



**Education  
Scotland**  
Foghlam Alba

- a) 1+2 Local Authority Survey - top lines**
- b) Update on L3 guidance**
- c) New resources**

## LA survey 2019

### Key questions L2 :

1. How many Primary/secondary schools provide L2 in: French, German, Italian, Spanish, Gaelic (L), Urdu, Mandarin, other ?
2. How many are **not** providing L2 from P1 onwards and until the end of S3?
3. What reasons are given for not providing L2 full entitlement?

# Local Authority Survey : March 2019

How many Primary/Secondary schools provide the full L2 entitlement within the terms of the policy?

- From P1 onwards? → 88%
- From S1-S3 ? → 70%

***NB** These figures represent mainstream primary and secondary schools only. Previous years included special school information and there was an issue with duplicate number of schools. This issue has been removed this year and provides a more accurate picture.*

# Reasons for not providing L2 to full entitlement as yet :

PRIMARY	SECONDARY
Competing priorities	Competing priorities
Teachers not sufficiently trained	Timetabling
Teacher confidence	Staff availability
Teacher movement	Other
Teacher skills	
Other	

## L3 – Primary and secondary

L3 primary – **47%** (early, not validated) meeting full entitlement.

L3 secondary – **83%** (early, not validated) meeting full entitlement.

# Reasons for not providing L3:

PRIMARY	SECONDARY
Competing priorities	Timetabling
Teachers not sufficiently trained	Staff availability
Teacher confidence	Competing priorities
Teacher skills	Other
Other	
Teacher movement	

# L3 in the secondary – update to policy

In schools where there is ***sufficient time allocation for the L2*** \*, the L3 could be taught over a block of time, for example over a term, within which one period per week from L2 time would be given over to the L3. Careful planning of a progressive experience would be essential, to ensure that the learning is meaningful. This could be supported by online resources to support any catch up.

In schools where there is an elective programme within the broad general education, it would not be necessary to take this time from the L2.

***\* By ‘sufficient time’ for L2, we mean a model where there is an appropriate time allocation that allows young people to develop the skills required to achieve Third and Fourth levels in the language ; this time allocation should also allow learners to experience enrichment activities around the culture of the language.***

# Education Scotland modern languages team – priorities 2019

- Progression framework First to Second
- Benchmarks – exemplification (Live Narrative)
- Glow – all ES languages resources, documentation including the Yammer feed



BROWSE

PAGE

SHARE

FOLLOW

EDIT



Modern Languages Network

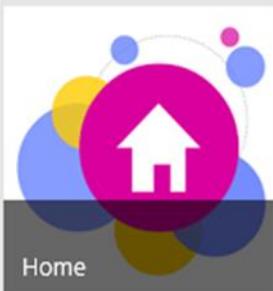
EDIT LINKS

Search this site

# Modern Languages Network

EDIT LINKS

## Modern Languages



Home



Scotland's Languages Policy



Resources



Anytime Learning



National Qualifications



National Improvement Hub

## Welcome to the National Modern Languages Hub

The National Modern Languages Hub is a virtual learning environment for all practitioners involved in the delivery of languages across all sectors.

### Glow Scotland



Please post in a specific group, NOT in All Company 😊



Shona Hugh

## Live Narrative project



- Engaging with the Benchmarks in other curricular areas – expressive arts; RME; modern languages
- Exemplifying teachers early engagement with the Benchmarks as part of planning learning, teaching and assessment
- Professional discussion of pupil evidence and pupil progress against the benchmarks

# Modern Languages – Live narrative

## Liberton High School- City of Edinburgh Council

- Team of 2 ML teachers
- Part of a faculty with BICT
- Working together to plan deliver and assess pupil progress in writing at Third level
- 6 video clips : Intro; Approach to Es &Os; Assessment; Discussion; Moderation; Professional discussion

# The aims of the support materials

- To look at how to create a strong gradient of learning in the classroom
- To give examples of what progression looks like across the four skills of language learning from first to second level :
  - ✓ Listening
  - ✓ Talking
  - ✓ Reading
  - ✓ Writing



- Support
- First
- Pupil
- Listen
- Reading
- Writing



Task 7 : Building dictionary skills  
On travaille avec le dictionnaire

Some French words look like English words but they don't mean the same. They are a bit tricky - and they are known as 'false friends' Can you work out why?!

Look at these examples : un raisin = a grape (not a raisin!)  
 la monnaie = change (not money!)



Top tips!

- Always read the whole sentence
- Check the dictionary
- Make sure the word fits the situation- if not look again !
- Remember the first meaning in the dictionary may not be the correct answer



Below are some words that look like English words.  
 Can you find the correct meaning in the dictionary?

- |               |             |                |                |
|---------------|-------------|----------------|----------------|
| a) un jogging | b) une dent | c) le corps    | d) une journée |
| _____         | _____       | _____          | _____          |
| e) une prune  | f) un coin  | g) une veste   | h) un puzzle   |
| _____         | _____       | _____          | _____          |
| i) mince      | j) un slip  | k) le courrier | l) le basket   |
| _____         | _____       | _____          | _____          |



Are there words in French and in English that are the same but sound different? Here are some below: Can you say them correctly in English and in French?  
 A bus- le bus; a train - un train; football- le football; a sandwich- un sandwich; a ticket - un ticket; a job - un job; rugby - le rugby

back?

g learners from

## A 1+2 Approach to language learning : Frequently Asked Questions (Primary)

### What is the 1+2 approach to language learning?

The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn an additional language (L2) from Primary 1 onwards. Furthermore, each child has the right to learn a second additional language (L3) from P5 onwards. The policy should be fully implemented across the country by August 2021. *Language learning is an entitlement for all from P1 to S3.* <https://www.gov.scot/publications/language-learning-scotland-12-approach/>

### Why should Scotland's children and young people learn languages ?

Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.

The 1+2 approach to language learning establishes a new model for the learning and teaching of languages in Scottish schools for years to come.

Through their planning of a wide and rich range of learning activities, teachers will develop the skills in modern languages to support children and young people to become:

- **successful learners**, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning ;
- **confident individuals**, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language ;
- **effective contributors**, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language ; and
- **responsible citizens**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

### Why should children learn languages from a young age?

Research shows that younger learners are at a stage in their development where they are receptive to learning another language. Their motivation and enthusiasm are high, while their levels of inhibition are typically lower than at later stages. These factors mean that younger children often find it easier to mimic correct pronunciation and experiment with new words and phrases in an unfamiliar language. Teachers will build on children's natural curiosity for sounds and words, and their strong desire to communicate. Learn more here : <https://www.scilt.org.uk/News/NewsView/tabid/1311/articleType/ArticleView/articleId/13295/Why-are-children-so-good-at-learning-languages.aspx>

level in

r Scotland's learners, with Scotland's educators

educators

