**Improving uptake in modern languages in the senior phase – 1 - Transcript**

Lady in white shirt: I think it’s quite important that you have experiences outside the classroom and I think our school with its bilingual nature offers that anyway and also offers the opportunity for when you’re doing other subjects to the media of the language to be enhancing your language skills. In terms of modern languages we offer quite a lot as well in terms of part of the city offering opportunities to go to Strasbourg to the European Parliament. There are competitions like the Gaelic debate competition which take the finalists in the Scottish Parliament so these things are quite high profile and quite attractive to young people. Things like film competitions and any competition really where they can see that they can take part in is usually quite good and the support of external visitors and people coming in from outside to support them with their interdisciplinary project or with their baccalaureate it’s also very supportive to show links with other agencies and with other people too.

Man in suit: I find that in terms of trying to boost numbers post S4 really what has come before it plays a key role in terms of my faculty we have been constantly monitoring curriculum maps and really looking at the employability and society in the culture and that how can feed into project work and learning through film as well, that’s really boosted a lot of motivation. It’s also encouraged the learners to take on much more of a leadership role in their learning as well as building confidence. We have also taken looked at taking more innovative approaches to assessment for example in listening assessments for third year at one point recently we included very fluent speakers of French, in this case at Advanced Higher to video record a listening exercise and that proved to be really motivational for the end users- the third years who were using that as a listening exam and it was also very motivational for the sixth years involved because they really felt as if they had a key input into that to that assessment so it was a different approach rather than to what I call a blind listening just played through a C.D because third years, youngsters at that point wouldn’t normally be expected to or exposed to a real life situation where they’re not actually seeing the person talking so that was part of the decision taken around that. Also with younger pupils we did something similar. We used a video link with a school in Lyon with whom my authority has a partnership link and again the reciprocated video links with them we sent and received video links with them talking about their home are and that then fed into an assessment which was very useful. Something which we found was challenging that you talked about learning out with the usual classroom environment we wanted to include more trips to for example Glasgow Film Theatre and so on and that proved for various reasons difficult because so much was happening in the school so we decided to have a in our case a rented film theatre and we included showings of French films and Spanish films after school in the school theatre and that went down very well and the numbers were high and again that just engendered this feeling for motivation for language learning and again in a different context we also decided to offer for third years who already had been working in an employability context to offer the languages, the SQA languages for the work purposes award and I think that exercise, definitely with parents at a time when the youngsters were faced with a choice whether or not to continue with a language it was really important because we saw that they were leaving at that exit point with real achievement and it was at that point that the only subject they were leaving with some sort of formalised qualification so for us that really worked with helping to sustain the motivation and get youngsters to continue with language in S4 and afterwards.

Lady with patterned top: I think what has formed the kind of success of modern languages at my school is how we have gained feedback from our pupils and how they’ve enjoyed modern languages and tried to build on that positive experience that they’ve had with us. As a department we constantly monitor pupil opinion and their experiences of French and Spanish, gauging pupil response and participation is really an integral part of our lessons. We always look to involve pupils in the lesson itself as much as possible through questions and a range of stimulating activities that they become involved in. We seek more formal feedback from pupils through surveys. We’ve used survey monkey to assess the appropriateness for example of our Spanish taster in terms of how well Spanish would be received if it was part of the Curriculum and the feedback was actually so positive that Spanish has actually gone from a taster in S2 or a crash Higher in S6 to becoming a part of the Curriculum itself for all the other year groups. Pupils can also access our website and our department blog and seek feedback on their work or give feedback to teachers on lessons or topics and they can also use that blog to seek support and information and advice on any aspect of the course and it’s allowed them to become much more involved in learning and I think that’s played a really big part in motivating them to want to continue on in the senior phase.