBN 1842680951

Educating for Excellence: Choice and opportunity, The Executive's Response to the National Debate

<http://www.scotland.gov.uk/library5/education/ndser-00.asp>

Flexibility in the Secondary Curriculum: Emerging Practice

<http://www.HMIE.gov.uk/documents/publication/curriculumflexibilityemergingpractice.PDF>

Learning Teaching Scotland 2003

Foreign Languages in the Upper Secondary School. A study of the causes of decline

Joanna McPake, Richard Johnstone, Lesley Low, Lindsay Lyall, Scottish Council for Research in Education. ISBN 1 86003047 5

Guidance on Flexibility in the Curriculum. Circular 3/2001

<http://www.scotland.gov.uk/library3/education/circ3-00.asp>

Guide for Teachers and Managers : Modern Languages 5-14

<http://www.ltscotland.org.uk/5to14/htmlguidelines/guide-modlang/>

Learning Teaching Scotland 2000, ISBN 1 85955705 8

Modern Languages 5-14 National Guidelines

<http://www.ltscotland.org.uk/5to14/guidelines/modernlanguages/index.asp>

Learning Teaching Scotland 2000, ISBN 1 85955703 1

Modern Languages in Special Schools and Mainstream Units in Scotland 2002

<http://www.scilt.stir.ac.uk/PDFfiles/Hilary.pdf>

SEED Research, Economic and Corporate Strategy Unit 2003

Modern Languages in the Primary School
Topic Frameworks, SOEID

National Priorities in Education: Performance Report 2003
<http://www.nationalpriorities.org.uk/NPFP.html>
Scottish Executive 2003, ISBN 0 7559 0896 1

Partners in Excellence
<http://www.pie.org.uk/>

Scottish Executive Response to *Citizens of a Multilingual World*
<http://www.scotland.gov.uk/library3/education/cmlw-00.asp>
Scottish Executive 2001, ISBN 0 75590108 8

The Attainments of Pupils Receiving Gaelic-medium Primary Education in Scotland
<http://www.scilt.stir.ac.uk/pubs.htm#059>
Richard Johnstone (Co-ordinator), University of Stirling, Wynne Harlen, SCORE, Edinburgh, Morag MacNeil, Leirsinn, Isle of Skye, Bob Stradling, Leirsinn, Isle of Skye, Graham Thorpe, SCORE, Edinburgh, 1999, £12.00, ISBN 1 898689 05 9

The SCHOLAR Programme
<http://scholar.hw.ac.uk/>

The Structure and Balance of the Curriculum: 5-14 Guidelines
<http://www.ltscotland.org.uk/5to14/guidelines/structureandbalance/index.asp>

APPENDIX 1

Minister for Education & Young People
Peter Peacock MSP

Delegates for the Conference on
Good Practice in Learning and Teaching
Foreign Languages

Dear Colleague

Welcome to this conference on Good Practice in Learning and Teaching Foreign Languages. The aim of these conferences is to support foreign language learning and teaching in primary and secondary schools.

Through these conferences we will share good practice in implementing the revised 5-14 guidelines for Modern Languages and the variety of approaches being taken to address issues raised in the report *Citizens of a Multilingual World*. I am grateful to all of you for attending and to your schools and local authorities for supporting your release. I hope you will find this useful and stimulating and send my best wishes for a successful day.

A handwritten signature in black ink, appearing to read 'Peter J Peacock', written in a cursive style.

PETER J PEACOCK

APPENDIX 2

LOCAL AUTHORITY SUPPORT FOR MODERN LANGUAGES 5-14

Aberdeen City

PIMFLIPS – Partial Immersion in Modern Foreign Language in the Primary School. French delivered by French native teachers through 5-14 Expressive Arts (P1/2) extending to Environmental Studies, and Mathematics by P7, giving a total of 70-80% delivery of the 5-14 curriculum in the foreign language by that stage.

Torry MLPS – Special funding allowed this associated school group (ASG) to develop close primary/secondary working along with smaller classes in S1/2 and Standard Grade for some pupils in S3. Pupils are reading and writing with a high level skill as early as P6.

The SEED funding is being used to develop a three-year plan to strengthen primary/secondary working across all ASGs in the areas of staffing, timetabling, resourcing and access to native speakers in order to ensure the 500 hours continuity and progression as recommended in *Citizens of a Multilingual World*. All associated schools groups have submitted programmes and funding has been allocated to enable developments which respond to local needs, which in two ASGs includes the secondment of FLE co-ordinators.

Programmes were approved applying the following criteria:

- 500 hours in the same language;
- starting at P6 or earlier;
- secondary staff working in primary school if/when no MLPS staff are available

A Development Officer has been appointed in order to ensure that in-service training, ICT solutions, MLPS training and advice to ASGs are supported and implemented.

Aberdeenshire

A Steering Group was established to address the Modern Languages 5-14 document in January 2002. Draft guidance documentation has now been produced and been subject to full consultation. It is hoped to launch the document early in session 2003/4. Glasgow City Council French resources have been purchased for all schools teaching French and training provided for practitioners. Resourcing and training for teachers of German and Spanish is now a priority, along with developing programmes of study and assessment procedures.

Angus

- *Coaching in Context* programme, delivered to all ML teachers *in situ* by a team of two teachers with FLA support, involving modelling and discussion of effective strategies for teaching reading and writing.
- Video and booklet of exemplars based on the above.
- Series of twilight refresher language classes (MLPS French and German).

Argyll & Bute

The movement of primary teachers across the council area means that Argyll and Bute Council is still endeavouring to ensure that all primary establishments have a suitably trained MLPS teacher assigned to them.

An extensive audit of training needs conducted in school session 2000/01 identified that there still existed a need for MLPS training across the authority. This training commitment will come to an end in session 2003/04.

