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Working together for Languages

Evaluation of four collaborative
language promotional initiatives

- Four initiatives to help reverse negative attitudes to languages.
- Organisations and education sectors working together to maximise impact.
- We evaluate the successes and challenges of four years' collaboration.

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Executive Summary

In 2014, the University Council for Modern Languages Scotland (UCMLS) and Scotland's National Centre for Languages (SCILT) began a three-year collaboration to promote languages and language learning. Taking inspiration from the Routes into Languages Programme that had operated in England and later in Wales, four initiatives that could be implemented within existing funding allocations were set up. These initiatives form part of a wider UCMLS Action Plan in support of the Scottish Government's 1+2 language policy, and are outlined below:

Business Brunches: an event for pupils aged 14-15 where they meet and hear from employers who value language skills;

Language Linking Global Thinking: an initiative that links students about to go abroad as part of their studies, with a class in the upper primary or lower secondary school. The student provides regular updates to the class in the form of a blog or vlog;

Mother Tongue Other Tongue: a poetry competition for learners in primary and secondary schools. Participants write a poem in a language that they speak at home (mother tongue) or that they are learning at school (other tongue). SCILT publishes the winning entries from each age group in an anthology:

Word Wizard: a spelling competition for learners in the lower secondary school in French, Spanish, German, Gaelic (Learners) and Mandarin. Participants have to learn the spelling and the translation of 225 words or 120 characters respectively, and race against the clock. There are beginner and intermediate levels. The final competition takes place at the Scottish Parliament.

This evaluation, supported by a small grant from the AHRC Modern Languages Fellowship Fund, reports on the impact of these initiatives on learner attitudes and uptake in the upper secondary phase after a three-year collaboration from 2014-15 up to 2016-17. To provide a better overview of impact, figures for pupil participation in the academic session 2017/18 are also included.

Data Collection Methods

Interviews were carried out with pupils and teachers who had participated in at least one of the four initiatives, and oral and written feedback was collected from other stakeholders such as Local Authority Development Officers and UCMLS representatives. In addition, a scrutiny of language entries in the senior phase (upper secondary school) from the Scottish Qualifications Authority (SQA) was carried out.

Feedback on the Initiatives

Both staff and pupils rated the initiatives in which they had participated positively overall. The importance of the central role of SCILT as coordinating body and the allocation of dedicated staff time to support promotional initiatives was evident.

- The most positive feedback was for **Business Brunches**. In several schools, teachers reported increase in uptake in the senior phase. These claims were supported by SQA evidence on language entries. Suggestions for improvement included more consistent follow-up after each event, and closer coordination between national and local events.
- Participants in **Language Linking Global Thinking** reported increased awareness about life in another country and culture, and enhanced motivation through the use of authentic materials in their lessons. Suggestions for improvement included the need for more frequent contact from the student whilst abroad, and greater use of the target language.
- Participants in the **Word Wizard** competition reported increased motivation and self-confidence. Suggestions for improvement included reducing the total number of vocabulary items to learn and removing regional semi-finals.
- Little formal feedback was received for **Mother Tongue Other Tongue**, although anecdotal evidence from the annual awards ceremony indicated that pupils and parents valued the competition.

Factors impeding uptake of language study in the senior phase

Whilst the initiatives overall had a positive impact on learner attitudes towards languages, this did not necessarily translate into increased language study in the senior phase. The researchers identified a number of barriers. From the teacher perspective, these were:

- (1) restricted subject choices for National Qualifications;
- (2) timetable clashes (with maths or science-based subjects often pitched in the same column as languages)

From the pupil perspective, these were:

- (1) restricted language options available to pupils (range of languages offered in school); and
- (2) certain lesson content and language teaching methods.

Recommendations

To optimise the influence and impact of the initiatives, and to further support the implementation of the 1+2 language policy in Scotland, we make the following recommendations:

1. The national **Business Brunch** events should be continued and supplemented with locally-based events, building further on the support from Developing the Young Workforce (DYW). There should be a central coordinating body, so that overuse of popular employers is avoided. Further funding should be allocated to this initiative to provide consistent in-school follow-up, resources development and online expansion of the programme.
2. To strengthen **Language Linking Global Thinking**, strategies should be developed that build on support from stakeholders in schools, university students/staff and SCILT to disseminate best practice in the use of the LLGT link, and to better demonstrate impact on pupil attitudes and beliefs.
3. In both Business Brunches and Language Linking Global Thinking, SCILT/UCMLS should look at ways of targeting areas with higher degrees of social deprivation.
4. SCILT/UCMLS should find ways of making the **Mother Tongue Other Tongue** competition more appealing to potential 'Other Tongue' participants, and/or to devise a different competition that will attract wider participation.
5. **Word Wizard** was found to have a positive impact on some pupils and schools, but had limited impact at national level. Since it is labour intensive to organise, it has been decided to discontinue the competition at national level from 2018-19. SCILT has made the word lists available online. Schools and local authorities should be encouraged to hold independent competitions at local level.

Introduction: the Scottish Context

Since devolution, Wales and Northern Ireland have tackled these issues separately from England, but Scotland has always had its own education system and associated qualifications. In the place of GCSE and A-levels Scotland has National Qualifications (NQs) at different levels under the current educational framework, Curriculum for Excellence. The equivalent for GCSE and A-level would be a NQ Level 4 or 5, and a NQ at Level 6 or 7 (referred to more commonly as 'Higher' and 'Advanced Higher') respectively.

However, like in the other UK nations, and indeed in other Anglophone countries, there have been concerns in Scotland about the relatively low uptake in languages beyond the lower secondary school. Scotland is also unique in the UK for having a language policy based on the model recommended by the Barcelona Agreement of 2002, (European Council, 2002) the '1+2 approach to languages (Scottish Government, 2012) which endorsed the aim that EU citizens should be taught two languages in addition to their mother tongue from an early age. Every pupil in Scotland is entitled to learn two languages in addition to their mother tongue. L2 will be introduced from Primary 1 and L3 must be introduced no later than Primary 5.

The aim of this early introduction of language learning is to boost uptake from S3 onward (age 13-14). Language learning is not compulsory beyond S3. The early start is intended to foster a curiosity and love of language learning that will encourage pupils to choose to continue language study to the level of a National Qualification Unit.

There is currently a need on the one hand, to support primary language teachers, who may not be language specialists, and on the other hand, to inspire S3 – S6 students to continue with language

learning. There are also concerns about financial sustainability for the 1+ 2 initiative beyond 2021 when the funding by the Scottish government will expire and whether the Brexit factor will have a negative impact.

Significantly, a recent study by the Scottish Social Attitudes showed that Scotland as a nation was favourably inclined towards language learning. Eighty-nine percent of respondents, regardless of their gender, prior language learning experience, or social status, believed that language learning was important. (Scottish Government, 2016). Uptake for post-16 qualifications in Scottish schools (i.e. Higher and Advanced Higher) was also on an upward trend between 2014 and 2016. However, language entries below Higher for 2018 (21,658) are less than half of what they were in 2012 (45,495) (Doughty, 2018).

UCMLS is the Scottish branch of the University Council for Modern Languages, a professional association of staff teaching languages, linguistics or area studies in UK universities. Because of the distinct set-up in Scotland, Scottish universities are not always included in funding initiatives conceived in England. This was certainly the case for the Routes into Languages programme, which operated in England from 2006 to 2013 and later also in Wales (where it still runs on a reduced scale at the time of writing). This initiative set out to foster closer links between schools and universities, through a range of projects, with the aim of increasing uptake in language study in both sectors.

This is in line with the call by Kelly for a ‘more wide-ranging strategy’ in the UK to find the ‘synergies between actions and have a dynamic effect in making the UK more language-capable’ and ‘recognising the distinct situation of the four home nations.’ He highlights the importance of learning lessons from other countries, but also from ‘previous experience in the UK.’ (Kelly, 2018, pp. 254-255),

Inspired by the apparent success of the Routes into Languages programme (<https://www.routesintolanguages.ac.uk/>), UCMLS decided to explore the potential of implementing a number of language promotion initiatives in collaboration with SCILT, Scotland’s National Centre for Languages, which they could implement within existing funding allocations. In the event, they agreed on four such initiatives, as part of a wider UCMLS Action Plan in support of the Scottish Government’s 1+2 language policy: **Business Branches**, **Language Linking Global Thinking**, **Mother Tongue Other Tongue**, and **Word Wizard** (Table 1 provides more details on each initiative). In order to increase UCMLS visibility to teachers in the school sector, SCILT agreed to host a webpage with relevant information about UCMLS activities on its own website. (SCILT, no date). In March 2017, UCMLS also hosted a national conference with delegates from all education sectors, to contribute to their UCMLS Action Plan in support of Scotland’s 1+2 language policy (UCML Scotland, 2017). In order to facilitate more locally based initiatives, UCMLS created four regional hubs around UCMLS member universities, as set out below. The Open University in Scotland is represented in all four hubs.

Table 1: UCMLS regional hubs

East hub	University of Edinburgh, Edinburgh Napier University, Heriot-Watt University, Open University
West hub	University of Glasgow, University of Strathclyde, University of the West of Scotland, Glasgow Caledonian University, Open University
Central hub	University of Dundee, University of Stirling, University of St Andrews, Open University
North hub	University of Aberdeen, University of the Highlands and Islands, Open University

The Four Initiatives

Table 2 sets out in summary form what each initiative entails

Table 2: Overview of SCILT/UCMLS initiatives

Initiative	Description
Business Brunches (linking pupils and employers). A new initiative by SCILT/UCMLS	100-300 pupils (S3-S6) per event; normally maximum 10 pupils per school. Five locations: Dundee, Edinburgh, Glasgow, Aberdeen and Inverness. The event starts with a 'market-place': pupils go around a range of employer stalls and try to find out how each company makes use of staff with language and intercultural skills. There is a plenary with a keynote speaker, followed by a choice of workshops. After a further market place session and a second workshop, pupils come together for a final motivational speaker from business.
Language Linking Global Thinking (students link with a class during their year abroad) based on 'Adopt a Class' developed by Routes into Languages Cymru	Individual classes in primary/secondary school are linked with a student about to start their year abroad. The student stays in regular contact with the class via blog or video podcasts (minimum six times). SCILT provides initial training for students and staff, and ongoing support by monitoring blogs. During 2017-18, there were twenty such links. The student blogs are available online for use by any teacher. The initiative has links to other partners, e.g. the British Council 'Language Assistants' scheme and the Project Trust. The main focus of LLGT is raising aspirations and strengthening interest in language(s) and culture(s). The project was inspired by the CILT Cymru 'Adopt a class' Scheme. After a successful local pilot, it was opened up to the whole of Scotland in 2016-17.
Mother Tongue Other Tongue (poetry competition, various age groups); based on the eponymous initiative in England and Wales	Open competition, initially only for primary/secondary pupils but now also open to other age groups. SCILT publishes winning entries in an anthology and holds an award ceremony in a central location.
Word Wizard (spelling competition for S1-S3 pupils); based on the Foreign Language Spelling Bee competition	Open competition for learners of French, Gaelic (Learners), German, Mandarin, and Spanish in the Broad General Education (approx. aged 11-14). Beginner and Intermediate levels. Participants have to learn 225 words in the target language (or 120 Mandarin characters). During the competition, they must translate AND spell in the target language, as many words as possible in one minute. The final is held in the Scottish Parliament.

