

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?

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Connecting worlds: language and literacy as a resource

chân xiǎo mèng hào rán Title: 春日尧 Author 话 产告 然 chân mián bù jué xião T 月代、个 chủ wén tỉ nião 处处闻啼鸟offull stop Lái fēng yu shēng 夜来风雨声, Hua Luo zhi duo shao IE MA FO Jo J? This is a rhyme, for you.

Chinese morphology

Compound characters
 kiss 吻, shout 喊, sing唱, drink 喝



					List of	f Rad	ic	als			
		- 1 stroke —	58	3	pig's head	116	穴	cave	172	隹	dove
1	-	one	59	3	streaks	117	主	stand	173	雨	rain
2	1	down	60	1	step				174	青	green
3		dot					-	- 6 strokes —	175	非	wrong
4	J	left		-	4 strokes	118	44	bamboo			
5	Z	twist	61	2	heart	119	*	rice		-	9 strokes -
6	水	hook	62	戋	lance	120	糸	silk	176	面	face
			63	p	door	121	缶	crock	177	×	hide
	-	2 strokes -	64	手	hand	122	网	net	178	幸业	walk off lecks
7	-	two	65	支	branch	123	×	sheep	179 180	音	tone
8	-	lid	66	支	knock	124	羽素	wings	180	H A	head
9	人	man	67	×	pattern	125	老雨	old	181	風	wind
10	儿	legs	68	1	peck	126	内来	beard	182	飛	fly
11	2	enter	69	斤	axe	127	不耳	plow	184	食	food
12	~	eight	70	方	square	128	*	ear brush	185	Ť	chief
13	п	borders	71	无	lack		平肉	meat	185	香	scent
14	7	crown	72	8	sun	130	臣	bureaucrat	100	4	
15	2	ice	73	同月	say	131	自	small pose		_	10 strokes -
16	几	table	74	木		132	日至	reach	187	馬	horse
17	니기	bowl	75	不欠	tree	133	白	mortar	188	骨	bone
18	1	knife	76	上	toe	134	-	tongue	189	高	tall
19 20	7	strength	78	Ţ	chip	135	舛	discord	190	影	hair
20	E	wrap ladle	79	£	club	137	舟	boat	191	19	fight
21	Ľ	basket	80	*	don't	138	R	stubborn	192	2	mixed wine
23	E	box	81	此	compare	139	ē.	color	193	鬲	cauldron
23	+	ten	82	£.	fur	140	**	grass	194	鬼	ghost
24	F	divine	83	ĸ	clan	141	虎	tiger			12
26	P	seal	84	气	breath	142	虫	bug			11 strokes -
27	r	slope	85	*	water	143	血	blood	195	魚	fish
28	4	cocoon	86	×	fire	144	行	go	196	,鸟	bird
29	又	right hand	87	爪	claws	145	衣	gown	197	由	salt
.,	~	right band	88	x	father	146	两	cover	198	鹿	deer
	-	- 3 strokes —	89	爻	crisscross				199	*	wheat
30	-	mouth	90	爿	bed		1.00	- 7 strokes	200	麻	hemp
31		surround	91	片	slice	147	見	see			
32	土	earth	92	牙	tooth	148	角	horn		-	12 strokes -
33	+	knight	93	4	cow	149	古	words	201	Ť	yellow
34	久	follow	94	犬	dog	150	谷	valley	202	秦	millet
35	文	slow				151	ū.	flask	203	*	black
36	4	dusk			 5 strokes — 	152	界	pig	204	甫	embroider
37	大	big	95	玄	dark	153	*	snake			13 strokes -
38	*	woman	96	A	jade	154	貝赤	cowrie	205		toad
39	子	child	97	瓜	melon	155	赤走	red walk	205	4	tripod
40	~	roof	98	瓦山	tile	156	足足	foot	206	쇎	drum
41	+	thumb	99	#	sweet	157	~ 身	torso	207	泉	mouse
42	4	small	100	生	birth	158	万車	car	208	-	
43	九	lame	101	用田	use field	159	*	bitter			- 14 strokes —
44	尸中	corpse	102	此足	field	160	干辰		209	#	big nose
45		sprout	103	r.	bolt sick	161	爱		210	青	line-up
46	4	mountain	104	R	sick	162	즐	city	210	-	
47	川工	river work	105	白	white	164	n	wine		-	- 15 strokes -
48	土己		106	皮	skin	165	采	sift	211		teeth
49	巾	self	107	及盟	dish	166	里				
50 51	Ŧ	shield	108	E	eye	.00	-			_	- 16 strokes —
52	*	coil	110	矛	spear			- 8 strokes -	212	乱	dragon
53	ř	lean-to	111	*	arrow	167	金		213	8	tortoise
54	i	march	112	石	rock	168	Æ				
55	ۍ ۲	clasp	112	示	sign	169	11	gate			- 17 strokes -
56	÷	dart	114	phy		170	.0.	mound	214	台	flute
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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 子) ...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)



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

أكاديميه قــــادة المستقبل Today's children...tomorrow's leaders

Bristol Online Survey Tool

Return PREVIEW Provision of heritage language learning in Scotland - survey for conscious schools	mplimentary Skip: Next > 1/5 🌣
What date was your school established?	
 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 	
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





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. I
- 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.

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.

1+2

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

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Partnerships in Language and Culture

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A toolkit for complementary and mainstream schools working in collaboration

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