The authority also introduced the Collins *Primary French Pack* as the core language resource for all primary schools.

Clackmannanshire

The Authority continues to provide 1.4 FTE visiting MLPS specialist support for MLPS-trained primary teachers in its 19 primary schools, with either one or two visits per fortnight for each P6 & P7 class. The project has been externally evaluated by Scottish CILT, with very positive findings.

The visiting specialist teachers have also been allocated time to prepare guidelines for the implementation of 5-14 in the primary sector. These have been discussed with secondary PTs and will be issued to schools in August 2003.

Dumfries & Galloway

- A 5-14 Group has distributed Parts 1 and 2 of an *Advice to Schools* document. These contain advice on introducing reading and writing and ICT issues. Part 3 will advise on planning, recording, reporting and assessing.
- The Subject Panel for Modern Languages is working to produce a promotional leaflet for distribution to S2 pupils with the aim of raising awareness of the value of Modern Languages study.

Dundee City

- Updated MLPS training in French, German and Spanish.
- Twilight refresher courses.
- Joint in-service training courses for primary and secondary teachers.
- P6-S2 programmes of work for French, German and Spanish. Head Teachers reminded of the recommendations from *Citizens of a Multilingual World*.
- Collins *Primary French Pack* issued.
- All cluster meetings have included 5-14 Modern Languages as an agenda item over 2002/2003.
- French, German & Spanish Assistants in some primary schools.

East Ayrshire

- Collins *French Starter Pack* distributed to all schools.
- Planners commissioned from practitioner distributed to schools - based on skills development in Collins.
- CD of reading and writing activities in 5-14 levels in preparation with Paisley University.
- New German P5-7 course commissioned with planners, reading activities, writing activities and pupil progress sheets; P5 and P6 materials in schools.
- Series of in-service courses for primary and secondary staff on 5-14 planning, reading and writing in French and German.
- Practitioner seconded to work on 5-14.

We also have an implementation plan for *Citizens of a Multilingual World* which identifies early stages (pre-5 and primary 1-4) as areas to introduce pupils to languages and cultures (with training for teachers) and with a P5 start for the main foreign language.

East Dunbartonshire

Good practice in 5-14 areas of modern languages is on-going, and the following two initiatives have proven to be highly workable and successful:

- Cluster in-service days for primary teachers of foreign languages and their secondary counterpart(s), working together in joint workshops/seminars, to take a closer look at speaking, listening, reading and writing materials/exemplars and to identify the 5-14 levels jointly, and also to work together on assessment, recording and reporting procedures in order to create a climate of continuous improvement in progression and articulation between the two sectors.
- The structured timetabling rota of the Foreign Languages Assistants' input in East Dunbartonshire's 36 primary schools and Merkland Special Needs School.

Future funding for the allocation of one secondary teacher visiting support to primary cluster has been sought (i.e. 0.1 to each of our nine secondaries).

East Lothian

- Entitlement maintained for all P6 and P7 pupils.
- Specialists fill gaps in primary school provision.
- All-through P6 to S2 courses in French and German have been developed.
- A 'coaching' model for training primary school teachers has been introduced.
- Diversity of foreign language provision has been increased, with Spanish and Italian taster courses in one secondary school in S1 and S2.
- Almost all pupils in S1 and S2 access their entitlement.

East Renfrewshire

- French is taught in all pre-5 establishments.
- French will be taught in P1 in session 2003/4.
- Topic packs covering all four skills (Levels B-E) have been produced for P4-P7 containing lesson plans, assessments, reinforcement/extension and resources for activities.
- Heinemann *Métro* 1 for P7 and S1, *Métro* 2 for S2 (with site licences for ICT activities) have been acquired.

Edinburgh City

- Non-language specific flashcards project.
- *Kartouche* - ICT for language learning.
- Creative use of ICT in Craigmount/Forrester cluster.
- Support for diversification, including MLPS course for Spanish (together with secondary specialists visiting primary), CD of Italian songs, and German specialist support.
- Attempt to realise the LILT initiative through Italian and Gaelic for younger classes.
- Draft languages policy for City of Edinburgh Council.
- Pupils' book to support non-specialist teachers of German in delivering a two-year course.
- 'Working Together' project - LSSEN and Modern Languages in S2 - entitlement and inclusion.

Falkirk

Teacher seconded to:

- provide support to primary colleagues by teaching co-operatively in class; by organising initial and refresher training; by auditing current practice in reading and writing; by establishing pen-pal/e-mail schemes to promote writing for real reasons; and by co-ordinating FLA visits;
- provide support to secondary colleagues in promoting their subject area;
- organise an S2 pupil conference (160 pupils attended);
- organise a French Drama group for P7/ S1 on a cluster basis;
- assist at Denny High School's Languages Week for feeder primaries;
- develop support materials for 5-14;
- *develop topic frameworks to include 5-14 outcomes/levels and teaching strategies;*
- develop exemplification material for 5-14 assessment;
- develop pupil criteria for 5-14 assessment.

Fife

- Purchased Glasgow Pack for French and provided one day's training.
- Fife/Borders Working Party is producing planning sheets for Glasgow Pack.
- Development Officer provided primary in-service training on topic planning, teaching the four skills, reading/writing, and a refresher course on speaking.
- Primary/secondary in-service on 5-14 exemplifications, strategies, assessment, with exemplars collected.
- Area group liaison meetings for ML teachers; policy statements produced.
- Development Officer visited secondary visits to discuss good practice and ascertaining needs.

