



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

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Language Learning in Scotland: A 1+2 Approach

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

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

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

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

This is to certify that

石家俊
has completed

Year *THIRD* course
in the school year of

2003 - 2004

and has achieved
satisfactory results.

Head Teacher: Mrs. Yin Ying Cairney

Date: *19th June 2004*

日期：二零零四
年六月十九日

校長：劉燕瑩



學生 石家俊
修竣 第三冊
課程，
在本校
成績美滿，以茲證明。

Connecting worlds: language and literacy as a resource

chūn xiǎo mèng hào rán
Title: 春晓 Author: 孟浩然
chūn mián bù jué xiǎo
春眠不觉晓，
chù chù wén tí niǎo
处处闻啼鸟。◀full stop
yè lái fēng yǔ shēng
夜来风雨声，
huā luò zhī duō shǎo
花落知多少？

This is a rhyme for you.



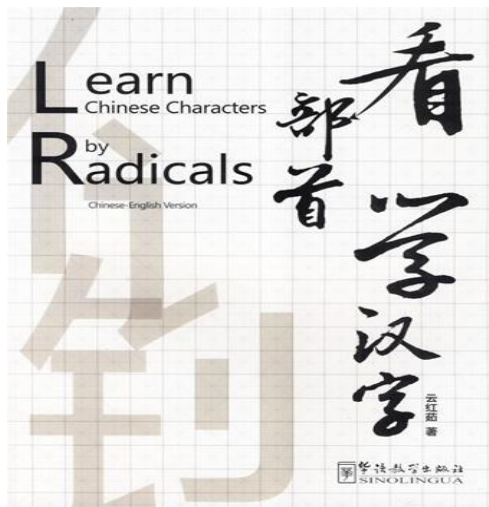
The Dictionary game

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

Children's narratives

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

Ca Mei, age 9





Complementary Learning

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



Aims of the Research

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



Research Design and Phases

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

Arabic Language School (Dundee)



*Future Leaders
Academy*

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

أكاديميه قادة المستقبل

Today's children...tomorrow's leaders



Bristol Online Survey Tool

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PREVIEW

Provision of heritage language learning in Scotland - survey for complimentary schools

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4 What date was your school established?

5 What are the aims of your school? Tick as many of the below as apply.

- To understand and speak the language
- To read and write the language
- Access to history, culture and religion
- To gain a qualification
- Other

a If you selected Other, please specify:



Questions

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



Complementary School Providers

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

Reduction in overall provision compared to McPake (2006).

Changing landscape – 18 Polish schools compared to 1 in 2006

Super-diversity

Chinese Schools in Edinburgh



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



Super-diversity

Arabic Schools in Edinburgh



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





Funding

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

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



Professional Learning

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

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

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

What other professional learning opportunities are available?

Free professional learning in NSW and Victoria in Australia.



1+2

Varying degrees of awareness and interest as the following suggest:

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

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

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

I don't know yet.



Links with mainstream schools

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

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

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

Not yet. It is part of our strategy.

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

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

Further Reading

