

# LANGUAGE LEARNING IN SCOTLAND: A 1+2 APPROACH

## Further guidance on L3 within the 1+2 policy

Updated October 2017

### L3 advice in the primary sector

#### How may L3 be delivered?

What does *Language learning in Scotland: a 1+2 Approach* say? Consider the following extracts from the report.

*'Schools should consider how native or fluent speakers of additional languages with appropriate skills could be deployed to support the work of teachers.'*

*'The use of a planned interdisciplinary approach and aspects of citizenship and international education would be one way of introducing the L3 language. Increasing use of planned interdisciplinary learning (one of the four contexts for learning within CfE) can facilitate learning about aspects of other countries across the curriculum. In primary schools for example, projects about other countries can involve aspects of language, geography, history, environmental studies and the expressive arts, together with health and wellbeing. The other country can become a focus for learning across the school. Similarly, a focus on Scotland can be a pathway to Gaelic and Scots.'*

Ideally, children would experience the same L3 from P5 to P7, taught by a trained primary language learning (PLL) teacher and those children would then have the option to choose L2 or L3 at secondary school. However, this will not always be possible for a number of reasons, particularly at the initial stages of introducing the policy requirements. Therefore, at the primary stages, **provided that an L3 is a planned part of the curriculum at P5, P6 and P7**, it may be introduced in a number of other ways, each of which will have particular benefits.

Being clear on the rationale of L3 and the outcomes for pupils helps teachers know how much time to allocate within the model chosen for P5 –P7. The decision on the model to be followed is dependent on the role of partners in planning and delivering the L3 and the curriculum should be used flexibly to support delivery of the L3 entitlement.

Schools will choose to introduce L3 in a way which suits their own circumstances. The following options represent a possible way forward:

- The same additional language taught over the whole of P5 to P7 through a regular slot each week, in much the same way as an additional language was delivered in the past, with some integration across the school where possible. This would give learners the opportunity to reach a stage of language skills which is approaching, or is within second level. In best practice, the L3 would continue to be used where possible between teaching blocks, to maintain those skills. A model such as this allows for learners to choose to continue studying this language into secondary school, if it is offered by the associate secondary modern languages department.

- The same additional language P5, P6 and P7, taught in blocks of approximately 2-3 months each over the three years. This would give learners the opportunity to reach a stage of language skills which is approaching second level. In best practice, the L3 would continue to be used where possible between teaching blocks, to maintain those skills. A model such as this allows for learners to choose to continue studying this language into secondary school, if it is offered by the associate secondary modern languages department.
- An additional language introduced as part of an interdisciplinary (IDL) project over a number of weeks. If this option is chosen, a different L3 may be delivered each year, to fit in with themes being introduced elsewhere in the curriculum. For example, a topic on China would lend itself to the introduction of Mandarin. A topic on Learning about Scotland could lend itself to the study of Gaelic.
- An additional language may be introduced through input over a period of time from the class teacher or from someone else. If this option is chosen, it is possible to introduce a different L3 each year, to fit in with the resources available locally at that time or the themes being delivered. This could be lessons from another teacher in school who is able to teach a different language from the L2, thanks to previous MLPS or GLPS training or a degree qualification for example. It could be through lessons from a Tianjin teacher linked to a Confucius Hub in the local area. It could be input from a languages specialist at the associated secondary school. It could be through input from a native speaker such as a MLA, a parent or a university student. All of these would be working with the class teacher who would often be learning along with the children.

A big change in thinking for primary language learning has been the integration of the language into the life of the school and the rest of the curriculum. To achieve this fully with two languages is demanding. At which point would the teacher use L3 instead of L2 for taking the lunch choices or talking about colour in art for example? It may be appropriate to view the L3 as the language which is studied at certain times in the week. During those times, teachers would make every effort to use the language throughout the lesson for praise, classroom instructions and so on. For the rest of the week, teachers could continue to use L2 as the integrated language. However, flexibility around the use of the two languages is essential and teachers will decide, in their own context, which language to use in particular circumstances across the curriculum.

### **How much language should be delivered?**

Once again, what does the *Language learning in Scotland: a 1+2 Approach* report say?

*'The ability to take part in a few simple transactions, enjoy listening to a song in another language and understand some personal information, for example, would be meaningful and achievable. While the depth of L3 language learning will be less than that relating to L2, it is important that the quality of the language experience for pupils should be high with appropriate progression for the learner.'*

### **Language learning in Scotland: a 1+2 Approach**

Where L3 is introduced through an insert, an interdisciplinary project, or input from a native or fluent speaker working with the class teacher, particularly where the language is different each year, less depth would be expected. However, what is not acceptable is an input where children learn a lot about the culture of the country but are restricted to saying a few rote-learned words or phrases in the language.

The following guidelines should apply:

- The experience must be progressive. In other words, children will learn sufficient vocabulary and knowledge of the language to go beyond words and produce sentences.
- Children will continue to build on language learning skills. Examples include working out the meaning of a simple text by using strategies learned through literacy and through the study of L2, and using a bilingual dictionary effectively.
- They will learn to understand and use the language, building skills in talking, listening, reading and basic writing.

### **What will this level of language look like?**

As a **minimum**, children should be able to:

- deliver simple sentences orally to talk about themselves, a theme of their choice or a theme they have studied.
- understand simple spoken text in the additional language such as someone talking about their likes and dislikes.
- hold a simple conversation about themselves or perhaps for simple role plays.
- decode a simple text which contains words they do not know, working alone or collaboratively.
- write a few sentences or phrases, with support.

However, the language used with P5 to P7 should be appropriate to their interests, their stage in learning and the literacy and language learning skills already developed. Children at P5 will have a different level of literacy skills from children at P1 and this should be reflected in the language work done at this stage.

Some schools are planning to deliver the same language as L3 throughout P5 to P7. This would allow secondary schools to offer the L2 or the L3 at S1. For this to be viable however, children should have had the opportunity to achieve at second level in the L3.

Similarly, those children who learned L3 through concentrated blocks of input as part of a progressive language learning experience in P5, P6 and P7, would be able to study this language from S1 onwards, as their chosen L2.

The expected skills for second level in a modern language are outlined in the Education Scotland framework for primary language learning:

<https://education.gov.scot/improvement/modlang12-one-plus-two-approach>

<https://education.gov.scot/improvement/1-plus-2-languages-progress-from-first-to-second-level>

and in the modern languages Experiences and Outcomes and in the Benchmarks for modern languages :

<https://education.gov.scot/improvement/Documents/ModernLanguagesBenchmarksPDF.pdf>

Follow these links for advice on Gaelic Learners within the 1+2 policy :

<https://education.gov.scot/improvement/Documents/modlang12-1plus2approachMar17.pdf>

<https://education.gov.scot/improvement/gael9-role-of-gaelic-one-plus-two>

<https://education.gov.scot/improvement/Pages/gael13-conference-gaelic-learners-in-a-1plus2-approach-to-languages.aspx>