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# Progression from Second to Third Level in Language Learning

## A guide for teachers

For Scotland's learners, with Scotland's educators



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NB These slides give an easy-to-access overview of progression in language learning across the four skills from second to third level. It is intended that parts of the presentation will be used by primary and secondary teachers to focus on specific skill progression. The slides complement the other sections of the second to third level progression framework.

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## The aims....

- 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 second to third level.
- Listening
- Talking
- Reading
- Writing



# Creating a gradient of progression



- As learners move from stage to stage it is imperative that their language learning develops in the same way as their other skills such as those in literacy and numeracy.
- Therefore planning for progression is key.
- The experiences and outcomes, as well as the modern languages benchmarks, clearly lay out the progress from stage to stage for learners through the Broad General Education.
- Having in place frameworks and schemes of work for each stage will ensure the correct level of expectation for learners in their target language so that development is clearly laid out for all teachers.
- Ideally, this framework will contain resources and helpful links to support the teacher.

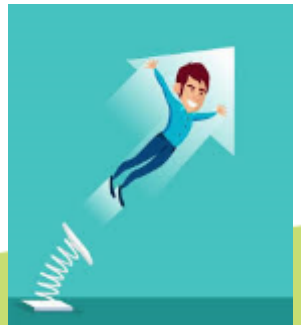


## Creating a gradient of progression

- Secondary departments will have devised schemes of work for each year group from a text book, devised for the CfE approach.
- This offers a secure framework for learning and for teachers and creates a consistency of approach across a department or faculty.
- As no single course covers all facets of language learning, teachers will want to offer enrichment through additional activities and tasks that suit their particular learners.
- A collegiate approach to the development and sharing of resources is essential.
- Through sharing good practice, with a strong focus on learning and teaching, everyone benefits.
- For those in a small department or faculty, sharing of resources across the LA or clusters of schools should be considered to ensure a consistency of good practice and pedagogy.

# Creating a gradient of progression

- The language learning and depth of understanding achieved from seven years of exposure to learning of the L2, should give learners a springboard into third level working
- Secondary departments should be reviewing their courses to ensure that they build on the primary experience to move the learning forward for all at an appropriate pace.
- Therefore we would expect attainment to increase.
- The 1+2 approach to language learning makes clear that we are raising the bar in the expectations we have for our language learners.
- If this is not the case, then we have to ask why?