Business Brunches

The Business Brunch Initiative aims to spark *instrumental* motivation for languages: languages are useful – even essential – no matter which career path you follow. The lack of instrumental motivation for language learning amongst Scottish pupils was identified in a major national study (McPake, Johnstone, Lyall, & Low, 1999) and again in a survey of S3 pupils eight years later (Doughty, 2007). Yet the most recent annual CBI/Pearson Education and Skills survey has yet again highlighted the employer need for languages (CBI and Pearson Education, 2017). It seems that pupils are not convinced if these claims come from the language teacher, so there is a need to get employers involved.

Language Linking Global Thinking

Language Linking Global Thinking aims to spark *integrative* motivation – making young people want to get to know the people who live in the countries where the language they are learning is spoken. It also aims to reduce feelings of anxiety about being abroad and having to cope with a new language and culture.

Word Wizard

WW aims to spark both *intrinsic* motivation (enjoyment of language learning through a competitive element) and *extrinsic* motivation arising from the national final at the Scottish Parliament where

pupils, in front of *external audience*, compete for the Word Wizard title in their respective language category.

Mother Tongue Other Tongue

Mother Tongue Other Tongue aims to spark *integrative* motivation because the competition is about valuing all languages, without any hierarchical ordering by number of mother tongue speakers, or relative usefulness as a commercial language. The poetry writing aspect should also be an enjoyable activity in itself (*intrinsic* motivation) and by its very nature support literacy development (using phonics and alliteration for example). There is an *external reward* in the form of the anthology; this in turn has an *external audience* so it should help develop *extrinsic* motivation.

Our research questions

- In what ways, if any, has participation in one or more of the joint SCILT/UCMLS initiatives influenced secondary pupils' views on or attitudes to, language learning?
- In what ways, if any, has participation in the joint SCILT/UCMLS initiatives affected uptake of language study in the upper secondary school?
- What factors impede language study in the upper secondary school?
- Are there any grassroots solutions to the emerging challenges?

Data Collection Methods

We interviewed pupils and teachers who had participated in at least one of the four initiatives, as set out in Table 3 and Table 4. Six of those schools are located in Scotland's 'SAC' (Scottish Attainment Challenge) Authorities, identified as having areas with a higher degree of social deprivation.

Table 3: Details of the Teacher/Pupil Interviews

School Code	RIC	Teacher interview	Pupil Focus Group
Inner-City 1*	West Partnership	✓	✓
Inner-City 2*	West Partnership	✓	✓
Urban 1*	West Partnership	✓	✓
Urban 2*	West Partnership	✓	✓
Urban 3*	Tayside Collaborative	✓	n/a
Urban 4*	Tayside Collaborative	Focus Group Interview	n/a
Semi-Rural 1	South East Collaborative	✓	✓
Semi-Rural 2	South East Collaborative	✓	✓
Semi-Rural 3	Northern Alliance	✓	✓
Semi-Rural 4	Northern Alliance	✓	

*indicates school is located in a SAC authority

Table 4: Participation in joint initiatives of interview schools

	Business Brunch	LLGT	Word Wizard	MTOT
Inner City 1	2015/16 - 2016/17			
Inner City 2	2016/17		2015 to 2017	2015/16
Urban-1	2017/18		2015/16	
Urban-2	2017/18	2016/17		2015/16
Urban-3	2015/16	2015/16		
Urban-4	2017/18		2015/16 - 2016/17	
Semi-Rural 1	2016/17 - 2017/18	2016/17		
Semi-Rural 2	2015/16 - 2016/17	2015/16 - 2016/17		
Semi-Rural 3	2015/16 - 2016/17	2015/16	2015/16 - 2017/18	
Semi-Rural 4	2016/17			

In order to keep the schools anonymous, we have used code names to provide only the type of school (inner city, urban or semi-rural). In addition, we analysed SQA examination entries in relation to pupil cohorts in S4 and S5/S6 (the three years of upper secondary school respectively) for the academic sessions 2015-16 to 2017-18. Scottish Government publishes whole school roll and more detailed pupil cohort data, per year group, on an annual basis.

We held focus group discussions with two SCILT staff who had developed and now lead on Business Brunches, Language Linking Global Thinking and Word Wizard. We held individual interviews with

- a Development Officer with responsibility for modern languages in a further local authority where schools had participated in one or more of the joint SCILT/UCMLS initiatives
- UCMLS representatives from four universities that had participated in one or more of the joint SCILT/UCMLS initiatives (representing each a different institutional focus by offering languages in different degree combinations (from traditional specialist degrees to Institution Wide Programmes For All courses)
- Finally, we received feedback from five focus groups as part of a national UCMLS/SCILT conference ‘Looking Inward and Outward’ on 15 September 2018 at the University of Dundee, where we presented interim findings from our research. The focus groups consisted of a range of stakeholders - teachers, 1+2 Development Officers, as well as university and college lecturers.

Overview of Participation in the Four Joint Promotional Initiatives

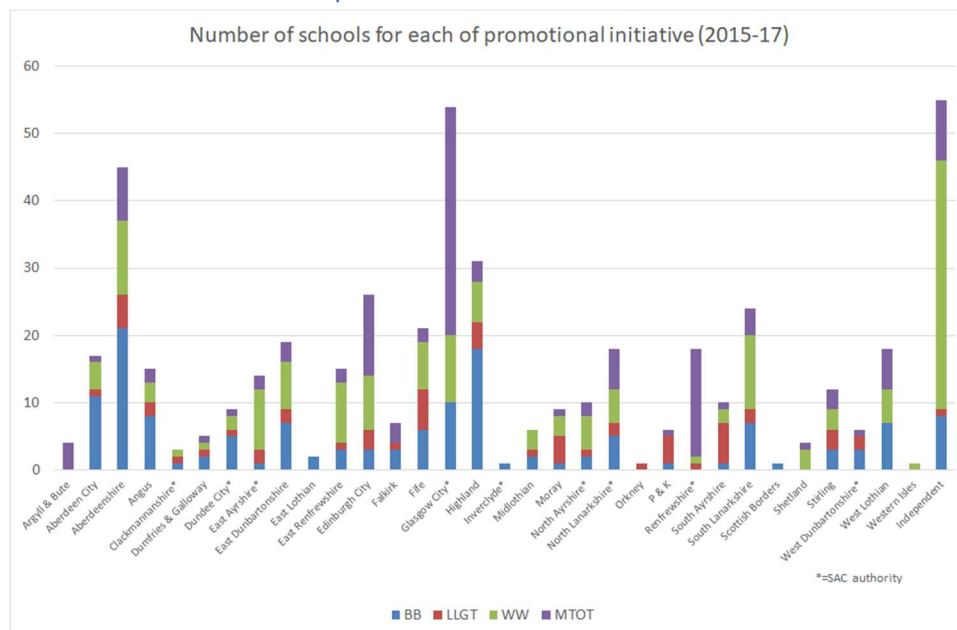


Figure 1: Overview of participation (frequency) by Local Authority and Independent Sector (2014/15-2016/17)

Figure 1 shows that at least one school in every local authority participated in one (or more) of the four initiatives at least once, although from a geographical perspective, representation is clearly uneven. Overall, 190 local authority schools participated in one or more of the initiatives, which represents just over half of local authority secondary schools. From the independent sector, around 18% of schools participated, mostly in the Word Wizard competition, (Word Wizard and Mother Tongue Other Tongue were the two ‘open’ competitions, whilst the other two initiatives were targeted in the main at local authority schools).

Participation by SAC Authorities

There are 107 secondary schools located across the nine local authorities benefitting from an additional Scottish Attainment Challenge (SAC) funding. These designated SAC authorities comprise areas with a higher than average degree of social deprivation. Of these, just over 44 schools (41%) participated in one or more of the four language promotion initiatives between academic sessions 2014-15 and 2016-17. The highest participation from SAC schools (45%) was for Mother Tongue Other Tongue. Significantly, the majority of MTOT schools were located in the West Partnership Collaborative, which comprises a number of authorities that had accepted a higher than average number of refugees. This might explain the fact that the majority of MTOT entries were in the Mother Tongue rather than in the Other Tongue category. Participation from SAC schools for the other initiatives was much lower, making up around 27% for Word Wizard, 24% of all schools for Business Brunch, and 21% for Language Linking Global Thinking (see Table 5).

Table 5: Participation by school and pupil groups/numbers (estimate) 2015 to 2017

	No of (individual) schools	% SAC schools	No of groups	Secondary Pupils
BB	115	24%	144	Around 1440
LLGT	56	21%	58	Around 1450
WW	89	45%	157	Estimated 900
MTOT	106 (incl. primary)	27%	129	Estimated 400

Participation by RICs

For the more detailed analysis of each initiative we are indicating in which of the six Regional Improvement Collaboratives (RICs) each school is situated. The Scottish Government introduced RICs in 2017 to enable more streamlined working across neighbouring authorities. Details of the local authorities included in each RIC are outlined in Table 6.

