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LANGUAGE LEARNING IN SCOTLAND A 1+2 APPROACH

Further guidance on L3 within the 1+2 policy

Introduction

'Research evidence indicates that learning another language can foster a deeper understanding of one's own language and can assist young people's cognitive development in a variety of ways. These include enhanced mental flexibility, increased ability to deal with complexity, improved problem solving, greater learning capacity, an increase in interpersonal skills and improved academic achievement and attainment across a range of subjects. For example, research shows that children in GME also find learning another (third) language easier than children in English medium.'

Language learning in Scotland: a 1+2 Approach

The '1+2 Report', as it has come to be known, states that all children should learn an additional language (L2) from P1 at the latest. They should learn a second additional language (L3) from P5 at the latest. It is important that local authorities and schools work together to ensure that L2 is embedded from the early stages of the primary curriculum and provides a positive experience for children.

The introduction of a second additional language (L3) from P5 is a fundamental part of the 1+2 policy. Learning a further language will give additional opportunities to build on children's literacy skills so that they develop a greater understanding of how language works. With the right approach, it will give children the confidence to learn other languages in the future. Planning for L3 should involve discussions at cluster level across local authorities.

'Introducing two additional languages is an ambitious goal but one which, given the right approach and the right resources, the Working Group believes is achievable.'

Language learning in Scotland: a 1+2 Approach¹

The following guidance aims to clarify the requirements of L3 at this initial stage in policy implementation. The advice applies predominantly to learning additional languages in English medium education. This includes Gaelic (Learners).

1+ 2 in Gaelic Medium Education

For some children and young people, their learning is in Gaelic Medium Education (GME). In implementing a 1+2 approach in GME, there are three languages to plan for in the curriculum, whilst recognising the principles of immersion. Firstly, children will be immersed in Gaelic. At P3/P4, they will begin to address the Curriculum for Excellence experiences and outcomes relating to literacy and English. In this way,

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

<http://www.educationscotland.gov.uk/resources/0to9/a1plus2approachtolanguagelearning/introduction.asp>

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these children will have the opportunity to experience the benefits of bilingualism. As expected within the 1+2 approach, they will have the potential to develop skills, knowledge and an understanding of how languages work. These transferable skills will assist them in their learning of the second additional language, L3, to which children learning in GME will be introduced by P5. The pace of learning and progress should be monitored and tracked carefully to ensure learning that is challenging, sets high expectations and meets children's particular needs. During S1 to S3, young people should have opportunities to continue learning this second additional language, L3, along with English and Gàidhlig, as part of a progressive experience. For further advice, please read the Education Scotland publication, [The Role of Gaelic Education 3-18 in 'Language Learning in Scotland: A 1+2 Approach'](http://www.educationscotland.gov.uk/Images/TheRoleofGaelicEducation_tcm4-824305.pdf) http://www.educationscotland.gov.uk/Images/TheRoleofGaelicEducation_tcm4-824305.pdf

L3 in context

Primary schools are not restricted in their choice of L3 by what the secondary school can offer. There is no expectation that the secondary school offer the same L3 as was studied at the primary stages, although this would be ideal. However, it is important to see the delivery of L3, both in the primary and the secondary sectors, as part of a cluster approach to 1+2 provision. Secondary staff should know the level of language skills children have developed and the way in which they are accustomed to learn. For example, are children familiar with the use of a bilingual dictionary? Do they know how to skim and scan a text for information in the additional languages? Do they listen for key words in an oral text? Can they read clearly and present their work orally to an audience? With this knowledge, the secondary school can build on these generic skills.

'It is important that the introduction of the L2 and L3 languages be seen holistically within the school's development of the curriculum, and not as an 'add on', which is how the introduction of language teaching at the primary stages has sometimes been seen in the past.'

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Seeing languages as part of the development of generic language skills helps us make links with literacy development, even where children cannot learn the same L3 over the whole of P5 to P7 and into the secondary school. No language learning should be seen in isolation.

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1 + 2: Building skills in language learning



* Knowledge about language

There should be a focus on:

- continuity and depth for the first additional language (L2);
- building on skills and strategies in the significant aspects of language learning: talking, listening, reading and writing, along with knowledge of how language works, for all languages learned;
- building confidence in the ability to learn any language and an interest in doing so;
- developing cultural knowledge of our own and other countries; and
- seeing the connections between different languages and how they link with the mother tongue.

Building skills and capacity for the future

Which language?