# Creating successful transitions

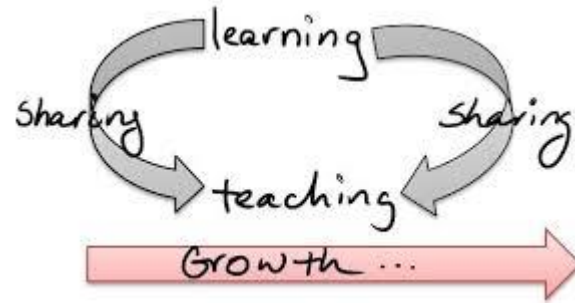


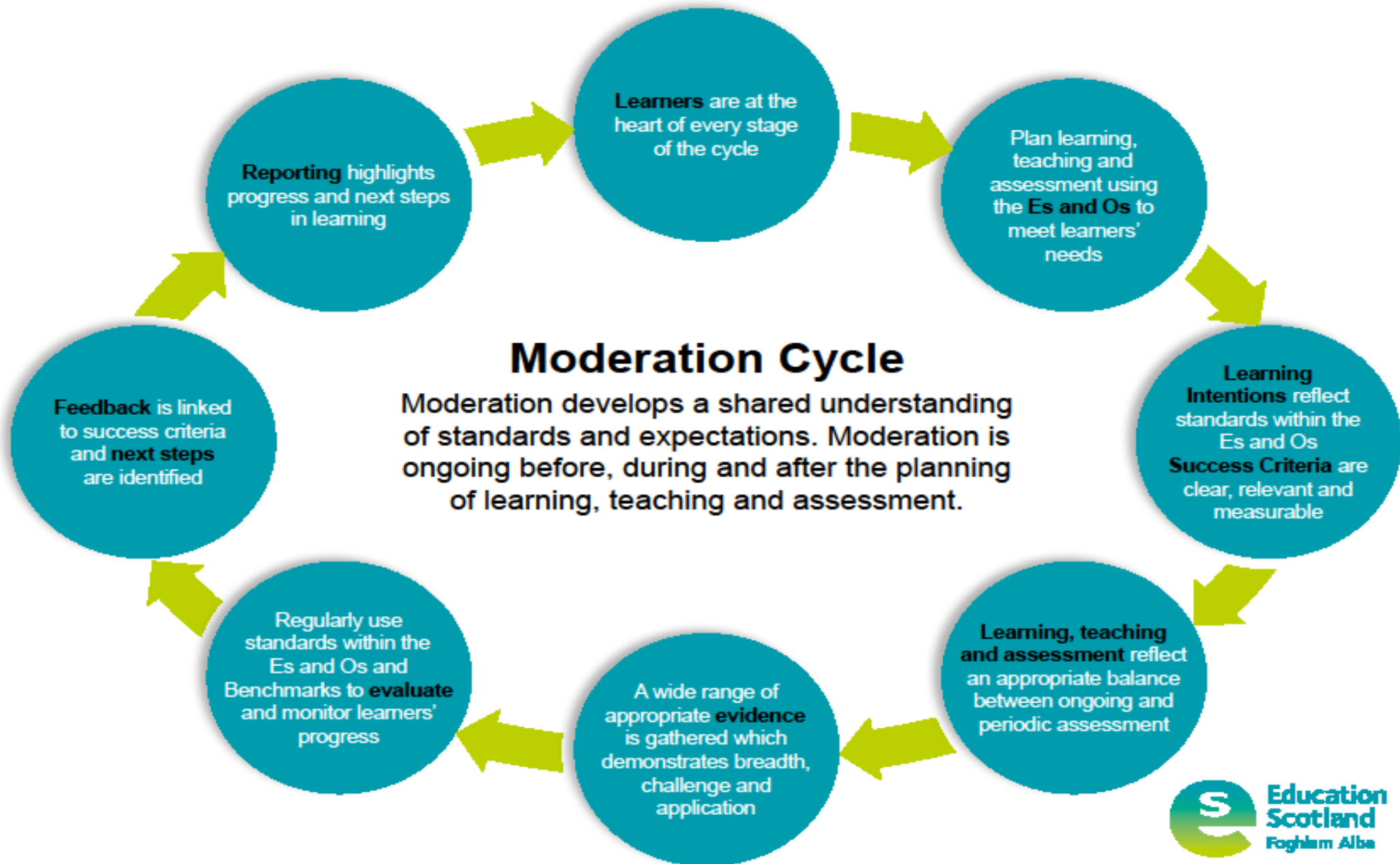
- The key to raising the bar and creating a strong gradient of progression from second to third level is dependent on there being clear and frequent communication between the secondary school and its associated primaries
- By working together, there can be a shared vision for the language learning landscape that is supported by joint planning and the sharing of resources, pedagogy and expertise.
- A clear understanding and appreciation of the primary language learning experience will ensure that secondary departments can build on this prior learning and to have their language learning recognised.



# Creating a gradient of progression

- It is only through careful planning for learning, teaching and assessment that we can evidence progress.
- This is a learning journey that must be shared with all.
- In order to have the most success, the learner needs to know what is being learned, why it is being learned, what success will look like and how it will be measured.
- Departments need to be clear on what progress at a level looks like and this can only be done through professional discussion that engenders secure professional judgements consistent with national standards.