Table 6: Regional Improvement Collaboratives

Name of RIC	Schools in RIC	Population in RIC	Local Authorities in RIC (*denotes SAC Authority)
West Partnership	108	1,800,000	East Dunbartonshire, East Renfrewshire, Glasgow City*, Inverclyde*, North Lanarkshire*, Renfrewshire*, South Lanarkshire, West Dunbartonshire*
Northern Alliance	92	980,000	Aberdeen City, Aberdeenshire, Argyll & Bute, Highland, Moray, Orkney, Shetland, Western Isles
South East Collaborative	62	1,200,000	East Lothian, Edinburgh City, Fife, Midlothian, Scottish Borders
South West Collaborative	42	520,000	Dumfries & Galloway, East Ayrshire*, North Ayrshire*, South Ayrshire
Tayside Collaborative	29	410,000	Angus, Dundee City*, Perth & Kinross
Forth Valley & West Lothian Collaborative	26	490,000	Clackmannanshire*, Falkirk, Stirling, West Lothian

Business Brunches

Business Brunch Participation

In order to get a more manageable overview for each initiative we have analysed participation by Regional Improvement Collaborative. From 2015-2017, Business Brunches have been held in five different locations: Edinburgh (South East Collaborative/East hub), Glasgow (West Partnership/West hub), Dundee (Tayside Collaborative/Central hub), Aberdeen and Inverness (Northern Alliance/North hub). We decided to hold two events in the region allocated to the North hub as this region encompasses the largest geographical area, coupled with lower population density. These local authorities, such as Argyll & Bute, Dumfries & Galloway, and the Orkney and Shetland islands, lie beyond what is commonly called the Central Belt area (where just under 80% of Scotland's population lives). In some of these authorities, such as East, South and North Ayrshire, SCILT was able to arrange smaller versions of Business Brunches that did not involve university support.

Over the period 2015/16 to 2017/18, 144 individual schools participated in one (or more) Business Brunch events. As **Figure 2** shows, SCILT/UCMLS reached 37% of schools or more in five out of six RICs. Due to the geographical location of SCILT within the West Partnership (which also comprises five Challenge Authorities), Business Brunches participation from SAC schools has been good throughout. In the Northern Alliance, schools are spread more thinly but by offering two Business Brunches from 2016 onwards, in Aberdeen and Inverness respectively, SCILT/UCMLS were able to reach nearly half of the schools (46%) in that RIC. Nevertheless, outlying authorities such as Argyll & Bute, Orkney, Shetland or the Western Isles still found it almost impossible to attend. Figure 2 shows quite clearly that we were able to improve participation rates in the South East Collaborative (Edinburgh, Fife, East Lothian and Midlothian) through collaboration with Developing Young Workforce (DYW) in 2018, who secured a much bigger venue at no additional cost to SCILT/UCMLS. To counter the low participation rate from the South West Collaborative, SCILT organised three additional 'mini'-Business Brunches in 2017 and 2018. However, because they did not involve any UCMLS input these are not included in the current analysis.

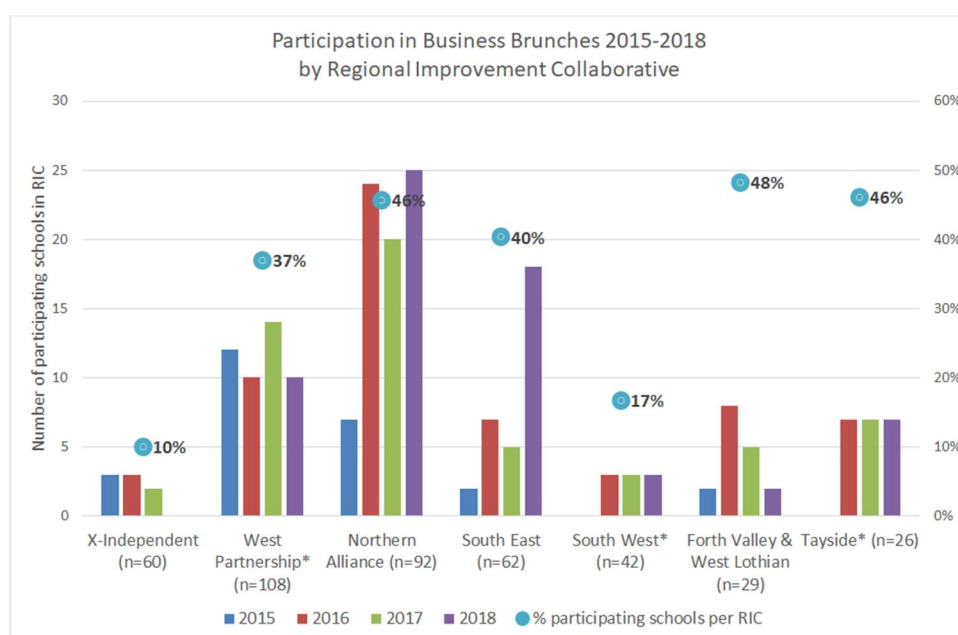


Figure 2: Participation in Business Brunches 2015-2018

Pupil age profile

From the beginning, SCILT recommended to teachers that they select pupils in their last year of the Broad General Education (S3), who were considering studying languages in the senior phase but were still undecided. Teachers, on the other hand, initially tended to select pupils already in the first or the senior phase (S4), in order to, as they saw it, strengthen those pupils' commitment to language study up to 'Higher' grade. However, we gradually observed a shift towards a greater percentage of S3 students. For example, whereas in 2017 around 27% of participants were S4 pupils, by 2018 S4 participation accounted for only 7%. This suggests that teachers had come to recognise that the initiative had greater impact if they targeted the lower age group.

Table 7: Participation by pupil year group in Business Branches 2017 and 2018

Year	Total	S3	S4	S5-6
2017	535	66%	27%	3%
2018	692	93%	7%	0%

NB: Figures have been rounded to the nearest full percent.

Changing student attitudes

During 2018, we piloted a 'quick fire feedback' mechanism. At the start of the Business Brunch, the teacher of each visiting group received a number of tokens to hand out to their pupils. They in turn had to deposit that token in the 'yes', 'maybe' or 'no' box, depending on their intention regarding the continuation of language learning during the following academic year. The process was repeated at the end of the event. Whilst the results serve only as a gauge, they suggest that the experience at the event had swayed a significant number of those in the 'maybe' category, and a small number of those in the 'no' category. 'Yes' responses increased from 50% to 66%, 'Maybe' and 'No' responses decreased from 40% to 27%, and from 9% to 7% respectively. It is worth noting that 50% of pupils attending the events were already intending to continue with language learning. The responses from teachers suggest that they find it difficult to select the ten pupils that would most benefit from attendance at the Business Brunch.

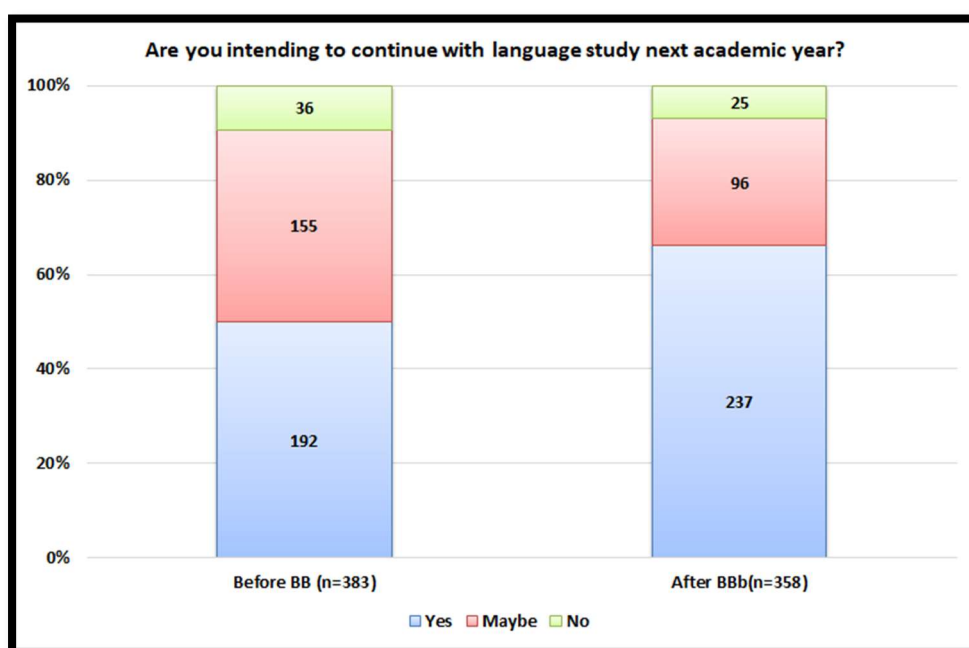


Figure 3: Quick-fire Feedback at Business Brunch 2018

Business Brunch Feedback from Business Representatives

In order to elicit feedback from business representatives taking active part in the Business Brunches, a short online survey was conducted in summer 2018, which received twenty valid responses.

Overall feedback from business representatives about their experience of the events was extremely positive.

This has been a really interesting experience speaking to the students and showing why languages are important for employment

Business representatives found the events to be well organised, stimulating and effective.

A fine-tuned operation that is clearly delivering on its objectives of inspiring and informing schoolchildren about international activities and language learning at a key stage of their education and career decision-making process.

To build on the evident success of the initiative, participating business representatives were invited to give recommendations with regard to forward planning. Their recommendations fall into four different categories: practical suggestions about the format of the day; pre and post activity between businesses and schools; strengthening strategic impact and reach; and, future engagement.

The format of the day was found to work efficiently, but the tight schedule can mean that business representatives giving plenary talks may feel disconnected from the pupils, as often there is little time for questions and answers. This same sense of disconnection can also arise in small group sessions and at the stalls in the market place, where certain pupils can be reluctant to ask questions, either due to lack of confidence or perhaps due to being unaware of the kinds of questions that it is relevant to ask. There was a preference for small group work as they felt this would be more effective than the market place, which can leave certain pupils disengaged.

Business representatives suggested that more information about each business should be made available to the students prior to their arrival on the day. They also suggested that pupils should discuss and prepare questions for the business representatives in advance. This would ensure greater interaction between pupils and business representatives and higher-level engagement in all aspects of the programme.

A further suggestion was made about pupil and teacher feedback. It would be helpful to have targeted pupil and teacher feedback about each session and the event overall.

Some business representatives proposed specific ideas to strengthen their own or their sector's role in the programme. These ideas ranged from offering to be a venue and to organise communication of the event, participating in smaller community-based events (within reasonable parameters of availability) to taking part in producing digital video material of people using their language skills in a work-related context.

It would be advantageous to reach out to schools and grow awareness of this initiative. Organisations such as ourselves (Dynamic Earth) would be supportive in going along to career days or classroom talks.

Maybe a short film about the people I am talking about and seeing them in a scenario using their second language in a work or career capacity.

A number of practical and feasible suggestions were put forward about how to increase the strategic impact of the initiative, how to set up collaborative structures between teachers and businesses, and how to involve more remote locations. Establishing contact between schools and workshop leaders

from business could be set up prior to the event and there could be follow up activity through use of technology.

