

## Languages Network Group Scotland

LANGS Meeting: Friday, 01/03/2019, 10.00-15.00; University of Edinburgh, Outreach Centre.

**Chaired by** Bethan Owen; **Deputy Chair:** Angela Noble

### 1. Welcome: Bethan Owen, LANGS Chair

- Welcomed everyone
- Thanked Mandy Reeman-Clark for administrative support in setting the meeting up and in support of LANGS generally.
- Thanked Thomas Chaurin for negotiating use of the venue with the University of Edinburgh.

### 2. Minute of previous meeting and matters arising

- Minutes of the previous meeting were approved, as read.

### 3. Update from Chair

- **Salvete:** Welcome to new delegates Scott Haxton, QIO from Perth and Kinross Council; Philippe Sibeaud, new Cultural Attaché at the Institut Français in Edinburgh; Anne McDaid from Radio Lingua; Claire Robertson (covering for Sarah Connolly) from West Dunbartonshire; Paul Hare, PDO from SCILT; Dobrawa Jezior from the Polish Consulate; Mathilde Orioux and Baptiste Dumain, two teachers visiting from France.
- **Valete:** Janette Kelso, SCILT, who is retiring from SCILT, though she has a number of ongoing projects elsewhere. Fhiona MacKay, Director of SCILT, paid tribute to Janette for all the commitment she has shown to SCILT since she joined in 2011 and to the profession; she has made an enormous and practical difference to the working lives of teachers with her professional expertise and in particular, her specialist knowledge of the Senior Phase. Louise Whyte is also returning to school as her secondment is at an end, so SCILT will be recruiting shortly to restock its secondary team.

### 4. Key national messages:

#### a) Scottish Government: Louise Glen (deputising)

- 1+2 funding – Scottish Government is today announcing another £3m (same level as last year) to support 1+2/Scotland's Language Policy. Letter going out in next day or so to Directors of Education. The emphasis this time is on *demonstrable progress* and *collaboration* within Regional Improvement Collaboratives.
- National 1+2 Survey: Please be 'searingly' honest – this builds case for further funding.
- *Bonjour* in absentia from Hélène Cornu – replacement for Toria Fraser; will be working with Susan Waugh.

#### b) Education Scotland: Louise Glen/Shona Hugh

- National MFL Network meeting held in Stirling on 07/02/2019. All slides and presentations can be [found](#) on the [Glow Modern Languages Hub](#) under '[Anytime Learning](#)'
- Thanks for feedback received, following Stirling.

- Scottish Education Awards: in progress. Entrants have now been narrowed down to a top 3.
- The Scottish Government is currently looking at L3 in secondary: it is taking account of feedback that it is proving difficult to fit in under present curricular models.
- [MFL Hub](#) (tile on Glow) is a one stop shop: CLPL material, resources etc. It is a gathering together of material from a number of places into one place and, as such, is still in the process of being tidied up. The aim is for everything to be accessible within three clicks. Please contact Shona to let her know if things prove difficult to find.
- The main focus of the Hub will be *progression*. Materials are coming: to show how you get pupils from 1<sup>st</sup> to 2<sup>nd</sup> level, 2<sup>nd</sup> to 3<sup>rd</sup>, and so on. This will be particularly useful for non-specialists.
- There will also be a 'Live Narrative': capturing the process of planning, moderation and assessment. Two colleagues from Liberton High School have agreed to appear, fronting it. They will be seen going about agreeing professional judgement etc. The hope is that they will be accepted as "two normal, practising teachers." Should be published by April.
- Talking exemplars (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> level...what does it look like?). Videos coming.
- Education Scotland is anxious to respond to demand. Please submit requests.

**c) SCILT: Fhiona MacKay, Director**

- SCILT is currently in the midst of a planning cycle; setting strategic aims. There is an overall move to work at a more local level, such as the DYW engagement Janette Kelso and Meryl James have been undertaking. Beginning to work more closely with authorities' own DYW teams. Demand has emerged for more Business Brunches etc and more local events but giving ownership to schools and local authorities. Meryl and the new PDO (replacing Janette) will be taking that forward.
- CISS and SCILT will be moving into a new building in Ingram St in July. Brilliant new space, including exhibition facilities and particular provision for Confucius input. The November LANGS meeting will be in the new building and include a reception and tour.

