

LANGUAGE LEARNING IN SCOTLAND

A 1+2 APPROACH

Working within the recommendations

(updated July 2014)

Recommendations for schools

Gaelic is included in the suite of languages for a 1+2 approach to language learning. See also advice on the place of Gaelic Education within the 1+2 approach may be found at:

<http://gaidhlig.educationscotland.gov.uk/stuthantaic/gaeliceducation/introduction.asp>

1	<p>The Working Group recommends that schools offer children access to an additional language from Primary 1.</p> <p>Education authorities will work with schools to develop a strategy and introduce this in a staged fashion, as appropriate to authority and individual school circumstances. All children should have the opportunity to learn an additional language (L2) from P1 by 2020.</p>
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4	<p>The Working Group recommends that a second additional language (L3) be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine but no later than P5.</p> <p>A second additional language (L3) is to be introduced in the primary school. The guiding principle here should be flexibility according to local needs and preferences. Where children have the opportunity to study the same L3 from P5 to P7, there is the potential to offer a strong experience of more extended language skills. This would offer a solid base on which to build at the secondary stages where possible.</p> <p>However, in line with the flexibility of approach noted above, schools may decide not to offer the same language as L3 throughout P5 to P7. In such cases, different languages may be introduced as L3 through an interdisciplinary approach or for a block of time at each stage, for example.</p> <p>Where the latter option has been chosen, L3 cannot be developed to the same depth as L2. However, children should still have a progressive experience which goes beyond word level and continues to develop and build on the language skills introduced through L2.</p>
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8	<p>The Working Group recommends that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S1, particularly for the L2 language.</p>
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	<p>Effective transition links between the primary and secondary sectors are key to building on language learning which has taken place at the primary stages. This is particularly important for the language children will continue to study at S1. In most cases, this will be L2, the language studied from P1. Where continuity of L3 into the secondary school is possible, it offers additional progression in language learning. Ideally, therefore, the secondary school would be able to provide opportunities for further study of the same L3. For example, this may be through master classes, through an option during the broad general education or through an additional qualification in the senior phase. At S3, master classes may also provide an opportunity for young people to achieve an SQA Languages for Life and Work award.</p> <p>Some primary schools will be in a position to offer a coherent, progressive and in-depth experience of L3 from P5-P7, delivered by a trained PLL teacher and which gives children the opportunity to achieve at second level by the end of P7. Where this is the case and where it responds to local need, the L3 may be chosen as the language to be continued into S1 and to the end of the BGE, with the option of acquiring a national qualification in the senior phase. This would be an option, in agreement with the cluster of schools concerned.</p>
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9	<p>The Working Group recommends that language learning be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3.</p> <p>Modern languages are an entitlement for all as part of the BGE, within the languages curriculum area. The study of English does not fully cover this area. All young people may not undertake a full course in a language, S1 to S3, if this is not appropriate to their needs. Language study should still be part of their curriculum however. Schools should not assume that young people with ASN are not required to study a language at all. It is an entitlement.</p>
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11	<p>The Working Group recommends schools develop language learning for L3 during the broad general education, choosing from a range of approaches including interdisciplinary working, and that these be piloted within the early stages of implementation.</p> <p>During S1 to S3, young people should be introduced to another modern language in addition to L2. This does not have to be the same language as was studied for L3 at primary school, although it may be. As with the second modern language in the primary school, this language does not have to be studied to the same depth as L2 but should offer a progressive experience going beyond word level. Schools may choose to do this through interdisciplinary work, a short course or insert for example. Secondary schools should be mindful of the opportunity to attain a Languages for Life and Work Award through the study of more than one language over this time.</p>
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16	<p>The Working Group recommends that schools provide all young people with flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course, in the senior phase, whether in their own school or through cluster arrangements with other schools.</p> <p>Schools should remain mindful of the need to maintain sufficient staffing in modern languages departments to meet this recommendation. Consideration should be given to appropriate groupings of modern language Units with other subjects such as business education for example.</p>
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Recommendations for EAs

24	<p>The Working Group, with a view to informing planning and resourcing, as well as CPD needs, recommends that an audit of the number of primary school teachers who are MLPS or GLPS trained be undertaken along with collection of information on how many of those trained are currently engaged in teaching languages.</p> <p>Local authorities need to know which resources they have at their disposal, including staffing, CPD and training, before planning for delivery. The outcome of the audit will inform the strategy in Recommendation 2, below.</p>
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2	<p>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.</p> <p>Making use of information from the audit (Recommendation 24, above), local authorities should prepare a strategy for delivery of the recommendations by 2020. For primary schools, this may involve a combination of starting in P1 and gradually introducing other stages, and working down from P5 for example. The solution may well differ from school to school based on local circumstances and resources. Schools could consider support from native speakers, secondary staff/pupils or FLAs, for example. Authorities could consider sharing training and resources. The SCILT website contains an audit tool which authorities may find helpful in preparing their strategy.</p>
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7	<p>The Working Group recommends that local authorities work with their schools to address the organisational and curricular issues arising from earlier access of learners to language learning.</p> <p>Local authorities, following their audit of provision, should plan their strategy to consider sharing of best practice and sharing of resources across schools.</p>
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22	<p>The Working Group recommends that local authorities should provide regular opportunities for primary and secondary languages staff to work together and to undertake shared CPD opportunities.</p> <p>This recommendation also echoes best practice in transition for all subject areas. The links between primary and secondary languages teachers are particularly useful in terms of support in the use of the modern language, where required.</p>
25	<p>The Working Group recommends that teachers with an interest and aptitude for languages teaching be supported in developing the range of languages in which they are qualified or trained to teach.</p> <p>This will be dependent on local circumstances but local authorities and schools should explore the options available from HE institutions and through Comenius, for example, in expanding teachers' language skills. SCILT is developing an area of its website where information on all such courses for teachers will be made available.</p>
30	<p>The Working Group recommends that the appointment of Foreign Language Assistants are considered a key element of the work of the implementation of 1+2 and work on this be undertaken involving local authorities, British Council Scotland and Scotland's National Centre for Languages.</p>
31	<p>The Working Group recommends that schools and local authorities consider the engagement by schools of other skilled and trained native speakers of additional languages to work under the direct and explicit supervision of the classroom teacher in schools.</p> <p>There have been encouraging examples of schools involving international students and native speakers from the local community in supporting language teaching, always working with the classroom teacher. SCILT is coordinating the GETS programme whereby schools can request a trainee language teacher from Germany.</p>
32	<p>The Working Group recommends that EAL work and delivery is incorporated into local authority strategies for the 1+2 policy delivery in schools.</p>
33	<p>The Working Group recommends further development of the links involving cultural organisations, local authorities, language communities and schools.</p> <p>Such links can provide advice, resources and CPD, as well as the cultural input which comes from native speakers.</p>