This could easily be achieved by 'lunch and learn' sessions using BlueJeans/ Skype/ WebEx. I am sure questions can be submitted electronically / so avoiding silences / [and risk of] no questions as students don't want to ask anything for fear of embarrassment.'

Possibly follow up activity could be done by Skype.

A further suggestion involving face-to-face engagement was the organisation of a scaled down roadshow to manage costs and reach rural areas.

Business representatives approved of the hub and spokes model of delivery, offering a balance between central national locations and local events. They were clear, however, in the need for greater coordination between SCILT, UCMLS, DYW and individual schools. Although ready and willing to support this initiative, duplication of requests to attend activities creates confusion, overload and risks losing crucial business contacts.

We are supportive of short work placements, visits and talks, both in person or via Skype. We have used Marketplace to identify opportunities but a more focused, unified and consolidated approach would be more efficient and reduce duplication of effort.'

They believe it is possible to grow capacity in the number of businesses willing to participate. The use of social media will be helpful in this respect, including Facebook groups and LinkedIn. The idea of creating a Strategy Story, outlining the benefits to businesses of engaging with this initiative, as well as underlining the advantages to schools in participating, would be a powerful tool in encouraging further businesses and different sectors to take part.

It was a good opportunity to engage with young people and raise awareness of the resources which might help them with future study and also the possibility of working in the cultural sector.

It has been great - useful for showing the skills needed for summer seasonal positions, as well as working in the modern tourism market

Several business representatives made recommendations to promote multiagency engagement. They suggested approaching the Board of Trade, Scottish Council of Development and Industry, the Federation of Small Businesses, the Association of Scottish Visitor Attractions, Visit Scotland – Scotland's National Tourist Organisation as well as making formal approaches to their own organisations' human resources departments or board of directors. The objectives and aspirations of the Business Brunch initiative aligns closely with those of corporate social responsibility (CSR) and therefore, synergy between the initiative and CSR activity in businesses can only be to mutual benefit.

The majority of participating businesses cannot offer work placements, although one or two do so. The use of virtual placements and Skype links could offer valid and relevant solutions to this problem. Of course, there are already pupil work experience placements embedded in the Scottish school curriculum, but it seems not all businesses are aware of them or participate in these.

There was unanimous agreement that the Business Brunch initiative was welcome and that there was a need to raise public awareness about this:

As this is such a good programme, [there should be] more press and TV coverage to inform the general public.

Business Brunch Feedback from UCMLS representatives

UCMLS representatives identified particular elements of the programme that demonstrate how the Business Brunches initiative sets out to fulfil its strategic objectives in detail. They highlighted a number of clear benefits for those pupils selected to participate in the Business Brunch events:

- Interaction between S3 pupils and employers, but also between university student volunteers at the event
- Inspirational input from keynote talks and presentations
- Opportunities for pupils – and again, university student volunteers at the event - to ask questions of employers
- Rich formative experience of conversations with employers at the stalls
- Raising awareness that languages are needed and valued across different occupations in the UK such as mechanical engineering and personnel management
- Discovering that non-graduate jobs also benefit from languages
- Partial competences in a language can have value; you don't always need to be fluent
- Changing attitudes towards languages and showing how they open doors, e.g. Scottish Dance Theatre welcomes those with language skills, including British Sign Language (BSL) – are needed in the Creative Professions.
- Social skills improve through experience of intergenerational dialogue
- Awareness of the importance of intercultural competence and intercultural understanding acquired through language learning
- Aspirations are raised

UCMLS representatives were confident that the Business Brunches were successful and well received on the day; they were less certain about empirical evidence of longer-term impact on pupil attitudes towards languages in school or uptake of languages post 14 and post 16. They remarked that it was variable how lessons learned from attendance at the Business Brunches were passed on to other pupils and to younger learners in the schools. The present model does not provide any systematic follow up with participating teachers to find out how they have integrated the experience of attending the Business Brunch into their lesson planning or how they might have exploited material and resources available on the day with other pupils. There was general agreement that there should be greater triangulation and follow up with pupils, teachers and with participating businesses.

UCMLS representatives noted that the involvement of DYW has already made a significant difference in the profile of the programme and its potential reach. One visible difference has been in the location of the events in prominent public venues such as the Aberdeen Beach Ballroom. In this case, DYW for North East of Scotland took responsibility for organising the event and covering costs.

While acknowledging the impact of holding events in prominent public venues, UCMLS representatives drew attention to the advantages of continuing to locate such events within HEIs, wherever possible. The Business Brunches may be the first occasion that schools have visited a HEI and this can break the barrier for those pupils who may be the first generation to consider continuing into higher education. University students are on hand to welcome and guide visitors and thereby gain the experience of being helpers. Finally, there is the material advantage that HEIs can offer venues free of charge.

UCMLS representatives were keen to point out that excellent relationships were already in place between SCILT, HEIs and modern language coordinators from local authorities.

Business Brunch Feedback from pupil and teachers

From SCILT surveys sent out to teachers after the event, we have learnt that for a number of them, the visit turned around language provision at their school.

Events like Business Brunches allow the pupils to hear our messages but straight from the horse's mouth almost, from the employers so pupils are interested and that makes a huge difference to the mind-set of the pupils and the influence you can have (Teacher, Urban 2)

In 2017/18 we had 22 candidates. We now have 55 in our 2018/19 cohort (Teacher, Glasgow Business Brunch)

Because of this success, there have been numerous calls to increase the number of events, and to increase the number of pupils able to attend each event, and teachers are finding it difficult to select the 'right' pupils.

It's always just a shame because you want to take all of them, and you can only take ten, so that's very hard. I try to target the ones that are thinking about taking a language but are not sure, but then that annoys the ones that want to continue and want to go to everything, but I think the hard thing there is to kind of like keep on targeting it effectively. (Teacher, semi-rural school 3)

I think that the Business Brunch is superb. The only issue would be that we can send only about ten pupils out, out of [the whole cohort] that might want to go. (Teacher, Inner-city school 1)

Inevitably, some speakers are from employment areas that are more relevant to the group than others might be

Because if you're only given two exhibitors, those two exhibitors maybe for our 10 kids could be totally irrelevant whereas another two could actually quite relevant (Teacher, Urban 3)

I think it would have been good if we...in terms of like four different companies, I think it would have been good to hear from all of them. Because we only got to hear from half of them and because languages would help them in different ways. I think it would have been better to see all four company sites of languages rather than just two (Pupil, semi-rural 3)

Finally, there have been some criticism on the format of the day itself. Usually the event starts out with pupils going around a 'marketplace' of employers who all value language skills. Some pupils and teachers felt that this is not an appropriate activity because many pupils of that age are too shy to speak to businesses.

There was a lot of time spent like where we just speak to people. I'm not very good at speaking to people, so I didn't really speak to people. (Pupil 1, semi-rural school 3)

I think we would like it better if there was more of like a structure of talking to each company and like you were told you have to do it. Or they came up to you instead of us being like having to go to them because it can be a bit nerve-racking having to go up to them asking and stuff. (Pupil 2, semi-rural school 3)

I just think that our young people don't have the skill set to engage with complete strangers. [...] whilst we provide great tools with the questions actually going up and asking information to someone is the bit that they're really not comfortable with. It's quite a formalised situation which we do want to prepare them for but I'm not sure they'll get the most out of it because it's a chance to walk around with our friends. And some of [the stands] have freebies or sweeties or whatever and that's a driver to get them. Actually, it's the free pen or the bracelet rather than actually to find out why they were there. So, when I asked them about

the stands, did you speak to them "oh yeah, they give out free pens". What was it they were talking about? "I can't remember what they did." (Teacher, semi-rural school 1)

Staff had mixed views on the best age group to target. One teacher felt the event was better suited to the senior year group

For the senior phase, the business brunches were really good. It was fourth and fifth year I took this year. I think the year before as well. I think it's really helped them because it's employment that they're seeing. When they're fifth year and fourth year they're starting to think about their careers. I think the business brunches are great for that because they can see their options. They can see that just be learning language, you don't have to be a teacher. There are lots of other jobs you can do that require languages.

Another teacher, however, suggested that the event might have more impact on S2 pupils as many make up their mind about languages before they start S3.

So, I think S3 is a great point for us to input just before they're doing their course choices. But it's actually in S1 and S2 [where] we have an opportunity to influence which language they continue with and perhaps that they continue with both languages that we're offering (Teacher, semi-rural school 1)

However, given the earlier comments about the set-up of the day we feel that the current format of the Business Brunch, involving mainly presentations from businesses to pupil, would be even less appealing to a younger age group.

Regardless of the above, it is clear that teachers highly value the Business Brunches and that the events have put languages 'on the map'. Whilst collaboration with UCMLS has now evolved into an additional partnership with DYW, it is imperative that the initiative continues. However, we should decide whether in future we continue with the 'open call' or 'first come first served' strategy or we offer some authorities the 'first option of refusal.' The demand for more locally based initiatives is a reasonable one in theory but not necessarily in practice. Not all employers unanimously value language skills, and even if they do, they may not necessarily be prepared to take part in an event that takes them or some of their staff away from business. We have also experienced the pitfall of events being organised at local level, using business contacts from the SCILT database, leading to much confusion and the potential loss of goodwill of some of the pro-language employers.

In some schools, teachers asked pupils to feed back to their peers after attending Business Brunch events and this created a positive spin-off effect, mitigating against the small number of pupils in individual schools and, incidentally, explaining that there are also non-graduate job opportunities.

Pupils from one school (semi-rural1) confirmed that finding out the extent to which languages are used in non-graduate jobs helped to persuade others who heard about this after the event:

It was a surprise that you can use languages in many jobs, normal jobs, businesses in Scotland, mechanicals, did not realise that. Office jobs and non-degree jobs.

Yes, there are over 20 of us in Spanish and in French class, we told others about the experience. We told them how many jobs there are, others were quite shocked. That maybe shifted, maybe influenced how they thought about languages. Quite a lot of them chose to continue with a language.

However, as part of our investigation we discovered that in one local authority at least, a positive initiative had - inadvertently - addressed all of the aforementioned concerns.

Springboard Event - a Grassroots Solution?

Through their communication with schools and DYW officers, SCILT staff discovered that Springboard, a charity working to attract young people to work in the hospitality, leisure and tourism industries, was organising a ‘meet the employer’ type event for the four city-based secondary schools in Perth. This was going to involve all of the S2 (second-year) pupil cohort – i.e. the very cohort some teachers would like to see targeted. The feedback from the day was so impressive that we decided to include it in our report as a potential template.