**5. Keynote: Linking EAL with 1+2. Summary of research findings – Andrew Hancock, University of Edinburgh**

- Report just published. The research looked at schools operating outside of mainstream: heritage language schools etc. Recommendation 2 (towards the end) of the 2012 [Language Learning in Scotland A 1+2 Approach](#) mentions '...community languages of pupils in schools.' Recommendation 33 makes reference to '...language communities in schools.'
- So: Is learning of languages and literacies outside of school valued and acknowledged? Multilingualism, amongst other things, builds metalinguistic awareness; thinking about the writing system and principles underlying the construction of characters, particularly in languages such as Mandarin. Children "trans-language" all the time; and this is seen as a feature/benefit of multi-lingualism (cp. the idea of 'mother tongue interference')

- The research sought to collate information about the scope of complementary schools (one example is the school run by [Dundee Arabic Centre](#)) across Scotland; and to identify the relationship they have – or don't - with 1+2/Scotland's Languages Policy.
- Using the [Bristol Online Survey Tool](#) a survey was conducted of 62 complementary schools, offering 18 different heritage languages outside of school.
- The main languages on offer were: Polish, Cantonese, Mandarin, Arabic, Urdu, Punjabi, Hebrew, Hindi, Russian, Greek, Japanese, Farsi, French, Spanish, German, Portuguese, Italian and Dutch, but that's probably just the tip of the iceberg.
- There are fewer schools operating now. Local Authorities are less able to provide grant assistance, free premises etc.
- A number of Arabic schools are in existence, combining language teaching with study of Qur'an. There is also a non-religious Arabic school in Edinburgh.
- Funding is nearly 70% by fees; 40% by embassies etc. 30% by authorities. And one or two other sources.
- Recurring buzzwords from the responses were: 'differentiated', 'active learning', 'classroom management'. Less than half referred to 1+2 strategy, assessment, or ICT.
- Would teachers in these schools have access to Local Authority CLPL? Probably not, except in NSW and Victoria.
- Some are using mainstream school premises, but don't get access to the ICT (or Glow, presumably).
- There are some links with mainstream schools: there appears to be goodwill, but also a number of practical difficulties.
- The (now defunct) English CILT produced material on *Partnerships in Language and Culture*, so, for any Authority looking to bring about more co-operation, quite a bit of the research has been done; don't reinvent the wheel.
- Fiona Mackay notes that the Bangladeshi Association in Glasgow have approached SCILT for help, particularly for CLPL, to build up skills.
- *Question:* Any chance of building a national register of complementary schools: registration would get you, say, three CLPL sessions?
- *Andrew's response:* good ideas. Bilingualism Matters had offered this, but some parent groups worry it would compromise their autonomy to decide curriculum etc. But BM remain interested. It's perhaps best to view it as a continuum; working with whomever we can get in the ways they'll accept. Only one of these schools, for example, is so far using the Common European Frame of Reference for Languages.
- *Lynne Jones:* the Paul Hamlyn Foundation produced a [report](#) on achievement by pupils attending complementary schools.
- *Link to Andrew's slides.*

6. [Comfort break and coffee]

7. Just a Minute! Key diary dates:

- Liz Neil: British Council:

- Erasmus+ should be considered 'business as usual' until we hear otherwise.
- Connecting Classrooms: offers excellent CLPL; particularly on sustainable development goals etc.
- A report has been produced on how internationalism is supporting a number of different disciplines.
- Gerry McIntosh, British Council:
  - Monday 04/03/2019 sees the launch of the next recruitment drive for MLAs, so publicity for this is on the way. The official deadline is end April, but there will be some flexibility.
  - Thanks to Mandy Reeman-Clark for helping disseminate info about research into English MLAs abroad. Report coming.
- Richard Tallaron, LFEE:
  - Embedding Languages across Primary Schools – see [Website](#)
  - Online courses on 'soft CLIL' etc coming
- Mark Pentleton, [Radio Lingua](#):
  - Coffee Break Languages, High Five etc. 'Turn your downtime into Dotime' – Some free content now available.