Plus pedagogical recommendations

6	<p>The Working Group recommends that there be regular planned exposure to L2 and L3 languages.</p> <p>While some discreet teaching episodes of the language remain necessary for progression, teachers in primary schools should endeavour to include use of the language as part of classroom routine and lessons each day.</p>
10	<p>The Working Group recommends that within the broad general education schools further develop the links between language learning and issues of employability and citizenship.</p> <p>Schools should encourage young people to learn about and discuss other cultures and aspects of citizenship in other countries, through language learning.</p> <p>Young people should consider the importance of language learning for the economy and job prospects in the future. (See Recommendation 17, below). SCILT can help schools find business partners under the BLC scheme.</p>
12	<p>The Working Group recommends that the CLIL approach be further explored as an option in secondary schools.</p>
13	<p>The Working Group recommends that local authorities ensure that their languages strategy (Recommendation 2) takes account of social deprivation challenges and of the different issues faced in urban and rural areas.</p> <p>All children are entitled to have the opportunity to learn another language</p>
15	<p>The Working Group recommends languages learning and development be supported by greater use of IT (including GLOW), social networking, media (e.g. subtitled foreign films, television, radio) together with the development of opportunities in areas such as theatre, song, e-twinning and international visits.</p>
17	<p>The Working Group recommends that schools and local authorities ensure that young people have appropriate information on the value of learning languages to certificate level in terms of language and communication skills, employability and citizenship.</p> <p>See Recommendation 10, above.</p>

29	The Working Group recommends that teachers continue to engage with the languages they are teaching through CPD, study, use of media and IT as well as through personal and professional engagement with native speakers of the languages which they teach
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Recommendations for other bodies

Education Scotland and SCILT

5	<p>The Working Group recommends that Education Scotland and Scotland's National Centre for Languages provide support for approaches to the introduction of the 1+2 policy including interdisciplinary working initially through support for piloting and trialling in schools.</p> <p>Education Scotland and SCILT are supporting 10 pilot projects. The outcome of this work will be shared nationally.</p>
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14	<p>The Working Group recommends Education Scotland lead on support for curriculum development in schools within the context of 1+2 policy.</p> <p>Education Scotland will do this in partnership with SCILT.</p>
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Scottish Government

3	The Working Group recommends that the Scottish Government fund a number of pilot projects in 2012-13 on introducing access to language learning in primary schools from Primary 1 on a phased basis from 2013-14.
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34	The Working Group recommends that Scottish Government set up an Implementation Group charged with developing an Engagement Strategy to deliver the 1+2 languages commitment.
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35	The Working Group recommends that Scottish Government fully consider the resource implications for stakeholders supporting the introduction of the 1+2 languages policy and engage with COSLA to consider the case for making dedicated appropriate additional funding available to local authorities.
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SQA

18	The Working Group recommends that SQA keep under review the suite of languages offered at certificate level in light of 1+2 implementation.
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FE/HE

19	The Working Group recommends that there be further engagement with the FE and HE sectors to look to develop the experience of language learning for students.
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23	The Working Group recommends that universities work together as a consortium of university providers to support delivery of the 1+2 policy and that languages departments in universities play a greater role in working with schools subject to appropriate funding.
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27	The Working Group recommends that Scottish Government and Universities work with local authorities, drawing on the work of the Teacher Workforce Planning Group, to adopt a detailed planning process for identifying the need for future numbers of language teachers.
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GTCS

28	The Working Group recommends that GTCS promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages for example through raising awareness of professional recognition processes available to teachers.
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GTCS/ITE

20	The Working Group recommends that students undertaking a course of primary school teacher education have a languages qualification at Higher level, or equivalent (SCQF level 6) either on entering the course of initial teacher education or on its completion.
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ITE

21	The Working Group recommends that all students seeking to become teachers in primary schools undertake some study of the pedagogy associated with additional languages as part of Initial Teacher Education.
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Other

26	The Working Group recommends that there be a national recruitment strategy and campaign aimed at encouraging the ablest of young people with requisite qualifications and an interest in languages to embark on ITE in language teaching in secondary schools and teaching which will involve language teaching in primary schools.
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