Furthermore, it had a local focus (just four schools) and included a whole year group so teachers did not have to make difficult selection choices. The organisers were also very aware of the needs of their target audience. Therefore, instead of keynote speakers there were ‘discovery trails’ with activities and challenges to appeal to pupils’ age group. The trail was researched and developed in detail and incorporated all the major industry sectors in hospitality, travel and tourism

On the day, industry representatives provided work-based or ‘live’ skills challenges for pupils, thereby helping young people to develop team building, problem solving and communication skills. In doing so, they also discovered the diverse careers opportunities available in the tourism industries, and the need for additional languages to develop careers in these sectors. The various skills activities and challenges were located at three different venues, referred to as “zones” along the challenge trail: (1) communication zone (local council building); (2) hospitality zone (local hotel) and (3) adventure zone (local tourist attraction).

Figure 4 demonstrates clearly the change in pupil attitude following the event.

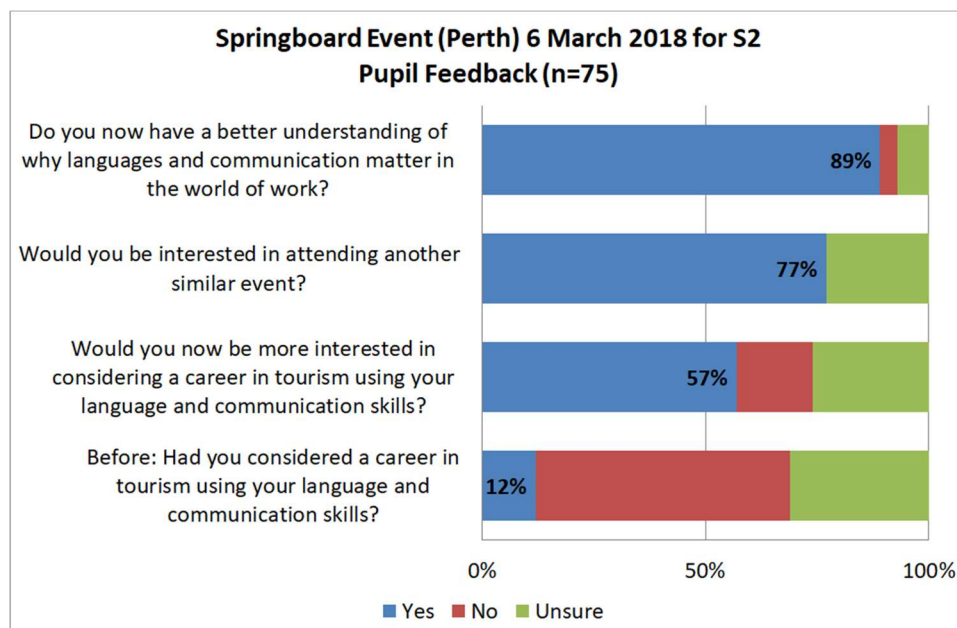


Figure 4: Pupil Feedback from Springboard Event (Perth)

At the start, only 12% of participating pupils had considered a career in tourism using their language and communication skills. By the end of the event, 57% were considering doing so, 77% would like to attend a similar event again, and 89% stated that they now had a better understanding of the importance of language and communication skills in the tourism industry. Pupils also expressed their satisfaction with additional comments on the survey:

Brilliant! A lot better than expected

It was really fun and full of great workshops and ideas. Especially for the first year running

I really enjoyed myself and I learned a lot. The activities were really fun.

It was fantastic. I especially liked the activities at the council building!

The table setting was good and gave you an insight into what working in a hotel is like

Springboard was intending to repeat the event in the autumn of 2018 for the schools based in the rural parts of the same local authority. On the evidence above, this approach has much to recommend it although it requires a lot more involvement from the side of employers. In the first instance, it would therefore be worth exploring with relevant staff in Springboard how the event could be replicated in other parts of the country.

Discussion of Findings

Representatives from participating universities and businesses recognise the potential strategic, social and academic value of Business Brunches. Feedback indicates that the initiative is beginning to make a direct contribution to meeting a number of strategic national priorities in education and trade, for example. There is strong consensus among business, university and teacher representatives that the underpinning principles and intentions of the initiative are relevant and timely. It supports the drive to increase the numbers of pupils continuing to study languages post 14. In so doing, it supports the broader agenda for workforce development and the recommendations laid out in Scotland's Youth Employment Strategy, "Developing the young workforce". The reach of the initiative, (while still relatively small scale) is making a contribution to meeting the targets included in the Scottish Attainment Challenge for schools, which focuses on achieving equity in educational outcomes, aspiring to close the poverty-related attainment gap. Furthermore, the collaboration between schools, universities and businesses actively supports Scottish Government policies that set out to equip young people with international communication and employability skills, considered essential for success in an increasingly globalised society and economy. Such support becomes ever more relevant in the present political and economic climate for the future of the United Kingdom.

On a strategic level, we can ask which languages and how many overall should be available for study in schools. Currently, Scotland offers Cantonese, French, German, Gaelic (Learners), Italian, Mandarin, Spanish and Urdu up to SQA Higher level. According to recent research (British Council, 2017), four of these - Spanish, Mandarin, French, and German, - feature in the top five languages of overall importance to the UK. In terms of export, however it is *German, French, Italian and Mandarin*. Significantly, however, other languages in the 'Top 10 category' – Arabic, Dutch, Japanese, Portuguese, Russian and Swedish – are not available to pupils until they enter university, and even then, opportunity for such language study, as a module or to degree-level, is dependent on the institution. Employers at the Business Brunches currently do not represent the full range of those languages either.

Stakeholders are acutely aware of the resource implications for sustainability of initiatives like Business Brunches. The multi-agency partnership between schools, SCILT, UCMLS and Developing the Young Workforce will play a major role in how the programme develops and expands in the future.

The multi-agency infrastructure should ensure better and more frequent communication and coordination of future activity at local and national levels and may well lead to an increase in the number and frequency of business brunch events, extending access to more remote parts of Scotland.

The main advantage of the partnership between schools, SCILT, UCMLS and DYW will be in determining strategic direction and ensuring a coordinated programme of local and national events. At the same time, we need to avoid duplication of effort and overlap, and making best use of SCILT and UCMLS expertise working in conjunction with DYW champions located in schools whose remit is to set up business links and employability events, particularly with a STEM focus.

Plainly, there is currently neither capacity nor funding to set in place any form of direct curriculum support or intervention study to build on the impact of the Business Branches. However, the availability of the online toolkit on the SCILT website provides a resource for schools and universities to encourage a focus on languages and employability.

In developing the toolkit, SCILT responded to the demand to make employer presentations available online by creating video podcasts of fifteen employer presenters (<http://bit.ly/SCILT-Business-Toolkit-and-Videos>) three for each vocational area targeted by DYW (creative industries, health & wellbeing; manufacturing & engineering, hospitality & tourism, and business in general).

As previously indicated, SCILT responded to the demand for smaller, more locally held Business Branches by offering additional mini-versions in the South West Collaborative. However, they were only able to do so because they had support from the local DYW teams. In other words, expansion of the initiative depends on the ability of partners such as DYW to identify suitable employers and provide venues free of charge, or at a substantially reduced cost. However, with DYW funding only set to be in place until 2021 (the same as for 1+2), this model may not be sustainable in the long-term without additional funding.

This brings us to the suggestion by some teachers and pupils of opening the Business Branch to a younger audience. We do not feel that the current format of the Business Branch, which involves mainly presentations from businesses to pupils and no significant audience participation, would suit a S2 audience. Events such as the Springboard event offer considerably more interaction with students and seem better suited to the younger age range.

Language Linking Global Thinking

Language Linking Global Thinking Participation

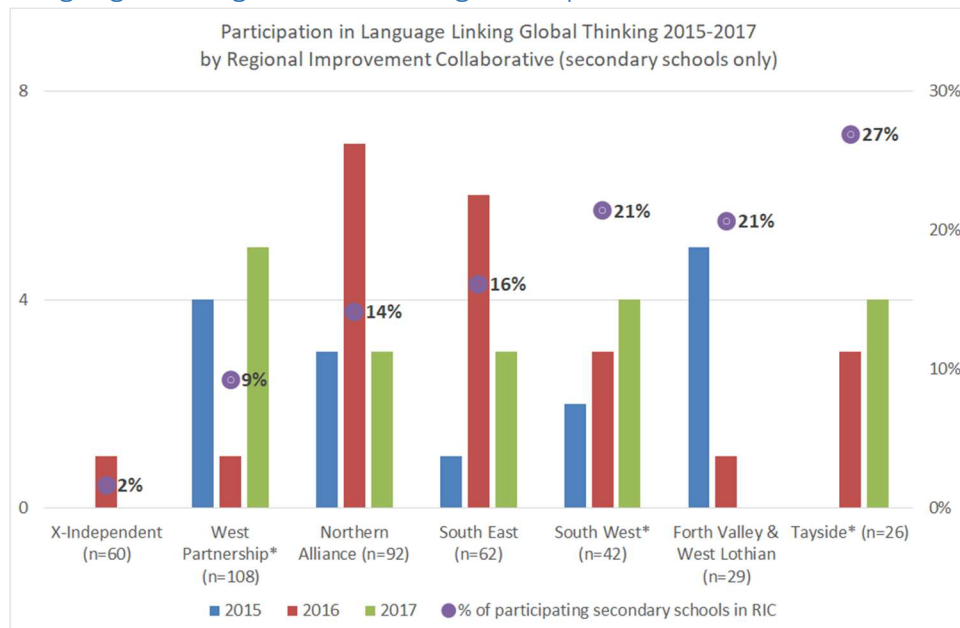


Figure 5: Participation in Language Linking Global Thinking

Language Linking Global Thinking is a voluntary programme and is small scale. An average of four to five LLGT volunteers are recruited annually from each of seven HEIs and Project Trust (a charity that offers gap year placements abroad for school leavers aged 17-19), up to a total of 30. Each year SCILT targets new LLGT schools to spread the benefits of the LLGT initiative across Scotland.

SCILT provides a comprehensive training day for participating schools, universities and their LLGT students. A typical training programme covers pedagogical matters such as the kinds of materials that will be useful for schools, addressing level of language, accessibility and suitability of content, and offers suggestions for projects. Pastoral and regulatory matters are also addressed. SCILT provides guidance on GDPR (General Data Protection Regulation) and appropriate boundaries.