# Creating a gradient of progression



- In order to create this gradient of progression, teachers need to work closely together to ensure the transition from stage to stage challenges learners.
  - Although learners will move to more intensive teaching and discrete lessons across the school week, it is important that those aspects of embedding the language experienced in primary school remain as the norm.
  - Repetition of particular aspect of language learning should only be there as a confidence builder before moving the learning forward.
  - Although day to day routines will inevitably contain familiar words, phrases and constructions, it's important that these are used creatively to provide more challenge.
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# Progression through daily routines

For example :

- pupils taking on the role of the teacher in completing the register;
- using the target language for general classroom tasks such as handing out materials or organising activities.
- using the target language alphabet in a dictionary activity supporting a reading activity in L1;
- doing some sport /game using the target language; and
- supporting this through environmental print so all learners build confidence.

All verbal *and non verbal* interaction consolidates and supports! understanding.

## Creating a gradient of progression



- Young people learn best where language learning is a synthesis of all 4 skills.
- At third level, skill development will begin to take on a greater balance across the four areas of listening, talking, reading and writing.
- Even at second level it is still expected that there will still be more emphasis in the classroom on the productive skills: listening and talking.
- As pupils begin working with secondary specialists we would expect to see a much more integrated approach to skill development, engaging pupils, by moving beyond the contexts covered at second level.



## Progression in Listening

- For language learning to be successful, developing active listening skills is essential.
- Creating opportunities to hear the target language used day to day within discrete lessons, provides a safe and familiar environment for learners to respond.
- Learners should be able to show understanding either verbally or non-verbally to a much wider range of class routine vocabulary beyond the date, the weather or attendance.
- The following slides outline some ways of developing learners' listening skills.



## Progression in Listening

- This is a skill where learners often have the least confidence
- Remember **any** exposure to the language provides an opportunity for listening
- Levels of engagement with learners will vary as in any other area of the curriculum
- Set the level of difficulty with care. If it's too challenging, you risk learners switching off.
- Some learners will be eager to mimic and respond immediately, whereas others will need more time
- Consistent exposure to a variety of listening opportunities will build learner confidence and ensure progression .



## Progression in Listening

- Where in primary school songs and rhymes provided a ‘safe area’ for learners to practise linking similar sound patterns, this technique can be adapted to extend vocabulary and stimulate engagement at third level and beyond.
- For example, the use of cover versions of familiar pop songs and how they are translated from English can provide a great source of listening.
- Equivalent popular songs in the target language with a solid and recognisable element of vocabulary that challenges and extends but doesn’t baffle the learners, can generate listening confidence and adds a valuable cultural element to the lesson
- This can also link naturally to some related reading and writing activities.

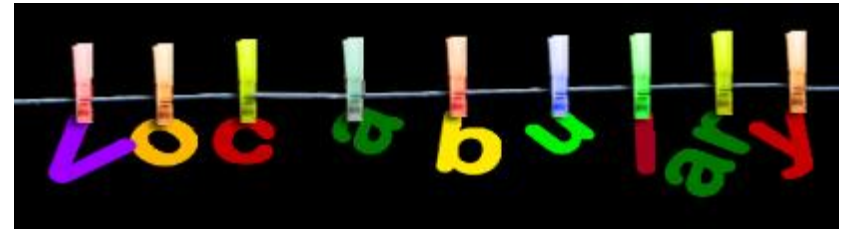


# Progression in Listening



- As they move towards achieving third level, listening tasks should build in their complexity and demand.
- Using short video clips can offer more complex language exposure along with opportunities to filter and select key words to show understanding.
- Using word banks or gap fill helps learners focus on key words as they are exposed to the language in real time and with native speakers.
- A video clip allows learners to absorb a context and the visual clues again allow more complex language to be interpreted than from the disembodied voice of a sound file, creating some natural differentiation for learners.

# Progression in Listening



- Another key element of creating strong progression in listening is the learning of vocabulary.
- The more words learners know, the better listeners they become.
- This is where the presentation of new words needs to move from the aural/oral to matching the spoken and the written word to support the development of wider range of vocabulary.
- Environmental print and classroom displays can still play a large role in supporting the learning of new vocabulary by providing visual prompts and as an aide-mémoire.
- Learners should by now have a firm grasp and recall of key basic vocabulary : days; dates; seasons; numbers; quantities; personal information etc.