Glasgow City

Activities include:

- training in MLPS (mainly French);
- creating forward planning templates relating to 5-14 and our own MLPS French materials.
- preparing short-term and long-term plans (as in the *Guide for Teachers and Managers*).
- creating MLPS German, Spanish and Italian packs;
- planning and preparing support for primary teachers for formative assessment 5-14.
- creating a variety of assessment packs for S1/S2 to permit monitoring of achievement against 5-14 skill/level descriptors;
- writing and desk-top publishing a course book for S1/S2 French which takes account of the content of our MLPS pack and the skill levels achieved in primary, and which provides clear pathways for continuity and progression, with exercises at Levels D & E (mainly; a few at level C). In chapters which are hoped to be attractive, interesting, challenging and informative about life in France, the course aims to build on structures practised but not studied as such in primary; to revise content (mainly vocabulary); to develop the not inconsiderable skill achievement overtaken in the primary years; to encourage greater achievement; and to target improved attainment.

Highland

- A French Learning and Teaching Programme for P6 to S2 has been drafted and will be piloted in selected schools in session 2003/4, with a view to introduction in August 2004. Schools involved will be visited with comments and proposals for change taken into account in the final draft.
- In session 2002/2003 the employment of nine FLAs marked their return to Highland after many years. Twelve will be employed in secondary schools in session 2003/2004.

- MLPS training for primary staff will continue into next session. Over 330 staff have now been trained.
- Funding permitted interschool visits and meetings to foster primary/secondary liaison and continuity. A Quality Development Officer participated in an Arion Study Visit to consider approaches to primary/secondary liaison in the Vendée region of France.
- A small number of primary teachers attended intensive MLPS training in France during the summer holidays.
- A Gaelic Learning and Teaching Programme is being written to assist with primary and secondary developments in the language.
- GLPS (similar to but shorter than MLPS) training has been introduced for those who are interested.
- An *Introduction to Gaelic* pack has been compiled for use by all schools - more of the theme Gaelic Language and Culture rather than to help teachers formally to teach the language.
- Primary/secondary liaison visits have been facilitated for Gaelic.

Inverclyde

Inverclyde is committed to providing its primary school pupils with the experience of learning a second language which:

- begins no later than P6;
- builds on and connects with their prior learning in other areas of the curriculum;
- ensures that P6 and P7 class contact amounts to not less than an average of 75 minutes per week, which can be spread across each day;
- ensures that P6 and P7 class contact amounts to 100 hours;
- keeps parents informed of their children's progress in learning a second language and of the aims and goals of the MLPS programme within the provision available;
- where possible, allows additional secondary-trained teacher(s) to visit classes to work alongside the trained MLPS teacher; and
- where possible, promotes the use of ICT in teaching and learning of foreign languages.

Midlothian

- September 2002: Development Officer started a two year secondment.
- November 2002: four Project Officers appointed for a four-month secondment to work on the Midlothian P6/7 programme of study and the coaching model for the training of primary MFL teachers.
- January 2003: S2 5-14 assessments in reading produced by groups of secondary MFL teachers (six clusters) in French and German.
- February 2003: primary and secondary pupils involved in projects marking Spring Day in Europe.
- May 2003: assessment of P7 pupils in the coaching programme devised – reading, listening and writing.
- June 2003: cross-referencing of S1 curriculum and *Los geht's* and *On y va*.
- Information to parents: SEED leaflets, photo of prize winners in the competition to design the front cover and CD cover for the French and German programme of study – *On y va* and *Los geht's*.
- Information to schools – in addition to SALT, Scottish CILT, Goethe Institut and French Institute advice on teaching materials.
- Our P6/7 Programme of Study will be available to all primary MFL teachers in CD ROM format, with hyperlinks to appropriate vetted websites.
- The programme is currently available on the Intranet to schools.
- Authority-wide site licence for Senlac software French & German primary/secondary.
- CPD courses for primary/secondary on using the internet in MFL teaching.
- Development of Clicker.
- Extra FLA hours funded for the primary schools.
- Weekly French and German refresher courses.

- Friday afternoon drop-in sessions with the modern languages development team.
- CPD methodology refresher courses offered.

Moray

The Moray Council has recently produced revised policy and guidelines on the teaching of Modern Languages 5-14 and in addition is currently providing MLPS training for 17 teachers in French and 8 teachers in German. Next session Greenwards Primary will be piloting a whole-school partial immersion in French project.

North Ayrshire

North Ayrshire Council has included 5-14 modern languages in both its annual improvement plan and its 5-14 strategy paper covering the period 2002-2005. More specifically the authority has:

- continued to offer twilight training in French for primary teachers;
- offered refresher days through the Alliance Française and Le Français en Ecosse;
- produced a teaching framework for P6 and P7 which will be followed by a teaching pack on the framework's topics;
- supported a small number of teachers attending training in France;
- produced a pack of Reading and Writing activities for use in P6-S2;
- offered training through the universities on aspects of the 5-14 Guidelines and Assessment; and
- provided FLA support for primary schools and funded a peripatetic teacher of French to plug gaps where they occur.

North Lanarkshire

- Additional training places and supplementary training in MLPS.
- Language training in the relevant country.
- Cover days provided to allow joint planning.
- Purchase of software, hardware and materials to support learning and teaching.
- Secondees to support staff and develop support materials.
- Production of support materials.
- In-service days
- Use of FLAs

Orkney

- As recently as 1999/00 one of the two senior secondary schools offered only French. This has now been extended so that students can access both French and German.
- Based on the good practice established in one of our Junior High Schools, modern languages are now taught by a specialist teacher from P6 onwards in a second JHS.
- Use of video-conferencing facilities to deliver modern languages in remote locations and/or offer an alternate language.
- MLPS German has been rolled on to give more primary teachers access to the training. This is to support those schools who wish to offer two languages and/or choice from P6.
- MLPS Refresher Days have been established as part of the annual CPD calendar.
- Half-day specialist input (on request) has been offered to all primary teachers delivering French at P6 & P7.
- A working party has been re-formed to respond to the new challenges and initiatives created both by ring fenced funding and the outcomes of the National Debate/Partnership Agreement.
- Key statistics (entitlement, language and SQA examination) are reviewed annually.
- Links between PTs and individual primary class teachers are being developed.

