

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>

I am a Primary teacher – how do I upskill myself to teach languages?

Firstly, it is important to bear in mind that Primary teachers **do not have to be fluent** in the modern language(s) they teach. However, they do need to have **enough language** and sufficient expertise in using and accessing **appropriate resources** so that they can include modern language teaching readily in lessons.

Education authorities have a key responsibility for providing effective career-long professional learning (CLPL) for teachers, including 1+2 specific development. Teachers and schools will identify their own CLPL needs through annual professional review and development (PRD) discussions and self-evaluation.

Approaches to CLPL may include:

- local and regional languages CLPL programmes;
- devolved leadership models within schools and clusters;
- ICT-based programmes of learning;
- partnership provided CLPL eg through cultural organisations, SCILT, British Council, SALT and further and higher education partnerships;
- residential immersion training (eg supported through the ERASMUS+ funding programme etc.) ; and
- professional networks and partnerships.

At which point during P1 should children start their language learning?

The school will decide the starting point for the introduction of the modern language in P1, however, teachers may wish to introduce the modern language at the beginning of the autumn term once children are in school for full days, or they may prefer to wait until after the autumn break when class routines are established. Planning should ensure that adequate curriculum time is allocated for introducing, practising and embedding the modern language so that it becomes an integral part of children's learning.

I teach in a Gaelic Medium Education school – what is the advice around the introduction of L2 and L3 ?

In implementing a 1+2 approach in Gaelic Medium Education, there are three languages to plan for in the curriculum, whilst recognising the principles of immersion. Firstly, children will be immersed in Gaelic using the Curriculum for Excellence Experiences and Outcomes at the early and first levels. At P3/P4, they will begin to address the Curriculum for Excellence Experiences and Outcomes relating to literacy and English. In this way, 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.

For further information, see: <https://education.gov.scot/improvement/documents/gael3-12a12approachtolanguagelearning.pdf>

How do I plan for introducing an L2 in Primary 1?

The following resource on the National Improvement Hub contains examples of how you can start teaching the L2 from P1 :

<https://education.gov.scot/improvement/documents/modlang12-1plus2approachmar17.pdf>

What should learners typically be able to do in their L2 in each stage in primary school from a Primary 1 start?

The document in this link outlines what children should be able to achieve in their L2, from a P1 start. The statements are deliberately broad and are descriptions of what most children can achieve.

<https://education.gov.scot/improvement/documents/lang1plus2expectedoutcomesp1top7.pdf>