The 1+2 report does not stipulate which language should be studied for L2 or L3. There are more restrictions on the choice of L2 since it must be a language which children can continue to study at secondary school to the level of a National Qualification. For L3 however, there are no such restrictions in terms of continuity into the secondary school. Moreover, it is not realistic to expect that all primary teachers be trained to deliver an in-depth experience of two languages, particularly at this stage in the development of the policy. Allowing primary schools to choose their L3 gives scope for schools to deliver a language which suits their local circumstances and allows them to capitalise on available resources. For example, a number of schools have experimented with support from native speakers, working with the primary teacher, to deliver another language. Other schools have enlisted

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the support of a native Chinese teacher of Mandarin through the Confucius Hub network. This has the additional bonus of presenting a living example of the culture of another country. In the same way, local authorities which have modern language assistants (MLAs) have the opportunity to devote some of the assistants' time to the primary sector.

'The languages spoken increasingly in communities throughout Scotland offer schools and learners the chance to learn more about their own and other cultures.'

Language learning in Scotland: a 1+2 Approach

Learning about other cultures is, of course, a part of language learning. However, it is not intended that learning L3 should mean lessons in culture only, with a few words of language added in. Rather, learning about the culture should be integrated naturally into language learning. The key objective is learning the language.

L3 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. 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.

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- The same additional language taught over P5-P7, in blocks of time over the three years. In best practice, the L3 would continue to be used where possible between teaching blocks, to maintain those skills.
- 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.

In recent years, there have been projects involving native speaker university students working in schools in the surrounding areas to introduce their language to children. There are clear guidelines to follow if this route is chosen. More information on this can be found in the Education Scotland report on the early learning of Chinese project in East Lothian.

<http://www.scilt.org.uk/Portals/24/Library/news/2014/November/East%20Lothian%20Early%20Chinese%20Learning%20Project%20final.pdf>

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 taking 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.

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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.

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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. The expected skills for second level in a modern language are outlined in the Education Scotland framework for primary language learning and in the Education Scotland *Assessing Progress and Achievement in Modern Languages* document, available at the following link.

[Progress and achievement resource - Modern languages - Learning, teaching and assessment](#)

For Gaelic (Learners), please refer to the Education Scotland document *Assessing Progress and Achievement in Gaelic (Learners)*.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/professionallearningresource/curriculum/languages/gaeliclearners/progress.asp>

L3 in the secondary sector

Who will deliver and how?

At the secondary stages, young people should be taught by a suitably qualified languages specialist. However, in some circumstances, where the input is not intended to lead to a qualification, it may also be appropriate to make use of native/fluent speakers, often working with the languages specialist, to introduce another language. This would include the use of a Tianjin teacher through the Confucius Hub initiative or a German Educational Trainee teacher for example.

Ideally, as noted for the primary stages, children would experience the same L3 from P5 to P7 and those children would then have the option to choose L2 or L3 at secondary school. The language not chosen for study at this stage could be picked up again at some point during the broad general education (BGE) or during the senior phase. However, this will not always be possible, particularly at the initial stages of introducing the policy requirements in full. Therefore, in the secondary sector, L3 may be delivered in a range of ways, **provided that an L3 is a planned part of the curriculum for all during the broad general education.**

'In terms of the L3 language, a number of approaches are possible besides a full subject option. For example, during the broad general education a new language could be taken forward through a carefully planned interdisciplinary approach, or through an elective or enrichment activity which runs for all or part of the session. These options should be introduced in a way that allows for genuine progression in L3, which would ideally be the third language children had learned in primary school. The L3 language could thereafter be studied for certification purposes within the senior phase, based on learner choice. Such certification need not mean a full SQA course.'

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

- L3 as a full option to study a second language throughout S3. Through this option, young people would be aiming for a National Qualification in the senior phase.
- L3 as an elective, insert or 'masterclass' at any stage over the broad general education.
- L3 as part of an IDL project at any stage over the broad general education. This is arguably more difficult to organise at the secondary stages and to give sufficient time to study of the language. However, it may be that the physical education department intends to take a skiing trip to France for example and that learning French would fit in well with preparations.

Whichever option is chosen, it must be the case that, at some point in their broad general education, all young people continue with some study of an L3 from the primary school, or are introduced to a different additional language. **This does not mean that all young people have to study two languages in full over the whole of S1 to S3.** It does mean that care must be taken in studying each young person's developing profile over this time, to ensure that it includes study of an L3 at some stage. This is both realistic and achievable. It will build on the language skills developed at the primary and secondary stages and ensure that young people can continue to develop confidence in learning other languages.

However, the following advice from the Working Group remains important:

'While the Working Group believes that this second language should be introduced in a way that allows for genuine progression in language acquisition, this does not necessarily mean to the same degree of depth as the first language. It is important that the introduction of a second additional language does not undermine pupil progress in the L2 language.'

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In other words, care must be taken to ensure that the introduction of L3 is not at the expense of L2. Taking time away from the allocated L2 time to bring in a second language puts young people at risk of not achieving sufficient depth in L2 to allow maximum performance in National Qualifications in the senior phase.

How much language should be delivered?