- PTs have expressed a keen interest in resource development work in partnership with primary schools.
- A core programme of study (which allows for the school/composite-class diversity within the county) is currently being reviewed.

For 2003 onwards:

- Successful experience of using language assistants from P6 upwards will be built on and offered more universally.
- A pilot scheme based on the Clackmannanshire visiting specialist programme will go out for consultation in August.

Perth & Kinross

- Revised 5-14 Programmes of Study (French and German) now include an ICT context.
- Twilight workshops for teachers on the use of ICT to enhance writing and reading skills (they complement principles of the LT Scotland document 2003).
- In-school support (primaries) whereby both members of the Quality Improvement Team work in classes with teachers and pupils. Support for planning, organisation and management of resources.
- Revised MLPS training course so that it is closely linked to:
 - 5-14 documents: stress on effective, imaginative teaching methods which lead to pupils' enjoyment and better learning;
 - revised programmes of study;
 - useful websites to support language developments;
- Production of reading materials piloted in some schools. Principles based on English Language 5-14. Ideas of a reading timetable in class encouraged.
- Inter-authority discussions on the resolution of primary and secondary issues.

Renfrewshire

Following the publication of the guidelines, Renfrewshire Council offered in-service training to all primary trained Modern Languages teachers and all secondary teachers of Modern Languages. Staff from Glasgow City Council facilitated this. The adviser with responsibility for Modern Languages made a presentation to all primary and special headteachers.

Scottish Borders

Over the past session a group of primary and secondary staff has been meeting to discuss the implementation of the Revised 5-14 Guidelines using the Glasgow Pack as the main teaching resource. The initial aim of this group is to facilitate access to the Glasgow Pack in the light of the Revised 5-14 guidelines, by selecting appropriate materials and ensuring that all strands are covered. The materials produced will provide the primary classroom teacher with a detailed plan of work for French in P6 and P7.

We have now completed the P6 plan of work and Units 1-3 of the P7 plan and intend to issue Units 1-3 for both year groups for use as a pilot project for the start of the 2003/4 academic year. The remaining units will be distributed during the session.

During the course of the new session the group will be considering;

- 5-14 assessment and reporting with a view to making their implementation as painless as possible;
- the use of the Glasgow pack in composite classes or for those schools which might want to start French earlier than P6.

Shetland Islands

The first priority identified was the introduction of a new course in S1/2. *Métro*, published by Heinemann, has now been introduced to all secondary schools. The first level of *Métro* will be introduced to pupils in Primary 7 and this will be carried through into S1 to give clear continuity and progression from primary to secondary.

Working groups are producing programmes of study in French and German for primary schools.

Consideration is being given to further training of primary teachers and the use of secondary teachers and assistants in primary schools.

South Ayrshire

All schools in South Ayrshire follow the programme of study which was devised over three years ago by a joint primary/secondary working group and which uses *Métro* as the core. Forty-three teachers are funded to study modules leading to the Postgraduate Certificate in Modern Languages in the Primary School at Paisley University.

South Lanarkshire

- Appointment of MLPS Support Teacher to provide peripatetic cover and carry out development work in 5-14 Modern Languages.
- 21 clusters visited in session 2002/3 to gather information and provide support for Primary/Secondary Liaison.
- Cluster Guidelines being produced.
- Assessment items in French, German and Spanish being produced.
- Extensive programme of CPD inset organised.
- Training of primary teachers in modern languages.
- Support Material in French, German and Spanish provided: P7 French; P6 French; Angus Council German; P6/7 Spanish; Reading and Writing in French, in German and in Spanish.
- Some commercial resources purchased for schools.
- Video-conferencing pilot in Lanark Grammar cluster to support small schools.

Stirling

Stirling Council Children's Services are producing a curriculum file which will be ready for distribution in September. The file contains policy, guidelines, topic plans and forward plans all linked to the new guidelines. Assessment exemplars for reading, writing, listening and talking all completed by practitioners from both secondary and primary sectors. There is also a cluster plan to aid progression from primary to secondary school.

Staff development has been held on assessment, reading and writing. The MLPS support tutor continues to be in post to help schools and cluster working. An MLPS course began in April in partnership with Clackmannanshire and Falkirk Councils and this will include an immersion weekend.

West Dunbartonshire

The foreign languages three-year funding has been used to:

- provide refresher training for Primary Teachers (in both French and German);
- purchase teaching materials (Primary/Secondary);
- provide cover to allow cluster meetings of trained staff;
- provide cover for the revision of ML programmes of study (5-14); and
- provide a peripatetic teacher to cover long-term absence/gaps.

WEST LOTHIAN

- Production of a West Lothian Policy endorsing the AGL report and highlighting the continuation of the 'Languages for All' rationale was launched in September 2002.
- Extending the range of courses and languages available to pupils to secure a Modern Language learning experience for almost all pupils from P6 or earlier.
- Identification and training of nominated primary school modern language co-ordinators, with non-teaching time to develop resources, teaching and assessment within the primary school and cluster.
- Additional staffing to secondary schools to enable secondary staff input to primary schools, support for planning and delivering cluster programmes and primary/secondary liaison, with opportunities for primary staff co-operative teaching in secondary.
- Training for Primary Staff: two levels of French, two levels of German delivered by secondary school staff.
- Range of 5-14/National Qualifications related CPD courses on Resources, Games, Reading and Writing, Speaking and Listening, ICT use in Modern Languages, Access 3 and Intermediate 1 training.
- Development of Support Package on assessment 5-14 and associated training.
- Draft guidance on Pre-school/P1-5 programmes.
- Development of an interactive CD ROM game to encourage Modern Languages at S2 course choice.
- Resources purchased for schools.