## 8. Breakout for Collaborative Conversations: Supporting and celebrating language diversity through 1+2

- **Developing L3 Polish across learning – Dr Elwira Grossman, University of Glasgow; Shona Hugh, Education Scotland and Ann Robertson, East Lothian.**
- 2 Units have been developed: *The Star of Copernicus* and *Wojtek, War Hero Bear*.
- Elwira Grossman: *Copernicus*
  - The Copernicus film is in Polish, with English subtitles; pupils watch the film, and then use the story and characters to learn some Polish.
  - The course is designed for people, both pupils and teachers, who have no Polish. There are more than 86k Polish citizens in Scotland, and 15k Polish pupils in our schools. If all pupils in a school/class learn little Polish, it has a positive effect on the self-esteem of Polish pupils.
  - Teachers have enjoyed learning alongside pupils. Ann Robertson and Shona Hugh have also been involved. They were out of their comfort zone, but have learned Polish by doing it. A true CLIL experience, as using Polish for other purposes than pure language learning embeds it better.
  - The Unit is available as an L3 Learning Journey, on Glow. Suited to pupil ages 9-11. Learning Unit includes: Pupil Activity Pack, Teacher's Notes, L3 Learning Journey description, Sound files for all Polish words and phrases used in unit. A PowerPoint for classroom use is coming.
  - Shona: This is one of 12 areas of collaboration with Glasgow University and has been endorsed by Mr Swinney, Education Secretary.

- The course was developed to address there being no Polish offered by SQA etc, though there are large numbers of Poles in schools. It covers all 4 skills and has some social language, enabling pupils to interact.
- Copernicus story has cliffhanger elements etc., so pupils (and staff) find it engaging. See slide for benefits.
- Ann Robertson: *Wojtek*:
  - The course is pitched about P6.
  - Lots of interesting material including history of Poles in Scotland.
  - There are statues of Wojtek in Princes St Gardens, also Duns, as well as in Krakow.
  - Jenny Robertson, author of the Wojtek book, is on the Scottish Book Trust's list of authors, so is available to talk to schools.
  - The whole package is on the SCILT website.
  - Previous to, and during WW2 the safe haven for Poles was the Middle East. So some Polish soldiers found and adopted bear cub when they found themselves in Syria. Connections to be made for present day Syrian population in Scotland.
  - There is quite a lot of additional Wojtek material available on the Imperial War Museum website.
  - The package follows Jenny Robertson's book. It uses contexts: 'His name is Wojtek', has Es and Os etc.
  - Follows Polish soldiers who ended up in Battle of Monte Casino. Wojtek was involved in this: he carried shells. He then travelled with his 'comrades' via Dunkirk, and they ended up mainly defending the east coast of Scotland, but also Gourock, Orkney etc etc. Scots were considered very welcoming.
  - Bear in mind that Polish (and other foreign national) children can be self-effacing in the hope of assimilating and not drawing undue attention to themselves.
  - Article 30 of UN Convention on Rights of Child: '...practise your own culture...'
- Possible future projects coming from Elwira.

#### 9. Thomas Chaurin and Fiona O'Hanlon: Developing Excellence in 1+2 in Scottish schools: working together for success.

- Research team: Thomas Chaurin, Fiona O'Hanlon, Do Coyle, Tasmin Frost, Bethan Owen, Ann Robertson.
- ***What is successful Language Learning; what facilitates it, what are barriers?***
- ***Methodology:*** review of publications/literature; analysis of policy in Scotland; empirical research with 6x primary/secondary school pairs P1, P4, P7, S1. Interviews with learners, teachers, curriculum leaders; consultation with 1+2 development officers; seeking to identify strengths of the Scottish approach. Results should be available by the summer of 2019.
- So: How would you define successful language learning in BGE? What are you looking to achieve?