SCILT fulfils a key role in quality assurance across the academic year. Given the importance of protecting children/pupils from inappropriate material from the web, there are QA procedures in place relating to blog posts. SCILT is the central point of contact for the blog posts so for 30 students this would mean a minimum of 180 blog posts. In other words, where possible, a SCILT staff member checks each blog post before sending it through to the partner schools and making it available online. In 2018, SCILT was obliged to post a disclaimer on several LLGT blogs, saying that the content of their blogs was not being moderated by SCILT staff due to lack of access to the content management system or web builder in use e.g. WordPress and Weebly). This moderation process is very valuable but very human resource-heavy. Nevertheless, this will be a key issue for any future rollout of the programme.

In total, 56 individual secondary and 24 primary schools were involved in the Language Linking Global Thinking initiative, where a student about to go abroad is linked with a whole class during that time. Therefore, although the number of participating schools is relatively low, the number of pupils reached is relatively high. Indeed, if we assume an average class size of 25 pupils, the scheme would have reached a total 1450 secondary pupils, i.e. roughly the same number of pupils as the Business Brunches. There is less of a significant negative effect on geographical uptake, as the mainly digital engagement of learners mitigates against the challenge of wide regional distribution of

schools. The potential uptake of this initiative is limited by SCILT capacity to train students and monitor blogs before they are published online. There are additional challenges trying to match students with schools that teach the language they are learning. There are online materials available for all learners and teachers via the SCILT website, but we were not able to establish to what degree teachers who do not take part in the actual initiative make use of these.

Feedback from UCMLS Representatives and SCILT Lead Officers

SCILT advisers recommend that certain conditions should be in place to optimise the value of involvement in LLGT.

- LLGT students should meet their link class **before** they leave and **on their return**
- Arrangements for **pre and post contact** with the student and class **MUST** be in place.
- Students and teachers should plan their project themes and discuss the kinds of materials that will be most suitable.
- Successful blogs are a two-way communication. To stimulate curiosity, ideally pupils should ask questions to their LLGT student as well as receive information from them.
- Six blogs are the minimum but LLGT benefits considerably if the student writes blog updates more frequently and if the blog content links to further work in class.

Some LLGT students have sent as many as twelve updates. They are creative and imaginative in how they present their blogs and select stimulating authentic materials including photos and postcards and links to music, film and YouTube. According to the lead officers from SCILT,

One S3 pupil said that she chose French because she had enjoyed YouTube films that had been introduced to her through the LLGT project. She particularly liked pottery and said: 'YouTube films on pottery in French are amazing.'

*A class of 15 middle to lower ability pupils was inspired through LLGT. The teacher would not have thought of using postcards to stimulate pupil talk. The postcards stimulated a lot of interest and the teacher was then able to scaffold a lesson around different types of food, introducing new vocabulary. This then developed into a **postcard project** organised by the teacher with her LLGT student on different agreed themes. Its success was built on an authentic exchange of materials responding to pupils' interests.*

UCMLS representatives reported that the current model tends to work most effectively for students who spend a full academic year abroad. This is based on the principle of sustaining cultural and language links between the LLGT volunteer and the class in one language and one culture across the academic year. For this reason, students who are on modular courses combining languages with other subjects or who are studying two languages and spending time in two different countries have difficulty in fitting into this model.

UCMLS representatives agreed that successful, well-supported involvement of language undergraduates in classrooms in primary and secondary schools through LLGT can bring significant enrichment to language learning. They identified clear benefits for teachers, pupils, and the undergraduate student abroad.

Teachers benefit from receiving authentic materials and fresh observations about the host country from their LLGT student that make language and culture real and up-to-the-minute. UCMLS representatives cited anecdotal evidence from teachers that previously demotivated classes had revived their interest in languages due to the increased use of authentic material in their language learning, and the influence of the positive role model provided by their LLGT student. In one particular case, greater numbers of S3 students decided to carry on with a language in S4 because of

their involvement in LLGT thereby allowing a language class to run in the senior phase. We summarise the reported benefits for pupils and undergraduate students in Table 8 below

Table 8: Perceived benefits of LLGT involvement

For pupils	For undergraduate students
<ul style="list-style-type: none"> • challenges the view that ‘everyone speaks English’ • helps to overcome the supposition that language learning is difficult • develops more positive attitudes towards languages and cultures • encourages cultural curiosity and a more international mind-set • can influence the decision to continue with language learning in S4 	<ul style="list-style-type: none"> • raises awareness of the importance of language learning in schools • adds richness to the experience of the year abroad and enhances cultural competence • gives structure, audience and purpose for language and cultural learning • provides a context where students are required to reflect on their experience and receive critical feedback from other adults • enhances their employability skills

Importantly, UCMLS representatives were aware that the success of the LLGT programme, i.e. realising the potential benefits identified above, depended on the quality of the relationship between the link teacher and the LLGT student. Where relationships are strong, there is significant mutual benefit in the programme. Where relationships are weak, communication tends to be unclear and less frequent, and the connection between class and student is more likely to peter out.

UCML representatives drew attention to the variability in the effectiveness of LLGT arrangements with schools. The variability also extended to the levels of engagement and accountability that HEIs are able to offer in running the programme. In one HEI, a staff member acts as recruitment officer who handpicks undergraduate students that are particularly suited to the programme and will therefore derive the greatest benefit from it,

I encourage Scottish and Northern Irish students to volunteer, as I believe there is greater connectivity with pupils, if they encounter someone who is similar to themselves. This is on the principle of: ‘if it works for me, then it can work for you’.

In other HEIs there seems to be less contact with the LLGT students or their schools after the initial link up. This seemed to vary according to the different degree structures in universities, i.e. specialist language degree and multidisciplinary degrees with languages.

UCMLS representatives were unequivocal in acknowledging that the national coordinating role for the programme provided by SCILT is crucial in sustaining the quality of the programme and developing it further in the future. They also raised the central importance of securing additional resources, human, material and financial for SCILT to maintain standards in LLGT and to support other initiatives involving school and university links.

UCMLS representatives unanimously agreed that LLGT is a valuable initiative that has the potential to expand. However, it is vulnerable due to uncertainty surrounding the future of Erasmus+ post Brexit and the recruitment of future students to the programme. For example, a number HEIs reported difficulty in attracting LLGT volunteers this year. This situation may be alleviated in the near future because UK universities’ commitment to double international exchanges (UK Universities International, 2017).

UCMLS representatives suggest that the future development of LLGT could usefully explore building in flexibility into the model. This could take the form of offering shorter LLGT links with schools lasting half a year or one term if teachers were agreeable to this.

The interview participants highlighted areas for future development of LLGT and possible synergy with initiatives taking place in those institutions.

- The University of St Andrews has developed a specific accredited module for sciences and the arts, which links students to secondary schools. The dual purpose of these links is to promote the academic discipline and recruit undergraduates, with the additional purpose of encouraging students to go into teaching. There may be opportunities to dovetail LLGT with this initiative.
- The University of Aberdeen has a local initiative with Aberdeen City Council, the Primary Placement Scheme. Ten to twelve students are placed in primary schools for up to 10 weeks. This is an opportunity to test out career prospects in teaching. Students carry out their placement during Year 4 of their five-year degree programme, when they have just returned from their year abroad (Level 3 students) or during their fifth and final year of the degree programme (Level 4 students). Experience of LLGT prior to participation in this programme would be very valuable. A strategic link between LLGT and the Primary Placement Scheme could be explored.
- The University of Edinburgh, with support from Edinburgh City Council, is in the process of piloting an 'Ambassadors in Schools' programme that will bear core credits contributing to the degree award. It is envisaged to draw up a programme of 20 hours focusing on citizenship, which students will plan and develop with and for pupils in schools. There will be Council-specific days when students and schools will meet and work together. It is intended that collaboration of this kind will be very productive and create offshoots. The possibility of integrating experience of LLGT into this new initiative and of contributing to credit-bearing modules would provide a fruitful area for further development.
- The University of Dundee, in collaboration between staff from the University Careers Service, University Languages section and the local authority, offers primary and secondary school placements to students of all disciplines and has a specific agreement with a number of schools in the surrounding local authorities to place students who have *language* skills in schools (20+ per year). Significantly, *all* students at the university can participate, including exchange and international students. Students can gain a (non-credit bearing) award to enhance their employability. This model allows potentially wider participation, languages and content integrated learning. It can also stimulate interest in Erasmus/LLGT uptake.
- The University of Stirling offers Language Open Days for teachers and students focusing on French. There is CPD on French films and taster courses, mini-lectures and cultural seminars. The particular expertise in film studies and cultural studies could inform the LLGT programme and help to expand the high cultural elements of the initiative. Coordination and communication of the full suite of CPD opportunities available to teachers and students across participating institutions in LLGT could strengthen the offer and attract more LLGT volunteers and more schools.

The opportunities vary according to the academic structure of the university, and the accreditation offers available, e.g. whether it is possible to study a language (or languages) as a specialist undergraduate degree, as a minor subject of any undergraduate degree, or as freestanding, credit/non-credit bearing modules. The option of a specialist language degree, for example, is not available at all universities.

One UCMLS representative mentioned logistical difficulties of aligning the recruitment process of LLGT volunteers and the application process for outbound Language Assistants. The disconnection between confirmation of placements and the decision to volunteer for LLGT leads to fewer firm LLGT pairings.

The LLGT project needs to frontload with information at an earlier stage in the academic year and secure the commitment of students. Student and school pairings should be made earlier.

Closer coordination between SCILT, the British Council and the HEIs could help recruitment and participation in LLGT.

Similar to the Business Branches initiative, there is strong consensus from UCMLS representatives that overall LLGT is a successful initiative and is an essential part of raising aspirations, inspiring individuals in schools (and students in universities) to broaden their outlook and their worldview.

If initiatives like LLGT can break down barriers and alter public perceptions about languages and cultures, this is very worthwhile and may contribute to raising social aspiration. If pupils go home saying to their families that they are in contact with someone in Berlin and this is real and relevant, it begins to make connections across borders.

All agree that the success of the LLGT programme relies heavily on the commitment, passion and energy of SCILT staff. Currently participation in the LLGT programme is restricted due to lack of staffing. With increased resources, SCILT could target new schools and support existing LLGT schools to sustain their participation in the LLGT programme in future years. Time could also be available to develop existing LLGT materials, which could be more widely disseminated as authentic resources for use in non-participating schools. The future expansion and impact of the programme are dependent on further investment.