Western Isles

We have continued to provide French in all our primary schools and are using MLPS money to offer training and language enhancement days for teachers.

APPENDIX 3

INNOVATION PROJECTS 2002/3 and 2003/4

2002/3

Education Authority	Partners in project	Summary of project
Aberdeen City Council		<p>Partial Immersion in a Modern Foreign Language in the Primary Schools (PIMFLIPS) is currently a project in which pupils are taught areas of the 5-14 curriculum only in French from Primary 1. Starting with Expressive Arts at about 15% of the curriculum in years 1 & 2 increasing to about 80% with Environmental Studies and Mathematics being delivered in the foreign language. The project is now in year 4.</p> <p>Contacts: Jan Howard, Education Officer and Liz Anderson, FLE Development Officer</p>
Angus Council		<p>A video and booklet pack will help support Reading and Writing 5-14. The video will feature French and German lessons in Angus schools. In addition to providing suggestions for discussing teaching and assessment strategies, the booklet will include exemplar teaching and assessment material and samples of pupils' work.</p> <p>Contact: Norma Findlay Education Development Officer</p>
Dundee City Council		<p>Providing a relevant and up-to-date platform for the delivery of the entitlement to languages through ICT by using laptops in the classroom. Pupils will be able to study their language using relevant CD-ROMS, the internet, e-mail and video-conferencing, whilst teachers can use the laptops for planning, preparation, delivery and evaluation of lessons.</p> <p>Contact: Chris Rolfe, Quality Improvement Officer (10-18)</p>
East Renfrewshire		<p>Designing a learning and teaching resource centre to promote and support the development of modern languages. The centre will serve as a training suite, research and resource base for pupils, language assistants, bi-lingual assistants and teachers. Also, it can be used as a study base for senior pupils and a language centre for groups of pre-5 and primary pupils.</p> <p>Contact: Elaine Pasternak Staff Tutor Language Learning & Development</p>

Edinburgh City Council		<p>Improving access to modern languages for learners with special educational needs through co-operation between two departments (ML/LSSSEN). In-service meetings aimed at raising awareness of the need to shift the balance from subject issues to teaching and learning ones. Teams to be set up to pilot measures to deal with specific cases in four schools. Strategies, materials and methodologies will be developed during these pilots.</p> <p>Contact: George Reid, Quality Improvement Officer – Language and Communication</p>
Falkirk Council		<p>Organisation of two language events targeted at S2 pupils and S4/S5/S6 to promote the benefits of learning a modern language. S2 event has taken place with approximately 160 pupils from 8 secondary schools. Mixture of activities, displays and speakers.</p> <p>Contact: Ken Currie, Falkirk Council</p>
Glasgow City Council	North Lanarkshire Council/East Dunbartonshire Council	<p>A series of interactive exercises based on video stimuli imported into html pages. There will be some exercises suitable for S1/S2, and related to 5-14 outcomes. There will be exercises also for S3/S4 relating to outcomes in Standard Grade and National Qualifications. The project aims to increase motivation in language learning through interactive ICT and to increase ICT use in ML learning. Exercises will be prepared in French, German, Spanish and Italian. The materials will be distributed to other education authorities on CD-ROM, and eventually through SPARK.</p> <p>Contact: Ian Boffey, Adviser in Modern Languages</p>
Highland Council		<p>With reference to MLPS training documents, the revised ML 5-14 Guidelines and S1 and S2 curricular material, production of a French Learning and Teaching Programme from P6 to S2.</p> <p>Contact: John Muir, Quality Development Officer</p>
Inverclyde Council	IBM	<p>Development of Intermediate 2 course in Languages in Work Development of IBM work-related tasks in conjunction with IBM Greenock. This would be entry requirement to the Modern Apprenticeship in Languages and I.T. This course would be imbedded into the language in work option once SQA validation has been achieved.</p> <p>Contact: Ross McMillan, Modern Languages Adviser</p>

Midlothian Council		<p>A coaching model for French and German teachers in primary education using the authority programme of study. A primary or secondary specialist is allocated to work with a volunteer trainee in the classroom. The trainee would also participate in a one or two hour evening class to work on their own language skills. The coach would provide a minimum of 45 minutes with the pupils and regular liaison with the trainee teacher.</p> <p>Contact: Jeanette Priester, Modern Languages Development Officer</p>
North Ayrshire Council		<p>Partial immersion of secondary school students in Spanish. A unit from Intermediate 1 Drama is taught through the medium of Spanish with recruited native-speaker teachers culminating in a performance in the target language attended by parents and other guests. This is to supplement the first modern language that has been learnt by the pupils, which is usually French.</p> <p>Contact: Colin Laird, Senior Adviser</p>
North Lanarkshire Council	East Ayrshire Council	<p>North Lanarkshire have 3 projects running:</p> <ol style="list-style-type: none"> 1. Training teachers for Languages and Work by sending a group of teachers on a trip to the Greta in France to undertake training in aspects of the world of work. This project also happens in the three other modern languages. The teachers will produce classroom materials for use by other teachers as well. 2. An after school club to allow modern language teachers the chance to enhance the work of particular groups of pupils. This club will meet through video conferencing. 3. Language learning through video editing. This will form a part of primary teachers CPD and will be used to brush up on their language skill through learning about video editing. This is then used in the classroom as a teaching tool. The teachers are sent on a weekend course where they are shown how to make a short video. The teachers are asked to prepare a short video input with their classes. <p>Contact: Brian Connelly, Adviser in International Education</p>
Renfrewshire Council		<p>Advanced foreign languages on line. The development of a virtual learning environment tailored to suit the needs of various groups and individuals to provide equality of access to the curriculum to all pupils.</p> <p>Contact: Gary Johnstone, Acting Curriculum Services Manager</p>