- *Confidence; progression; 4 skills; time to reinforce; teacher confidence and capacity; relevance; motivation, enjoyment, partnership working; understanding of culture; grasp of the importance; awareness that it's a build-up, not a one-off.*
- What factors facilitate success, or hinder it?
  - *Input, exposure to variety of speakers; teacher confidence, skill, an acceptance (by all) that making mistakes is ok; context, relevance; challenge and enjoyment; knowing 'why', support; not seeing MFL competence as an isolated skill; teacher attitude; progression; learners' ability to track progress; positive attitude of teacher, SMT, LEA.*
  - *Barriers: Lack of Metalanguage: 'difficult to find time to upskill'; prior learning becoming smothered by Literacy/Numeracy, HWB etc; timetabling, structure of curriculum, SMT, LEA.*
- Research concentrated on looking at in-school provision, with its limited input: the 'real world' facing most schools; not CLIL, heritage language groups etc, to which many don't have much access.
- Younger children were found to be better at enthusiasm, changing cultural perceptions; older ones better at linguistic progression.
- The main gains from an early start → positive attitudes and motivations (Edenbos, Johnstone and Kubanek (2006:147).
- But other factors are needed; early start, on its own, guarantees nothing. Continuity, growing challenge of input are the major factors. See slide for summary of ingredients for success. *Motivation* is key.
- Resources:
  - Languages Education Network Scotland (LENS) on National Framework for Languages – Provides summary of a whole lot of research papers.
  - Similar English one: Research in Primary Languages (RIPL). *Early engagement: crucial part of this is parental engagement. Would also be good to continue to track those pupils further; and to find out **why** they choose, or don't choose, to pursue MFL.*
- Toolkit for schools coming in the autumn.

#### 10. Plenary:

- *Generally agreed:* Very inspiring stuff!
- Elwira notes that the Copernicus and Wojtek material produced thus far is a bit male-centric; forthcoming material *Kasha's Surprise, The Weight of Water* and others are potentially useful sources and should have more appeal to girls (though not only them). Also looks at issues to do with assimilating to a new country, language etc. Marie Curie was Polish, not, as often believed, French! There are more interesting and useful subjects besides Anne Frank.
- DONM: 31/05/2019, Dalhousie Building, University of Dundee. Then Ramshorn Building at SCILT in November.

#### 11. Networking lunch and meeting

#### 12. Local Authority network: Sharing good practice

- *Bethan Owen*: Scotland Loves Languages Week:
  - Fairly confident we'll have support (and maybe some budget) to run Scotland Loves Languages week again next February.
  - Needs to go beyond schools; and into the wider community.
  - There's a SLL folder on the SCILT site.
- *Angela Noble*: North Ayrshire Council:
  - See slide on the *Scots Tongue Trail* in Irvine. NAC's Cultural Officer managed to involve people from the Burns Lassies' Club. The Club enjoyed it so much they've already signed up for next year.
  - Alternative would be to affix words on trees etc., even though we might not have words engraved into pavements as Irvine does.
  - The same Cultural Manager also engaged a group called the McDougalls (like a modernised Singing Kettle) to write a show encompassing some 1+2 Languages and their associated countries/cultures. Available to book nationally.
- *Robert Dalzell*, North Lanarkshire Council:
  - NLC have been training P6 pupils to be language ambassadors; doing 10 mins of Spanish etc. daily, all pupil led. See also NLC Twitter feed.
- *West Lothian*: (see slide) Valentine Themed Week
- *Pan Tayside*: Screened Ernest and Célestine at DCA (see slide) one Saturday afternoon. Could other areas use their local Arts Cinemas etc? Might grow in to Family French Film Club. P7 pupils reading stories in different languages to peers.
- Next year we should...
  - Try make it tie in with Valentine's Day (though it is acknowledged that the whole season is problematic, with holidays, insets, exams etc.)
  - Be using the hashtag #scotlandloveslanguages **all the year round**.
  - Be posting cool words/phrases: *genau; keine Ahnung* etc.
  - Invoke Article 30 of UNCRC: some schools have a pupil-led French committee, which makes for sustainability.
  - Are there people who could come in and talk about local attractions/facilities in French/German/Spanish?
- Briefing Paper re next #scotlandloveslanguages week coming from Bethan and Angela shortly. This is to go to SG for info.

### 13. AOCB:

- 1+2 Survey: would be helpful to have individual surveys designed for Primary, Secondary and ASN schools as each authority has had to take time to make it user friendly/create SurveyMonkeys in order to collate information.
- Shortage of secondary MFL teachers highlighted;
- University entrants for MFL are down; grant assistance etc available in some other subjects.

### 14. Close