We did not interview any student that had recently been involved in the initiative but the quote from one of the participating university students illustrates that students may be very well aware of the importance these contacts abroad can have:

I truly think it that the Scottish education system is missing a great opportunity for children to develop their deeper cultural knowledge and understanding. This is why – when it is not possible to have language assistants from abroad – projects such as LLGT are so successful. A class being able to follow an assistant and their experiences is a means of getting across these important ideas. With [my] School, I was able to write to them first hand showing my experiences visiting in person the WW1 trenches, the Vimy ridge. I was able to show them the photos I took on my tours around the Belgian Christmas markets. Perhaps, most interesting was when the children were able to see the comparisons between the hugely different French schools and resources. Once I had returned to Doune Primary, we debated and discussed together the similarities and differences between the education systems. “Language and culture are the frameworks through which humans experience, communicate, and understand reality”. A connection with a language assistant [abroad] is a means of acknowledging the challenges which come from learning a second language and recognising cultural differences. However, crucially, it also acts as an opportunity to explore the many positives and life-changing impacts of travel, adventure and making greater human connections. It really is linking what we have in common, to a better, global way of thinking. Everyone can benefit from this.’ (SCILT, online)

Feedback from teachers and pupils

Five of our ten interview schools had participated at some point in Language Linking Global Thinking. However, they did not provide substantial feedback on the initiative. Some participating teachers

expressed positive comments and highlighted that it also gave them an opportunity to integrate engagement and materials arising out of the digital exchanges into interesting and challenging materials, as the following quote shows:

The emails and the information that [student] sent we've actually incorporated that into our speaking assessments and the new writing assignment [...] (Teacher, semi-rural school 1)

The teacher participants also highlighted areas for improvement, such as higher frequency of contact with the student, and increased use of the target language.

We'd like more frequent contact from the student; (Teacher, semi-rural school 1)

We'd like the student to use more of the target language. (Teacher, inner-city school)

The pupils in our focus groups were also aware about the lack of engagement from some of the student abroad and their disappointment was palpable:

We had started like a penfriend. But nothing came back. Would have been interesting (Pupil inner-city school 1)

Discussion of Findings

Involvement in LLGT demonstrably has the potential for positive impact, not just on participants, i.e. the student, the pupils and the teachers corresponding with each other, but also to raise the profile of languages more widely in the participating schools, universities and local authorities. However, HEI participants seemed to value the initiatives more highly than most teachers in our interviews did.

Alternatively, one could link more than one LLGT volunteer to the school consecutively e.g. student A followed by student B in the same language but different locations; or in schools where two languages are offered, the LLGT volunteer could engage with a class in language A and then shift to a class in language B. There are also possibilities for developing interdisciplinary links between schools and HEIs combining languages with other disciplines.

A number of questions arise, such as:

- How can we increase the number of teachers that make effective use of the blog posts already available online with their classes in upper primary or lower secondary school? For example, could teachers that have used blogposts in such a way offer sample lessons as part of a professional development day?
- Could lesson plans or project ideas be shared online as part of a teacher knowledge exchange?
- Would teachers be willing to experiment with a reduced LLGT model, e.g. based on a shorter placement but perhaps more frequent contact?
- Could there be a link with more than one LLGT volunteer across the year with the same or different classes?

Certainly, findings suggest that we need additional staff at central level (i.e. SCILT) who are able to ensure regular contact from students and monitoring of blog posts.

Word Wizard

Word Wizard is based on the Foreign Language spelling competition, which was developed by the South East Routes into Languages Consortium. At three points in the year, participating schools are sent a list of 75 vocabulary items in the target languages (or 40 characters in the case of Mandarin), and their corresponding translations in English. Pupils have to learn the words and their spelling (including accents and other pronunciation markers), together with the gender of the noun, where applicable. During the competition events (regional semi-finals and national final), pupils try to spell as many words as possible in one minute. The Foreign Language Spelling Bee in England is now a chargeable competition, and available at beginners' level in French, German or Spanish only. The Word Wizard operates in those same three languages, and additionally in Gaelic (Learners) and

Mandarin. There is also an intermediate level for those who have studied the language for two years or more. The semi-finals take place in Aberdeen, Dundee and Glasgow (and additionally in Edinburgh in 2018), and the national final is held at the Scottish Parliament usually towards the end of May.

Word Wizard Participation

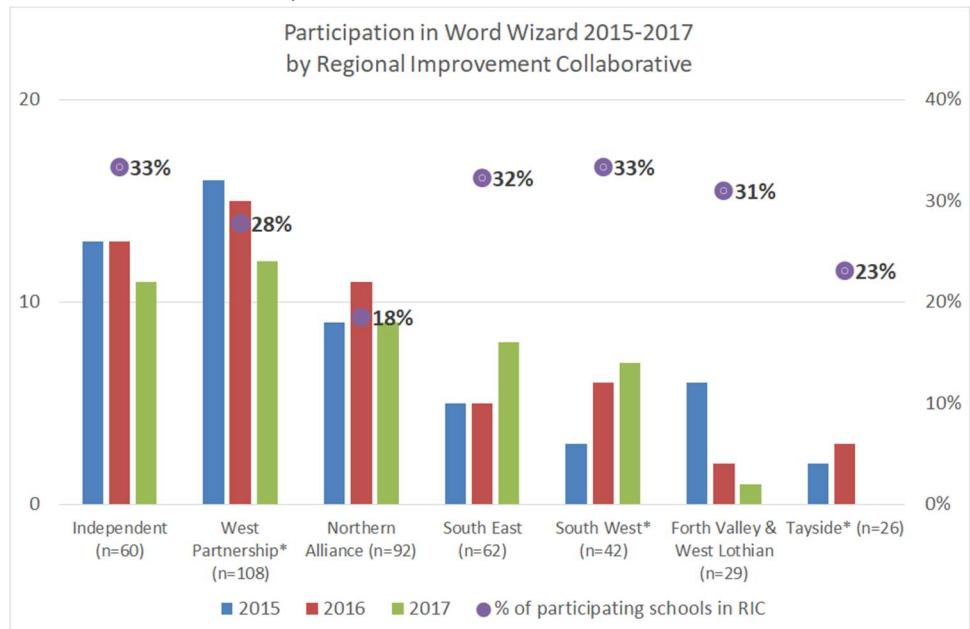


Figure 6: Participation in Word Wizard 2015-16 to 2017-18

The initiative has perhaps the highest public profile, due to the involvement of a Scottish MSP as sponsor, so that the Scottish Parliament can be the venue for the national final of the competition.

Overall, 157 groups from 115 schools participated in Word Wizard over the period 2015-17. Participation levels from SAC authorities were mixed. The highest SAC participation was in the West Partnership, where five of the nine SAC authorities are located, although two of them did not participate at all. Participation from the two SAC authorities in the South West Collaborative was good, we assume in part due to good transport links to the Glasgow venue. In the Northern Alliance, only 18% of schools participated, compared to 28-33% in three of the other four RICs, despite locating one of semi-finals in Aberdeen. Travelling distance was likely one negative factor here. Conversely, despite a good central location at the University of Dundee, participation from the three authorities, including Dundee City itself, was relatively low (23%). There was high participation from the independent sector, in part because this was an open competition.

Feedback from Teachers and Pupils

Despite the potentially low participation from pupils overall, feedback from those that did get involved, was very positive,

'Yeah, it did boost my confidence. Because when we went to the university, I had to like do it in front of a big crowd. So, it helped me and motivated me to keep on learning French' (Pupil, Urban 1)

Learners had an autonomous learning experience and they saw the competition as a positive motivational factor.

Teachers, too, were positive. One commented that the participating pupils 'got a lot out of Word Wizard' but admitted that there was pre-selection:

Just the enthusiasm and they got quite competitive. They got into that. They came to us requesting, can we have a little practice session? It was a lot of lunch times, the girls were turning up going, can we go to your room and practice, miss? [...] we didn't do it for whole classes. It was kind of offered to them. And if they wanted to take part, they could. (Teacher, Inner-City 2)

The teacher in Semi-Rural 3 also pre-selected pupils but felt that participation, and specifically being successful in the final, could have wider impact:

The Word Wizard obviously targeted the younger cohorts and it's small numbers that are taking a part in that, but when they're successful, we celebrate that fact and that gets people talking and more confident about what they've done, you know, we would get them to do it in front of their classmates, which is great. Last year, one of our pupils won the Beginners' French so she showed off her medal, and she gave a demonstration at parents' night and all the parents were totally amazed at it. So I think even though it's small numbers taking a part in that, it has a big impact (Teacher, Semi-Rural 3)

One teacher incorporated it into the main lesson, and felt positive about the motivational impact,

Yeah, so just the 10, 15 minutes starter, these are the words that we're going to be looking at and we're going over the phonetics. And after the course of so many weeks, we ran competitions for mix class and then the winning class got a Domino's Pizza, so that was their prize. And then obviously we had pupils go to University of Strathclyde; so in my third year, we had [two pupils] who participated in the Word Wizard, and they really enjoyed it and it was good for their confidence. [...] Just again the pure competition and learning new vocabulary, we found it really worthwhile [...] they knew when they come in to class that, oh it's the Word Wizard, you know, that we're going to get a little starter or something to settle them. But I don't know really if it's impacted on uptake (Teacher, Urban 3)

According to feedback from delegates at the national UCMLS conference, the introduction of the semi-final in the three localities was actually a demotivating factor because it meant that the eliminated pupils would not continue with the competition after March. Some teacher delegates commented that they did not feel they had the time as they did not have a Language Assistant to coach pupils for the competition.

Discussion of Findings

The Word Wizard initiative aimed to enhance both extrinsic and intrinsic motivation of learners whilst at the same time developing pupils' literacy levels. Lead officer from SCILT envisaged that teachers would incorporate the competition into their lesson plans for the year, but this did not happen in all schools.

The initiative has had a positive impact on some pupils and schools but it is labour intensive to organise. It involved a large percentage of SCILT administrative staff time, and due to the lack of evidence of impact it has already been decided not to continue the competition at national level from 2018-19.

Since SCILT has made the word lists available online it will, of course, still be possible to hold competitions at school level, with – potentially – a final event at local authority level. Clearly, however, this requires the availability of time, resources and staff.