Scottish Borders Council	Renfrewshire Council/Edinburgh City Council	<p>Video-conferencing between: Secondary schools at Higher and Advanced Higher level; Secondary schools and associated primaries to help support their language learning; secondary schools and schools in the target language country allowing virtual exchanges.</p> <p>Contact: Douglas Angus, Kelso High School</p>
West Lothian Council	Local Employers/ Local FE college	<p>Development of an interactive CD-ROM featuring animation, young people, educators, local employers and native speakers. A spy theme game element provides a motivating and enjoyable context. The resource, aimed at S2 pupils, also provides information and perspectives relating to the value of language learning.</p> <p>Contact: Meg Morrison, Education Officer</p>

2003/4

Education Authority	Partners	Summary of the project
Dumfries and Galloway		<p>Creation of a pupil P6-S2 language "passport" for use by pupils in each cluster school.</p> <p>Contact: Alan MacMillan, Dumfries & Galloway Council</p>
Dundee City Council		<p>Set in a European environment with exhibitions, "Passport to Europe" event will bring together senior primary pupils and Foreign Language Assistants to complete a number of activities.</p> <p>Contact: Chris Rolfe, Quality Improvement Officer (10-18)</p>
Fife Council		<p>Project intended to raise awareness of career paths available to those who study modern languages. Production of a booklet and database giving details of local business which employ people with knowledge of a foreign language.</p> <p>Contact: Mary Hurding, Fife Council</p>
Edinburgh City Council		<p>Extension of Working Together - Improving Access to Modern Languages in City of Edinburgh Schools pilot. Short term trials will be carried out to look for a combination of differentiated ICT and working with two adults in S1/S2 classes. More multi-sensory and Digital Brain work will be carried out. The position of language-impaired and dyslexic pupils will be evaluated to see which aspects of French they could manage in class and what aspects of language in general might benefit from LS tutor input (in either French or English).</p> <p>Contact: George Reid, Quality Improvement Officer – Language and Communication</p>
Moray Council		<p>Partial Immersion in French from P1. Assuming the project is sustained over a 4 year period then by P5 pupils will have undertaken 253.5 hours of French.</p> <p>Contact: Richard Donald, Headteacher, Greenwards Primary school, Elgin</p>
North Lanarkshire Council	East Ayrshire	<p>Enterprise events for S4 pupils. Production of tourism products and promotion of these, using foreign languages.</p> <p>Contact: Brian Connelly, Adviser in International Education</p>

Shetland Islands Council		Short season of French and German films in a film-club. Presentations by guest speakers and post-screening discussions in language. Contact: Chris Brown, Assistant Adviser 5-14
--------------------------	--	--

APPENDIX 4

STATISTICAL ANALYSIS OF PUPIL QUESTIONNAIRE

HOW WELL DO YOU KNOW YOUR PUPILS?

As part of the preparation for the SEED conferences, Scottish CILT surveyed a sample of S4 pupils from schools throughout the country. Further information about the questionnaire is available from Scottish CILT. The survey sought to obtain their attitudes to modern language learning, to find which activities they perceived that they were doing in class, and to find which activities they enjoyed and preferred.

What follows is not a complete report. We have extracted the information which answers the questions, and which, we think, will provide food for thought. A more detailed set of information will be available at a later date.

1. **Of those pupils who were learning French, what percentage indicated that they would be studying a modern language in S5?**

Table 1: Intentions To Study ML In S5

1 st ML	Gender	Will you be studying one or more modern languages in S5?			Total
		Yes	No	Don't know	
French	male	47	89	3	139
	female	111	88	3	202
	both	158	177	6	341
German	male	5	13		18
	female	14	13	1	28
	both	19	26	1	46
Spanish	male		1		1
	female		1		1
	both		2		2
Italian	female	2	1		3
	both	2	1		3
Other	male	1	2		3
	female	2	1		3
	both	3	3		6

Table 1 shows the distribution of replies to the question 'Will you be studying one or more modern languages in S5?', broken down by gender and intention ('yes', 'no', 'don't know'). 46 per cent of those studying French as their first ML said they intended to continue studying MLs at S5 compared to 41 per cent of those studying German. The option of studying MLs at S5 is more popular among

females than males. 54 per cent of females currently studying French stated their intention to continue compared to 34 per cent of males. The proportions among those studying German are similar: 50 per cent of the females intend to continue compared to 41 per cent of the males.

Answer 1: 46% (Apologies for having written 47% in the introductory leaflet!)

2. Which activity did pupils indicate that they did most often in class?

Listening *Speaking* *Reading* *Writing*

3. Which of the four activities did they indicate that they did least often?

Table 2: Perceived Frequency of FL Activities

Reading in the modern language	4.13
Learning vocabulary	4.01
Writing the modern language	3.88
Listening to the modern language	3.81
Speaking the modern language	3.72
Studying or discussing rules of grammar, or how the language works	3.58
Doing homework	3.29
Doing grammar exercises	3.21
Learning about people and ways of life in other countries	2.48
Using your modern language out of school, apart from homework	2.02

Table 2 shows the mean perceived frequencies of various FL activities on a five-point scale, with 1 representing 'Never or hardly ever' and 5 representing 'Very often'. The activities are sorted in descending order of magnitude of the overall mean (printed in bold). The activities with the highest perceived overall frequencies are reading (mean = 4.13), learning vocabulary (mean = 4.01), writing (mean = 3.88) and listening (mean = 3.81). The four least frequent activities are, in descending order of perceived frequency, doing homework (mean = 3.29), doing grammar exercises (mean = 3.21), learning about people and ways of life in other countries (mean = 2.48) and, least frequent of all, using the modern language out of school (mean = 2.02).

Answer 2: Reading was perceived as being done most often.

Answer 3: Speaking was perceived as being done least often.