# Progression in Talking



- Throughout their primary language learning experience, learners have been exposed to talking activities which have frequent repetition of simple, solid structures with lots of opportunities to repeat and mimic intonation.
- As learners progress to third level, the nature and complexity of the talking tasks need to increase.
- As learner confidence builds, the constructions should be more complex and may involve a change of tense, or a more spontaneous response to a question or a follow-up to a question. Introducing a small level of unpredictability raises the level. Can they cope?
- *What did you do at the weekend? Who was there ?*
- Learners should also be confident in asking for help or clarification using accepted polite protocols. *Pardon? I'm sorry...can you repeat please?*

# Creating a gradient of progression in talking



- Activities such as taking part in a role play allows learners to simultaneously develop other language skills.
- Pupils taking on the role play with a partner or as part of a group ;
- Using the target language in games and group activities;
- Information gap relay; -details of this can be found in the accompanying teacher support notes.
- Making short recordings on topics of their interest as part of a podcast for the school website;
- Making short video clips for partner schools;
- These activities allow learners to prepare (write) a script and seek support (from teacher/ word list /dictionary).
- Again we see how language learning skills overlap in their development.

# Creating a gradient of progression in talking



- As we continue to extend the language in the classroom, it is natural that at times the learners may still get ‘mixed up’.
- This is not a cue to panic and think that the language learning is stalling and revert to English.
- This is a natural side effect and actually shows that the flexible pathways in the brain that deal with language are sorting out new connections.
- Encouraging learners to read short passages aloud gives support from the written word
- Reading aloud shows a learner’s understanding of the rules of pronunciation and intonation and how to apply them accurately as they encounter an increasingly wider range of unknown vocabulary.

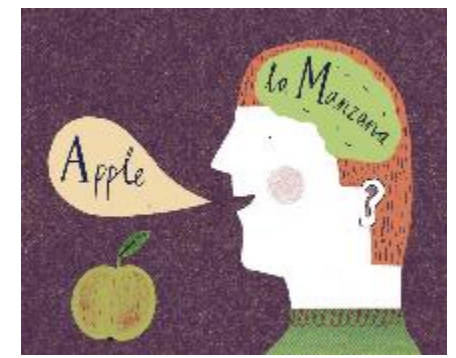
# Creating a gradient of progression in talking



- How much target language should be used in a lesson?
- This depends very much on the learners in front of you.
- This works best where there is a consistency of approach across a department, school or cluster.
- Learners will engage if the target language is the natural lingua franca in the classroom/ ML corridor for **all staff**.
- Although this is difficult to sustain at times and there are occasions when it is not appropriate, learners do pick up a broader range of vocabulary from the teacher using the language naturally when addressing or talking with other colleagues.

# Creating a gradient of progression in talking

- To correct or not to correct pronunciation ?
- There is always the dilemma around the correction of pronunciation. Should you let errors go in order to allow the language to flow? Or should you correct to make sure learners are understood?
- Teachers should use their judgement and develop their own approach based on the learners in front of them.
- They know them best and know when some learners need a 'nudge' to be more accurate or when they're doing their best.
- The key approach here is always to be supportive and allow the learners to hear the correct language again as often as you can to reinforce the sounds and structures.





# Creating a gradient of progression in reading

- Remember that the skills of skimming and scanning that learners use when reading in their mother tongue are relevant.
- Build a level of challenge by having groups or pairs of learners sequence pictures to show understanding of a more complex story.
- Highlight sections of longer texts to create focus for reading for information.
- Break down a longer piece of text with questions or activities along the way to support understanding.
- Use visuals to support understanding
- Give hints for languages with more complex word order by numbering each part of a sentence.





# Creating a gradient of progression in reading



- As pupils progress beyond second level :
- Give groups and pairs more challenging reading tasks, in terms of length and/or complexity
- Remember 2 brains are better than one!
- Collaboration benefits all in the group with careful monitoring and structure.
- Allow learners to link this to their own experiences through rich questioning techniques.
- *Do you agree? How would you feel? Is there another way of looking at this?*

# Creating a gradient of progression in reading



- At third, level learners should be able to access a range of texts.
- Learner engagement is key here. Maintain interest by allowing learners a choice of texts.
- Readers should not just be reading for information but also for pleasure... setting this kind of task can be a challenge!
- Use of text messages... blogs ... short magazine articles...
- Reading for a real purpose is always more engaging...reading for information on a topic of your own interest for example can motivate the more reluctant reader.

