



Encouraging modern languages to flourish in the senior phase

COALA

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Transforming lives through learning



A national overview



- Profile of modern languages in the curriculum has declined
- Since 2001 removed from the core in many schools
- Since advent of CfE languages uptake slumped post BGE
- Modern languages now has a high political profile with the 1+2 strategy.

Dr Alastair Allan, May 2012



"The world is changing rapidly and radically and the Government has a duty to ensure that Scottish schools prepare young people so they can flourish and succeed in the globalised, multi-lingual world we now live in.

"One indisputable aspect of modern life is that more people travel widely for jobs and leisure and we must respond accordingly; we will not be as successful as a country and economy if we remain essentially a mono-lingual society.

The statistics

- Numbers of pupils sitting S Grade or \Intermediate French in 2013

27,505

- Number of N4 & N5 French candidates presented in 2014 –

14,512

- Number of Intermediate French pupils in 2014.

-

2,826

Total 17,338

Drop of 37%



The statistics

German

- Numbers of pupils sitting S Grade or \Intermediate German in 2013

5,571

- Number of N4 & N5 German candidates presented in 2014 –

3,205

- Number of Intermediate German pupils in 2014.

-

397

Total **3,602**

Drop of 35%



The statistics

Spanish

- Numbers of pupils sitting S Grade or \Intermediate Spanish in 2013

6,876

- Number of N4 & N5 Spanish candidates presented in 2014 –

4,463

- Number of Intermediate Spanish pupils in 2014.

-

1,280



Total

5,743

Drop of 16 %

What the practitioners said....

- Conversation day in June 2014
- 40 schools invited , 10 schools took part.
- Sharing good practice on key features of departments.
- Case studies of 4 schools



Key questions asked...

- **Courses**
- **Assessment**
- **Experiences outwith the classroom**
- **Pupil voice**
- **Other features...**



Leadership and Ethos



No surprises but we still need to emphasise basic good practice such as.....

- **Strong leadership** and a shared vision with staff.
- **consistent use** of the target language in classrooms for day to day working
- ensuring consistent **high quality learning experiences**, where all learners needs are met
- creating an **ethos of achievement** in language learning

Courses ..

- linking language learning to **other areas of the curriculum**
- creating **relevant and motivational** activities allowing learners to work on **real life contexts**
- involving **native speakers** in the department –MLAs and others
- having **solid transition arrangements** with cluster primary schools to allow immediate progression in S1 – from P7 language learning experience -no fresh start.



Courses..



- setting up **video links to partner schools in the local authority** bringing contexts for learning to life.
- making **creative use of ICT** to engage learners, such as recording and giving peer feedback on talking activities
- using **digital recorders** and **tablets** to record group work and give feedback; using **mobile phones** to record and prepare for talking assessments.
- offering more choice by **learning 2 languages** throughout the BGE with built-in depth and progression pathways.(L3?)

Courses ..



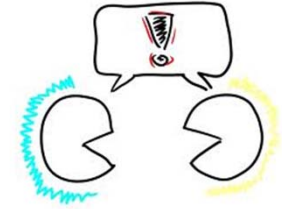
- offering **master-classes in other languages** to broaden the language learning experience in the BGE.. L3?
- using **language ambassadors from university** (including former pupils) to talk about learning languages.
- involving **senior pupils as peer tutors** in junior classes.

Approaches to assessment..



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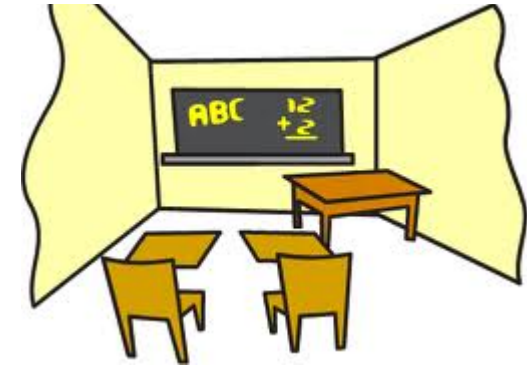
- offering **Languages for Work Purposes** award to motivate learners and assuring an award in the modern language by the end of the BGE.
- using Higher & Advanced Higher pupils to **video record listening assessments** for younger pupils.
- offering a **flexible approach to NQs** with most able progressing to Higher and bypassing N5.
- offering **stand-alone unit awards** as short courses.



Pupil voice..

- **responding to informal feedback** from pupils on their learning experiences in the modern language classroom to shape courses and teaching strategies.(post-it feedback; focus groups)
- Using pupil feedback **to influence curricular choice** e.g. offering a second language in senior phase because of pupil demand.
- using more formal methods of seeking pupil opinion through “surveymonkey” **to evaluate particular aspects of courses.**
- planning popular unit of work at options time **to encourage pupils to continue with language learning** beyond the BGE.

Outwith the classroom ...



- offering trips and visits in S4/5/6 as language learning and **cultural visits** and where possible linking with colleagues in other departments to give an IDL angle for pupils.
- offering a **week-end or all day immersion event** in collaboration with other schools to develop confidence in talking in the target language.
- taking part in **competitions and debates**.



Outwith the classroom..

- setting up **exchanges** can give a high profile to language learning across the school through actual **visits** or **video links**.
- **involving staff** across the school with language ability to take part in **spontaneous conversations** with pupils to prepare for talking assessments.
- using **foreign film** to stimulate learners through after school clubs or cinema visits.



Other ideas...

- creating a **modern languages blog** on your school website to give information, support materials and feedback to pupils and parents.
- using your **modern languages website** to give links to homework and assessment preparation.
- making **partnerships** with other bodies such as the *Goethe Institut, Alliance Française; Institut Français, Consejería de España* and SCILT and trying initiatives such as the, “Business Language Champions,” project.
- Creating links using the **British Council** to consider Comenius projects and “Connecting classrooms”, initiatives.

Other ideas...



- holding a **languages event** to raise the profile of language learning in your school e.g European day of Languages
- using the **parent council** to find parents using languages in their day to day work to be guest speakers or to blog on your web-site.
- offering **specialist input** to upper primary courses, or stand alone units of work (dictionary skills; approaches to reading, grammar)

Our role...to support schools and modern languages departments by...



- **providing advice** to departments on promoting languages in the senior phase
- hosting a **Saturday morning event** in Spring 2015 with SCILT to include presentations from schools

Planned support 2015

- **Guidance for L3 , the second modern language including case studies from the primary and secondary sector**
- **Es &Os for first level modern languages -March 2015**
- **Glow meets with a skills focus (3 over the year)**
Wed 25th Feb & Wed 29th April
- **SCILT/ES Saturday morning event- spring 2015**
Focus -senior phase.
- **Conference for LA development officers- 14th May 2015**
- **AH and N2 support materials on GLOW**

Planned support 2015-6

- T.T.T. July 2015
- Review of K.A.L. and Progress and Achievement docs
- Exemplification of P & A in modern languages.

- ES modern languages professional learning community

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Questions?



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