4. What did they say they most enjoyed doing?*Reading in the modern language**Doing grammar exercises**Learning about people and ways of life in other countries**Using the modern language out of school, apart from homework***5. Of the four activities, what do you think the pupils' rank order was, in terms of enjoyment?****6. And what do you think the actual rank order was?****Table 3: Reported enjoyment of FL activities**

Learning about people and ways of life in other countries	3.41
Speaking the modern language	3.27
Using your modern language out of school, apart from homework	3.08
Reading in the modern language	3.03
Writing the modern language	2.99
Listening to the modern language	2.88
Learning vocabulary	2.62
Doing grammar exercises	2.37
Studying or discussing rules of grammar, or how the language works	2.31
Doing homework	2.30

Table 3 shows the mean reported enjoyment of FL activities on a scale of 1 to 5, with 1 representing 'Not at all enjoy' and 5 representing 'Enjoy very much'. The results are, as in Table 2, sorted in order of descending order of magnitude of overall frequency, with the most popular at the top of the table and the least popular at the bottom. Table 3 shows a striking contrast with Table 2, in that the most popular activity (learning about people and ways of life in other countries) with a mean of 3.41 is among those with the lowest reported frequencies. The conclusion is clear: the students in this sample would like more time spent on this activity than is currently allocated to it. Other relatively popular activities are speaking (mean = 3.27), using the modern language out of school (mean = 3.08), and reading (3.03). It's worth noting, though, that even the fourth most popular activity (reading, with a mean of 3.03) is only just above the mid point of the scale, where the mid point would indicate indifference. The four least popular activities are (in descending order of popularity) learning vocabulary (mean = 2.62), grammar exercises (mean = 2.37), studying or discussing rules of grammar or how the language works (mean = 2.31) and doing homework (mean = 2.30). As a generalization, it seems that the unpopular activities are those which are associated with the academic study of the language, while the popular activities are those which are associated with the use of the language for communication and with the culture and lifestyle of the FL.

Answer 4: Learning about people and ways of life in other countries.

Answer 6:

1. Learning about people and ways of life in other countries.
2. Using the modern language out of school, apart from homework.
3. Reading in the modern language.
4. Doing grammar exercises.

7. Which reading activity did they say they did most often?

Magazine articles

Newspaper material

Material on computer

Penfriend-type letters

Short humorous stories

Table 4: Perceived frequency of use of FL reading

Penfriend-type letters	3.72
Other types of material	3.42
Tourist material such as menus, shop signs, adverts, public notices	3.39
Magazine articles	3.23
Newspaper material	2.81
Material on computer	2.08
Short, humorous stories	2.02
Short, imaginative stories/fiction (up to five pages)	1.82
Stories of any sort that are several/many pages long	1.78
Poetry	1.41

Table 4 shows the mean perceived frequencies on a scale of 1 to 5 of various FL reading materials. The activities are sorted in descending order of magnitude of the overall mean reported frequency. The four types of material with the highest perceived frequencies are penfriend-type letters (mean = 3.72), other types of material (mean = 3.42), tourist material (menus, shop signs, etc.) (mean = 3.39) and magazine articles (mean = 3.23). The frequency of the category 'other types of material' is difficult to interpret because although this category was reported as being of high frequency, very few of the respondents stated which 'other' category they were thinking of. The four types of material with the lowest reported frequencies were short humorous stories (mean = 2.02), short imaginative stories (mean = 1.82), longer stories (mean = 1.78) and poetry (mean = 1.41).

Answer 7: Penfriend-type letters**8. Which of them do you think they would prefer to read?****Table 5: Reported preferences for FL reading activities**

Short, humorous stories	3.62
Magazine articles	3.40
Tourist material such as menus, shop signs, adverts, public notices	3.30
Material on computer	3.28
Penfriend-type letters	3.21
Newspaper material	3.16
Other types of material	3.13
Short, imaginative stories/fiction (up to five pages)	3.08
Poetry	2.49
Stories of any sort that are several/many pages long	2.41

Table 5 shows the mean reported preferences for the same FL reading materials as those represented in Table 4. The four most popular types of material are short humorous stories (mean = 3.62), magazine articles (mean = 3.40), tourist material (mean = 3.30) and material on computer (mean = 3.28). Of these materials, tourist material was also among those with high reported frequencies, so it seems that, in this case at least, the students are getting what they want. In contrast, although short humorous stories are among the most popular materials, they were reported as among the least frequently used (Table 4). Here again, we might interpret this as a preference for diversion over hard work.

Answer 8: Short, humorous stories**9. Did boys or girls enjoy their language activities most?****Answer 9: Girls**