# Supporting writing



- At third level, encourage learners to write at greater length
- This can be done in stages with points for peer review and teacher feedback.
- An ambitious writer might want to write at length, but may lose accuracy and understanding if this goes unchecked. A more reluctant writer may write shorter texts but more accurate texts.
- Striking a balance in what you are looking for here is hugely important.
- Give constructive, positive feedback that encourages, supports and gives clear ways to improve.
- Allow learners to re-draft with help from a correction code and/or your feedback.

# Supporting writing.

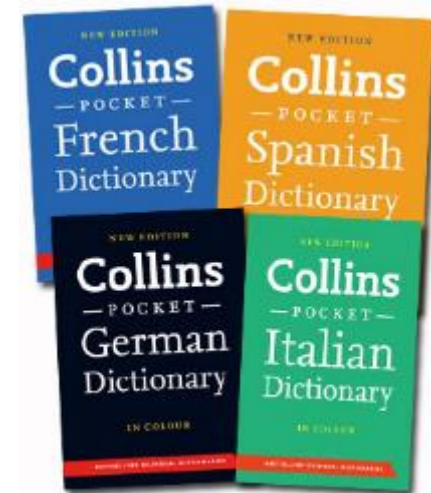


- At third level, learners should be using word banks and a bi-lingual dictionary or on-line support to assist understanding and support writing in the target language just as they would do in developing their English and literacy skills.
- Differentiate writing by length of text or task.
- Allow more support for those who need it.. Word bank; glossary containing key structures; gap fill. Create a base line accessible to all and offer a variety of extension activities.

## Using the bi-lingual dictionary

As pupils become more confident in their writing .

- The dictionary should be readily available.
- Fun activities such as ‘dictionary races’ are still relevant.
- Learners should be becoming much more aware of context when using the dictionary.





## Creating a gradient of progression in writing

- As pupils become more confident, they should be able to identify what makes a successful piece of writing.
- Shared success criteria here are key.
- Be explicit about what the writing should look like.
- Create some 'golden' phrases or a 'wanted' list that you are looking for e.g. a range of adjectives or conjunctions; a particular construction you have practised in class etc.
- This could be featured in a classroom display.
- ICT could be used to enhance written work and engage the reader.

# Creating a gradient of progression in writing



- At third level, learners should have an understanding of some basic grammatical rules.
- With support, learners should be able to create a text in the target language which is mainly accurate.
- It should show an understanding of gender, adjective agreement, case or tense
- The writing should also show the application of conjunctions to link sentences to engage the reader.

# A Writing for purpose

- Presentation of language for an audience increases motivation and engagement.
- Organise contexts for writing including e-mail, postcard; SMS; leaflet; poster; script for a video clip or podcast
- Communication with a partner school/ e-twinning
- A more complex stimulus and response can support and help extend writing e.g. through modelling and personalisation.



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# Creating a gradient of progression in writing

- Peer review at this level can be supportive.
- Giving pupils a checklist to assess a piece of writing with a partner - this allows some discussion and also benefits both writers.
- With careful structuring of your groups or pairs this can provide some positive encouragement for those pupils, who find writing challenging.
- Supporting writing development in this way works on the principle of 2 brains being better than one!
- Applying this technique can work well across other skills too.



## The benefits



- Remember that language learning makes a huge contribution to literacy and gives greater understanding of mother tongue, especially in grammar.
- Any practice is good practice in presentation skills; clarity of handwriting, punctuation etc.
- Exposure to a variety of forms of literacy.
- Engenders greater confidence in all literacy tasks i.e. greater exposure to a variety of texts, widening of vocabulary and skill in decoding.



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