The 1+2 report is clear in stating that the L3 does not have to be studied to the same depth as L2. However, as with L3 at the primary stages, it should still be a meaningful experience offering appropriate progression for the learner.

It is a valid exercise to introduce study of an additional language during the broad general education, even without accreditation, particularly if the study encourages young people to return to that language at some point in the senior phase. However, where possible, accreditation of additional language study would be a welcome addition to a young person's portfolio of achievements. For example, it is quite

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possible for young people to achieve a Languages for Life and Work (LLW) award or a Scottish Studies award for those studying Gaelic, at S3, through an insert or elective.

At the secondary stages, the same basic principles apply as at the primary stages.

- The experience must be progressive. In other words, young people will learn sufficient vocabulary and knowledge of the language to go beyond words and produce sentences.
- They will continue to build on language learning skills. Examples include working out the meaning of texts by using strategies learned through literacy and through the study of L2, and being able to pick out key words and respond appropriately in a conversation where unknown words are used.
- They will learn to understand and use the language, building skills in talking, listening, reading and basic writing.

At the secondary stages, where the L3 will be taught by a suitably qualified languages teacher, a good amount of language can be introduced and used well, in a relatively short period of time. Examples exist of delivering the LLW award effectively in two periods per week over a year.

An elective lasting for two periods a week over a term may still provide a meaningful, progressive experience, particularly if it links in to other areas of the curriculum, as described earlier.

What would not be acceptable is an input which does not go beyond word level and which focuses mainly on developing knowledge of the culture of the language. The main focus has to be on learning to use the language in a meaningful way, while at the same time building confidence in learning other languages.

For both the primary stages and the secondary stages, it is not possible to outline a specific number of hours or periods which would constitute an appropriate L3 experience. Nor would this be desirable. We all know that much can be achieved in a more condensed period of time where the objectives are clear and the input is well planned to deliver them. There should be clear objectives for what the course or programme aims to deliver in terms of skills and knowledge about language, within context. Planning should ensure that these objectives can be achieved and that young people have the opportunity to develop all four skills. In this way, the L3 experience can be challenging, meaningful and enjoyable.

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Sample case studies

What might L3 look like?

What is clear is that there are many ways in which L3 may be delivered successfully. However, clear aims and careful planning need to accompany all initiatives. It may be helpful to consider the following sample case studies and reflect on a number of questions:

- Are the language learning aims of the project clear and challenging enough?
- Will children receive a progressive experience in terms of knowledge about language and vocabulary?
- Will they develop their language skills, building on their literacy and L2 language skills?
- Will they be able to talk, listen, read and write in L3, albeit at a basic level?
- Will they learn about the country or countries where the language is spoken?
- To what extent are children and young people building on prior learning?

Sample primary case studies

Please note that these case studies are hypothetical and that real case studies will be published online as they become available.

1. A term of Polish with support from parents who are native Polish speakers. Children engage in an investigative project on Poland, learning to talk about themselves in Polish and learn to read some short stories in Polish.

This sounds promising but it is not clear how much input there was. In other words, a term sounds good but was the language delivered regularly over that time and for how long each time? Was it reinforced at all when the parent was not there?

It is clear that the children would learn about the culture of the country. It is also clear that they would develop talking, listening and reading skills. In order to do this, they would usefully use and develop existing language skills. It would also be expected that the children would develop their knowledge about language and their vocabulary in order to talk about themselves and read successfully in the language. However, there is no reference to writing.

2. Children investigate Chinese culture and learn to say numbers, greetings and some Chinese words for food as part of a four-week interdisciplinary project covering language, geography and health and wellbeing.

In this instance, we can be clear that this input would not fulfil the criteria for a successful L3. Four weeks of anything less than intensive language work is unlikely to achieve sufficient progression in the language. Moreover, children

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do not appear to be going beyond word level, and fairly basic word level at that.

3. Children are learning French from P1 to P7. They are learning Spanish from P4 to P7 because there are enough trained teachers in the school.

This sounds like a thorough introduction of L3. There are sufficient trained teachers in the school to introduce a second language from P4 onwards. It does not say that the class teacher will be teaching the class and that may not be the case. This is perfectly acceptable for L3. The input may be every week over the whole of this time or in blocks of time, for example. Again, this is acceptable. With appropriate planning, there is ample scope here to provide a meaningful experience of a second additional language.

4. Children are learning Spanish before going on a trip to Spain. They learn some facts about Spanish culture, learn to give personal information and talk about their likes and dislikes. They use their knowledge of decoding texts to work out some fairy stories in Spanish.

In this example, we do not have enough information to evaluate this proposal. There is no indication of the time being allocated to this. Is it a fortnight before going to Spain for example, or a term?

What is positive is that the children are learning to use sentences and to hold a simple conversation. They are also learning to read stories of interest, with unknown vocabulary. With more information about the amount of language covered and about what the children can do, we could come to a judgement.