APPENDIX 5

WHAT DID THEY SAY? SAMPLES OF PUPILS' COMMENTS

M = male, F = female, Cr = Credit etc

The Positives

- Opening my mind; learning about a different way of life. (F, Cr)
- Finding out about different cultures and small differences in our way of life. (M, G)
- It is useful if I go abroad on holiday. (Various)
- Expanding my horizons. (F, G)
- It was good to learn something new. (F, G)
- It makes you look intelligent when you use it. (M, Cr)
- You learn lots about your own language (English) as well. (M, Cr)
- Expanding my knowledge of the world. (F, Cr)
- Learning a modern language has made me decide to change my career option. (F, Cr)
- It helps me to develop as a person. (F, Cr)
- Getting to see how alike another language is to English. (F, Cr)
- Fun. A challenge. (F, G)
- I enjoy communicating in a modern language. (F, F)
- It opens up a whole different world. (F, Cr)
- I like the fact that I am able to communicate with others and that I am not reliant upon them speaking English. (M, Cr)
- You can make many more friends because if you speak another language there are thousands of people out there that you can befriend. (F, Cr)
- It makes you more knowledgeable about people in different countries. (F, Cr)
- I like being able to talk in another language. It's like a secret code only some people know. (F, G)
- It is good to know another language. (M, G)
- Useful in the future. (A lot, various)
- I like learning the grammar points as it also helps me with my English skills. (F, Cr)
- As opposed to other subjects it is useful in everyday life and is therefore more rewarding. (M, Cr)
- Learning the history of words and how they were formed and came to be used in modern society. (M, Cr)
- I think it is ignorant that other countries speak English and we don't speak their language. (M, Cr)
- Don't feel like some ignorant British guy. (M, Cr)
- I think we shouldn't be selfish and expect others to learn English, learning a new language gives opportunities as well. (F, Cr)
- It is really fun and I learned that new languages are fun and exciting and REALLY worthwhile. (M, G)
- I like to speak a language when I'm in the country, even if it's just 'Hi' or 'Thanks' in the language it's better than all English. (F, Cr)
- I like listening to French because it sounds so much nicer than English. (F, Cr)
- Makes me feel more confident. ((F, Cr)
- Proud that I can speak French. (F, G)
- It's not easy so I find it a challenge. (F, G)
- It broadens my opportunities in life. (F, Cr)
- In learning a modern language I feel it makes you become a new person with a wider range of vocabulary. In that period you are out of your old English self into a new world of a different language. (F, Cr)

The negatives

- The expectation of being able to speak well when we have little practice early on and little confidence. (F, Cr)
- Should learn basic touristy things first. (M, G)
- Spending wasted time doing pointless games. (M, Cr)
- It's not that I don't like learning a modern language, but how it was taught that I disliked. (M, Cr/G)
- Boring; difficult. (Often, various)
- Classes too big. (M, Cr)
- If we were to learn a modern language we should do it from a very young age. (M, Int 2)
- Never learn how to **start** a conversation. (M, C)
- I don't like learning vocabulary because I find it difficult to memorise. If we did more memory tasks together as a class that might have helped. (F, G)
- It was really confusing. (F, Cr)
- Loads of vocabulary seemed pointless in long lists. (M, G)
- Having to listen to another language. (Often, at all levels)
- We learn pointless things, like saying what we have in our bedroom. (M, G)
- I would like to learn more about the people whose language I'm learning. (F, Cr)
- Excessive articles from newspapers/magazines. (M, Cr)
- I don't like speaking it as I'm not very confident in class. (F, Cr)
- The volume of work to learn or memorise compared to other subjects. (M, Cr)
- Don't get to read the literature. (M, Cr)
- Going over the same things each year. (F, Int 2)
- Repetitive work – most work is the same – over and over. (M, Cr)
- Learning only basic phrases so that when in a conversation with someone who speaks that language the subjects are very limited on what you can talk about. (M, Cr)
- You just get taught a language, not anything about France or its people. (F, Cr)
- There are always exceptions to the rules! (F, Cr)

APPENDIX 6

ANALYSIS OF EVALUATION FORMS

Cumulative statistics

The aim of the conferences was to share good practice in the learning and teaching of modern languages. Participants were invited to evaluate how successfully the conference and its constituent parts had met the stated aim. They were asked to indicate if they felt that the aim had been *very well met*, *well met*, *partially met* or *not at all met*.

In this analysis, the first two statements were considered to be positive, and the last two to be negative.

The combined figures for all three conferences are as follows.

The extent to which the seminar met its stated aim

Very well met: 38%
Well met: 55%
Partially met: 7%
Not at all met: 0%

Positive responses are 93%, negative 7%.

The morning plenary talks.

Very well met: 42.3%
Well met: 48.3%
Partially met: 9.3%
Not at all met: 0%

Positive responses are 91%, negative 9%

The local colloquia.

Very well met: 53.3%
Well met: 36.3%
Partially met: 10.3%
Not at all met: 0%

Positive responses are 90%, negative 10%

National seminars (afternoon).

Very well met: 29%
Well met: 48%
Partially met: 22%
Not at all met: 1%

Positive responses are 77%, negative 23%

Plenary talks (afternoon)

Very well met:	23%
Well met:	47%
Partially met:	29%
Not at all met:	1%

Positive responses are 70%, negative 30%





APPENDIX 7


QUALITY INDICATORS USED TO ASSESS PROGRESS WITH THE NATIONAL PRIORITIES

National Priority and outcomes	Quality Indicator
1 Achievement and attainment To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better results in national measures of achievement, including examination results.	
1. increased levels of literacy and numeracy	
2. increased levels of examination results (or other levels of achievement)	2.1 Overall quality of attainment 5.2 Expectations and promoting achievement
2 Framework for learning To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so they are conducive to learning and teaching.	
1. continuing development of teachers' skills	6.6 Staff review and development
2. increased self discipline of pupils	5.1 Climate and relationships
3. enhanced school environments which are more conducive to teaching and learning	6.1 Accommodation and facilities
3 Inclusion and Equality To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.	
1. every pupil benefits equally from education	5.3 Equality and fairness
2. every pupil benefits from education, with particular regard paid pupils with disabilities and special educational needs	4.5 Learning support 4.6 Implementation of legislation relating to special educational needs and disabilities 4.7 Placement of pupils with special educational needs and disabilities
3. every pupil benefits from education, with particular regard paid to Gaelic and lesser used languages	
4 Values and citizenship To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society.	
1. increased respect for self and others	4.2 Personal and social development
2. increased awareness of interdependence with other members of their neighbourhood and society and increased awareness of the duties and responsibilities of citizenship in a democratic society	5.4 Partnership with parents, the School Board and the community
5 Learning for Life <i>To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society and to encourage creativity and ambition.</i>	
1. pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society	3.3 Pupils' learning experiences
2. Increased levels of creativity and ambition in young people	

APPENDIX 8

THE COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I	LISTENING 	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

		A1	A2	B1	B2	C1	C2
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.