

# 1+2: What's in it for you?

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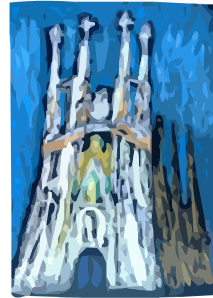


# Presentation Overview

- Setting the Scene
- “Language Learning in Scotland: a 1+2 Approach” :  
key recommendations
- “1+2” in action; pilot projects
- Key success factors
- Pilot projects
- Next steps



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



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

# European Survey on Language Competences



European Union

## Key findings:

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

England: 14%

Sweden: 82%

EU average: 42%

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



# Key findings from Eurobarometer



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

So where are we now in Scotland?

# Where are we now and how did we get here?

## Mulgrew report (2000)

Languages 'entitlement' → Increasing number of schools  
dropped MLs from 'core'

→ falling presentation numbers in MLs → fewer languages  
offered

→ move to French only to solve transition issues

# Where are we now and how did we get here?

## MLPS

Trained MLPS teachers move on

Financial climate has led to fewer and shorter MLPS training programmes.

## Standard Grade examinations

Requirements of the examination led, inadvertently, to rote learned writing and speaking which is demotivating and does not help young people develop communicative competence



# It's not all doom and gloom.....!

Some schools have bucked the trend..... How?

## Pedagogy

- AifL
- More active engagement in learning
- Courses which are less text book driven
- Variety of activity and a balance of skills practice
- Relevant and motivating contexts/ links to other countries
- Enjoyment certainly ..... but challenge too!
- Variety of courses offered
- Support from senior management in schools



## And then came.....

### Curriculum for Excellence

- Message of relevant, enjoyable and challenging learning reinforced. Building on good practice
- Contribution of MLs to areas of responsibility for all, particularly literacy and global citizenship
- MLs part of the BGE. No specified number of hours. MLPS still P6/7

### Growth of interest in Chinese

Revised SQA examinations with more options

Political will to do more in Scotland .....

## 2011: Scottish Government manifesto commitment

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

Clear need for significant new impetus to language learning in Scotland



## 1+2 Report: Radical recommendations? (1)

- 1) The introduction of a second language(L2) from primary one
- 2) The introduction of a third language(L3) no later than primary 5
- 3) Continuation of L2 into secondary education
- 4) Language learning for an L3 during the broad general education, choosing from a range of approaches including interdisciplinary learning.
- 5) Flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course, in the senior phase.



## Midlothian MLPS pilot project

(See recommendations 23 and 31)

- A number of schools in Midlothian and one in Edinburgh
- International students delivering some language in the primary school with the pedagogical support of the CT
- Linked to the curriculum where possible
- Any language – from Malay to Gaelic
- As early as nursery

## Nursery and beyond

- Sighthill nursery class learning French
- Nursery rhymes and songs linked to the class work
- Originally 6 weeks
- Classes at a variety of stages. For some, their first modern language. Knowledge about culture occurring naturally through the language

# What was the impact on the learner?

## Some issues to consider:

- CT has to lead
- Progression and depth
- Relevance within the curriculum

## However:

- Children's enthusiasm for learning another language
- Beginning to develop strategies for learning a language
- Fewer inhibitions and growing confidence

# Dalmarnock Primary School (Glasgow)

## Background:

- New school located in Common Wealth Games village
- Large cohort of pupils choose nearby secondary (Italian); rather than associated one (French)
- 8 International Partners; regular contact via Skype

## Languages:

- Transition project in Spanish - nursery to primary
- French P5 – 7 / Italian P6 and P7 / Optional Greek (HT is native speaker)
- Secondary Italian and French teacher teaches co-operatively with primary staff
- Weekly Master classes for all staff in Italian and Greek - language and culture
- Scottish teachers supporting colleagues in Spain on introduction of “Jolly Phonics” (reciprocal learning)



*Efficient and effective use of staff skills*

*Meeting learner needs*

*Career-long Professional Learning*

*Commitment and support from LA*



# Bathgate Cluster, West Lothian

- Establishment of cluster ML working group: trust and understanding between sectors
- French from P2 focusing on singing, critical skills challenges and role play to encourage listening, talking and writing in French. Support for P6/7 from Bathgate Academy. ML embedded in daily routines
- Some additional Chinese language and culture as well as Spanish in after-school club.
- Impact: learners loving the experience; curious to learn more about other countries, their languages and cultures
- Parental involvement in assemblies and displays; learning with their children
- Staffing: primary staff with languages background focusing on P6/7, freeing up other MLPS trained staff to work lower down the schools

# Multilingualism flourishing in Secondary

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

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

# The pilot schools: primary

**6 in total – 3 pending final confirmation**

**Range of languages and types of project**

- 1) **Tough PS Aberdeenshire – French and Chinese**
- 2) **Hillside PS Dundee City – French**
- 3) **St Elizabeth's PS – S Lanarkshire – Spanish and French**

## The pilot schools: secondary

4 in total – 1 pending final confirmation

Range of languages and types of project

- 1) Anderson HS Shetland – French and German
- 2) St. Modan's HS Stirling – French, Spanish and German
- 3) Madras College, Fife – French and Mandarin

# How can this report make a difference?

Many recommendations = accepted good practice

Some offer new, exciting possibilities

## Primary

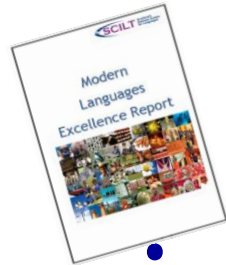
- P1 start for L1 when children have no inhibitions
- Provision of a second modern language (L2)
- Transition which ensures progression and continuity from primary to secondary for L1
- Focus on skills