5. For L3, a primary school has planned a P5 to P7 programme, consisting of an annual input on learning Gaelic which is delivered by Fèisgoil². This focuses on the four language skills. The school has audited its curriculum partners for Gaelic and has identified a Gaelic group who will do some singing with the children. Another partner will do some language learning which builds on the work of Fèisgoil. The school has also linked to a neighbouring Gaelic Medium school with the result that one of their senior pupils is doing a weekly session with groups of children where they do language games.

This is a good example of using partners alongside teachers to help provide Gaelic learning. There is some reference to planning for progression but this would have to be checked further to ensure coherence in children's learning. The use of a senior pupil is a commendable example of giving back to Gaelic Education while focusing on developing the skills of the senior pupil.

6. Children are studying Gaelic (Learners) as their L2 from P1 to P7. The school has organised its non-contact time for their teachers to enable an MLPS

² Fèisean nan Gàidheal has launched a service - Fèisgoil - to deliver language, music, arts and cultural services to schools, local authorities, public bodies and community groups across Scotland. <http://www.feisean.org/en/feisgoil/information.php><http://www.feisean.org/en/feisgoil/information.php>

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trained teacher to do a weekly lesson of French with each class from P4 to P7.

This example suggests that the school is planning two additional languages in line with the 1+2 Approach. A trained teacher is introducing a second language from P4 onwards. With appropriate planning, there is ample opportunity here to provide a coherent and progressive experience of a second additional language.

Time allocation can be a red herring as a long time may be spent delivering very little and, conversely, a lot may be condensed into a shorter period of time. That is why planning for the outcomes to be delivered is so important. However, it is fairly clear that a very short period of time is not going to be able to deliver a sufficient level of skills.

Sample secondary case studies

Please note that these case studies are hypothetical and that real case studies will be published online as they become available.

1. S2 pupils are engaging in a master class lasting 8 weeks. They are taught Spanish in this time by a qualified Spanish teacher.

We are not clear how much time is allocated to this master class. How many periods does a master class have? One or two perhaps? It is possible to cover quite a substantial amount of language in eight weeks, with a qualified languages teacher, particularly over two periods per week.

We would have to know that the language input was progressive and that young people were developing in all four skills. What are the aims of the course? We would hope that the objectives would go beyond the basics of personal information, such as might be covered at S1.

What would be useful to young people if they went to the country where the language is spoken? What do they want to learn about? Does the insert correspond to anything happening in school linked to that country, such as an exchange?

2. S1 pupils are studying Germany in geography. The geography department suggests an interdisciplinary project over 6 weeks, within which the languages staff will teach pupils some basic language to interest them in learning the language later.

This would not fulfil the requirements of an L3. The focus is very much on a language 'taster', rather than clear objectives for what young people will learn to do in the language. Moreover, there is no indication as to how much time

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will be allocated to this, or where the time will come from. Six weeks, as part of an IDL project, is unlikely to provide sufficient time to do something meaningful.

3. Teachers have prepared a carousel of languages which means that pupils at S1 learn French for term 1, German for term 2 and Spanish in term 3.

If this is the pupils' only language study, this would not be appropriate. Is one of these L2? If this is L2 time, then L2 is being lost for most of the year and young people will have to return to it later, having lost momentum in the language. This is not to be recommended.

4. Pupils can choose to study a second modern language at S3 instead of doing a science.

There is a lot we don't know here. For example, if young people were cutting out science completely in order to study the second language, this would be unacceptable. Young people would not be getting their entitlement to a broad general education.

*However, if young people's entitlement to science is being met, this would be an ideal way for **some** young people to have their entitlement to an L3, with the possibility of continuing this study into the senior phase.*

At S1, pupils learn either Gaelic (Learners) or French. The secondary school has a Confucius hub. A review of the curriculum highlighted that the numbers choosing to learn Gaelic and Chinese in the senior phase were low. All S1 continue with either Gaelic (Learners) or French as L2 then, to promote Gaelic and Chinese, they do two further languages in a rota, choosing from Chinese, Gaelic (Learners) and French. At S2, they continue with L2 and then one language from the rota. At S3, young people may choose to continue with one or both of the languages studied at S2.

The time allocated to languages is not clear. However, this looks like a model which enables young people to learn two languages and to do so to the end of the broad general education. It helps with meeting national targets to increase the numbers learning Gaelic. However, we would have to be clear that the time allocated to L2 remained sufficient to enable young people to learn in enough depth to achieve the third level curricular outcomes by the end of the broad general education.

Over the course of the following year, while schools begin to consider L3, deliver L3 and pilot possible L3 projects, examples of real case studies will follow. In the interim, schools and local authorities are encouraged to consider this guidance and reflect on ways forward to suit their local circumstances. Schools and local authorities wishing to discuss plans should contact Education Scotland or SCILT, as shown below.