# How can this report make a difference?

## Secondary

- L2 to the end of BGE, S1 to S3
- L3 introduced through a variety of approaches such as inserts
- Progression within L3, building on skills
- External partnerships with HE, businesses, the local community and overseas to make the language real and relevant
- Raised profile of MLs

# What will help to make it happen?



- Enquiring practitioners
- Engaging and challenging ML learning
- Opportunities for sharing through professional dialogue and moderation
- Access for teachers and pupils to native speakers (such as FLAs) and to media in the original version
- Commitment from HTs
- Local Authority commitment and lead through a ML strategy
- Career long professional learning and support





**Adverse timetabling**

**Curriculum reforms**

**Competition with other subjects**

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

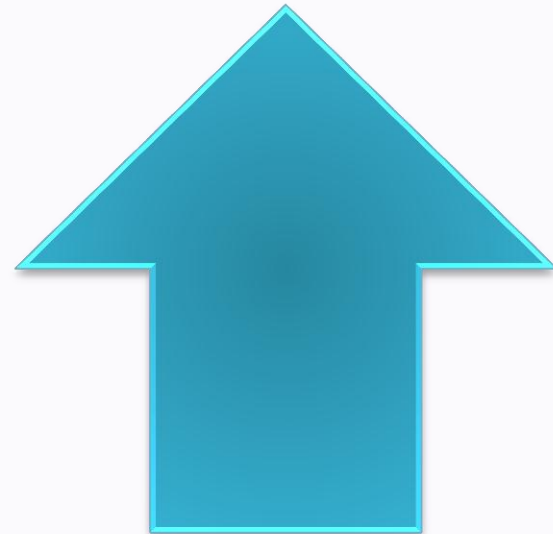


**Good teaching**

**High pupil motivation**

**Language promotion**

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



## 1+2 Report - radical recommendations? (2)

- 5) ITE primary students – Higher in language on entry or on completion
- 6) PGDE (primary) compulsory module on ML Cf MLPS training
- 7) National recruitment strategy and campaign to encourage young people to become language teacher (primary and secondary)
- 8) Local authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer



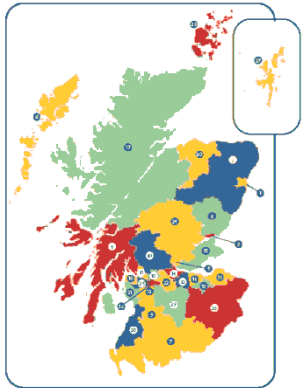
# 1+2 Report: challenges or opportunities for teachers?

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



# Next steps?

- Strategy at local authority level
- Strategy in schools to develop the curriculum to provide this
- Support and training
- Finance



# Support from SCILT

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





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Primary

S1-S3

Senior Phase

Learners & Parents

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At the University of Strathclyde, SCILT have a number of partnerships with key  
organisations in Scotland, UK and further afield.



### SCILT

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Senior Phase

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in the Senior phase

Classroom resources

Celebrating languages!

Professional  
Development

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### Welcome to the Senior Phase section of the SCILT website

This section of the website provides a wide variety of resources, and links to websites, to support the teaching and learning of languages in S4-S6. Resources include reading and listening activities, ideas for speaking and writing, and games and quizzes. In this section of the website, teachers will also find materials which relate the learning of modern languages to business and industry, as well as material to support their own professional development.

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### SCILT

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### STAY CONNECTED





## Support from Education Scotland

- Intelligence and sharing of good practice through inspection
- Resources on ES website
- Preparation of support materials for National Qualifications
- Preparation of support materials on assessment of levels within Curriculum for Excellence
- **Partnership working**



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curriculum for excellence

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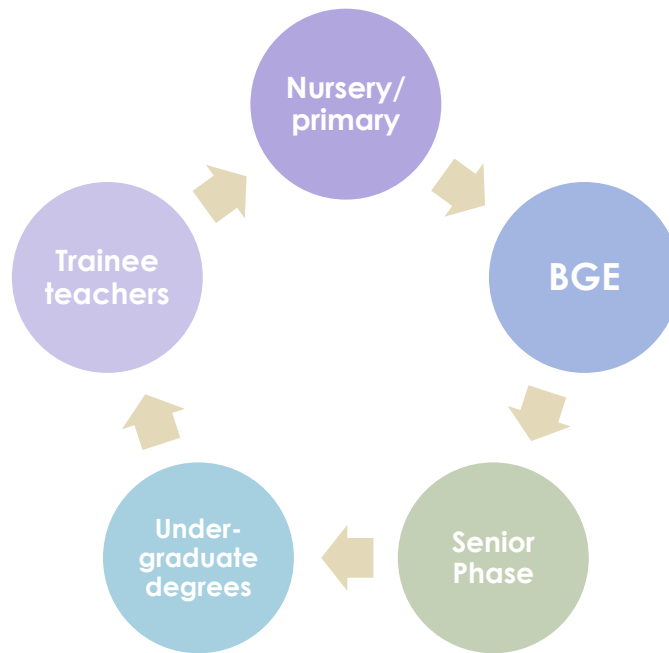
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**Interdependencies make partnership working ESSENTIAL**



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Kiitos

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Köszí

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Thank  
you

Dank U

obrigado

Takk

Děkuju

謝謝

Gracias

danke