Mother Tongue Other Tongue

The Mother Tongue Other Tongue initiative celebrates linguistic and cultural diversity through creative writing, and highlights the many languages that are spoken and learned by young people in school and at home. Run very successfully via Routes into Languages in England, SCILT initially brought the competition to Scotland as a pilot in Glasgow in 2014. Since then the competition has been rolled out nationally, allowing all pupils from P1-S6 to participate. As of 2017-18, bilinguals or those studying languages *beyond* school (including FE and HE) are also able to participate. The Mother Tongue entries in the past have come from as many as 35 different languages.

Mother Tongue Other Tongue Participation

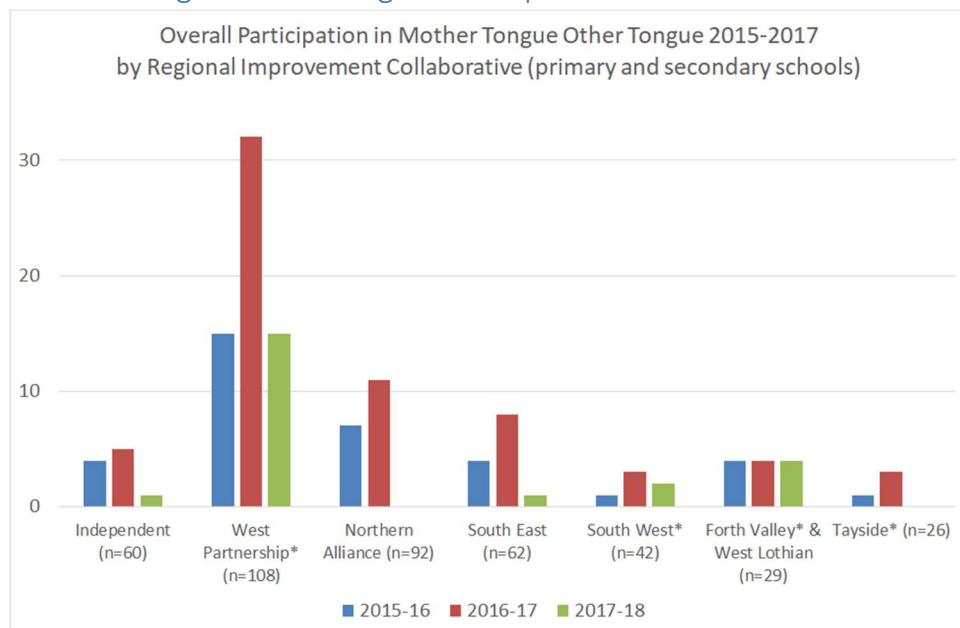


Figure 7: Participation in Mother Tongue Other Tongue 2015-16 to 2017-18

Over the academic sessions 2015-16 to 2017-18, 129 groups participated in the MTOT poetry competition, from 106 individual schools (not counting the entries from college/university). It is difficult to estimate the total number of pupils involved as teachers only submitted the winning poems that pupils had written in class. Almost 40% of entries for the initiative were from the primary sector. Uptake overall was concentrated in the West Partnership Collaborative, which contains a number of local authorities with a larger than average immigrant population.

Feedback from Teachers and Pupils

The SCILT lead officer for Mother Tongue Other Tongue produced a reflective piece on the impact of the competition (de Britos, 2016), from which the quotes below are taken

This event has opened my eyes to the importance of supporting children to continue to learn in their mother tongue (Teacher)

I liked the competition because I could speak my language and I could write it. [...] (Pupil)

Only two of our interview schools had participated in Mother Tongue Other Tongue but abandoned it after the first year, although it was not clear why. One teacher (Urban 1) commented that the competition “wouldn’t have suited our kids”.

Discussion of Findings

Take-up was consistently higher in the ‘mother tongue’ category, so logically entries tended to come from schools with larger numbers of pupils whose mother tongue is not English. This was confirmed by two of our interview teachers, whose EAL (English as an Additional Language) teacher had involved a number of their pupils in MTOT. In other words, they saw the competition as being more relevant to non-native speakers of English, rather than as part of literacy development. Workshops offered by professional poets in the first national year were poorly attended so had to be discontinued.

On the one hand, we were surprised by the lack of uptake from teachers as, on paper at least, the competition has so much potential to raise integrative, intrinsic and extrinsic motivation for language learning, to celebrate multilingualism and to develop literacy skills. Creative writing raises phonemic awareness, aids in vocabulary comprehension and retention through alliteration. This in turn fosters engagement in reading, which in turn is a key factor for development of literacy, regardless of socio-economic status. In other words, it fits in well with the aims of the Scottish Attainment Challenge. However, it seems that in practice, teachers are not convinced that pupils would be keen to participate in the ‘other tongue’ category. There may also be workload issues on the part of the teachers. We have not arrived at definitive answer to our question of what we need to do to improve interest in MTOT. Do we need to change the format, or is there another barrier to participation? How could the existing anthologies (which are available online) be used to promote the benefits of creative writing in general? Would, for example, a teacher’s guide be useful, in particular, for newly qualified teachers, including sample lesson plans for different scenarios.

Additional Initiatives run by UCMLS members

We have not been able to follow up on the many other support measures that have sprung up at a local level (and one at national) resulting from our collaboration. Perhaps a follow-on study could examine to what extent these additional initiatives are helping to encourage more learners to continue with their language studies in the senior phase. In some cases, participation in a Business Brunch led to an individual school linking up with a local employer (‘Business Language Champion’), but again, we were unable to investigate the benefits or otherwise of these developments.

Table 9: Additional university-led initiatives

University	Selection of initiatives offered
Aberdeen	Language Ambassadors incl. placements in primary schools
Dundee	School tutoring (Dundee Plus; Graduate Online Diplomas)
Edinburgh	Language Ambassadors, Speed Networking and more
Glasgow	In collaboration with SCILT: Workshop for pupils (Advanced Higher writing skills) and teachers (Advanced Higher portfolio and National 5 Assignment-Writing)
Heriot-Watt	Multilingual Debate; close links to one secondary school in the Forth Valley and West Lothian Collaborative.
OU in Scotland	YASS; with SCILT: Teaching Primary Languages (year-long language & pedagogy programme for primary teachers)
Strathclyde	Language Ambassadors
St Andrews	Language Ambassadors, Student placements in schools

Factors impeding continuation of language study in the senior phase

In our focus groups with teachers, and also to some extent with pupils, we tried to explore which factors played a role in decisions whether or not to continue with language learning in the senior phase. Teachers invariably mentioned the following points:

Restriction of subject choices for National Qualifications. Languages have to compete with 'standard' subjects such as English, Maths, but also Sciences. The preferred/suggested Higher subjects required for university entry courses also play a role, if Languages are not flagged up as a required or desirable subject.

It's also down to timetabling. And again, if science is in the same column as French or if they want to do two sciences, they're very restricted. A lot of [pupils] are good at languages and are good at sciences and, you know if they want to be a vet, they would rather have their two sciences [...] Like how's the language going to help them be a doctor or a vet, that's something that we need to tackle. (Teacher, Urban 3)

Restriction of language options available for pupils (overall language diversity in schools)

Both teacher and learner feedback from two of our interview schools suggest that a restriction of language choices available to study has a negative impact on overall uptake of languages. In other words, the narrower the language options in a school, the less likely it is that further language study is desirable for a wider group of learners.

Timetable option choices (particularly STEM against languages)

Teachers mention frequently that learners who wish to continue with a language, but also with wider academic interests, in particular, in STEM subjects, are not able to continue with a language or even two, as it clashes in the timetable.

Time constraints to accommodate 1+2 policy

Teachers mention that they do not have the staffing to provide adequate teaching in two other languages within the school timetable.

Recruitment and teacher training

Teachers (at focus groups at the UCMLS/SCILT Conference) mentioned that recruitment of schoolteachers in general, not just language teachers, was an issue of wider concern, in particular in rural areas, which required greater attention at government level.

Some teachers mentioned that the requirement by schools and local authorities to have a dual language specialist was restrictive and noted the benefits of the continental teacher-training model of being able to combine different subjects, such as, for example, History or a Science with a language. This would also be beneficial for teaching in a more interdisciplinary way, a strong recommendation in the Curriculum for Excellence documentation and would underpin Content and Language Integrated (CLIL) teaching.

Interdisciplinary working and collaboration with non-linguists

Colleagues from other subject areas were not always aware of the opportunities to make Languages part of Literacy teaching. Careers Advisers and teachers who have a DYW (Developing the Young Workforce) remit in schools, are often not aware of how language skills fit into the various career paths of non-language specialists.

There needs to be more *Two-Way Communication* between different authorities/schools, projects, organisations so that information and organisation is shared and not duplicated. For example, in ‘overuse’ of helpful business contacts, as some employer representatives noted in their feedback:

I value the opportunity to deliver relationships with individual schools but lack capacity to respond to lots of one-off requests.

Employer representatives also highlighted the importance of collaborative working:

Networking has always been embedded as an importance to our learning and development strategy. Since our involvement with DYW and SCILT we have been more exposed in the placement and work experience field. And it is always great to share and bounce ideas from other organisations.’

Interestingly, none of the teachers mentioned lesson content but this was one of the discussion points at our focus groups with pupils.

Lesson content (pupil feedback)

Pupils highlight that, although there are many positive comments, especially when cultural and interactive input is included in lessons, that there are still negative experiences, involving copying from textbooks or the board, engaging with non – age appropriate topics (such as describing your room) are acting as major obstacles in making and keeping learners passionate about learning languages. Pupils like tasks that involve oral interaction and are keen to find out about the culture of the other country:

[...] if you ask questions and then speaking back - I think that helps a lot.

[I would like to learn more] about the culture and like the country more, not just vocabulary.

[I would like] more stuff that’s actually going to be useful if you go there. Like for instance, you’re actually going to use it.

I also feel that like when you’re taught [languages], you’re just taught like vocabulary. We could maybe be taught like to actually be speaking [the language], like maybe to do conversations.

They are less keen on tasks that involve a lot of reading and writing:

I just don’t think you really learn much about the language if you’re just writing everything down. Whereas if you’re speaking it, it’s more, I don’t know, it’s more interesting.

When you’re writing and answering questions and stuff, I just don’t think it really helps that much.

I don’t really like the ones where you have to answer the questions from the text. I feel like I don’t really learn anything from it.

They also feel that some of the topics are not relevant:

You learn like the house and what’s in the bedroom and stuff like that. And I don’t think you’re going to walk up to someone in France and be like I’ve got a (whatever) in my room

The quotes above echo comments from pupils in an earlier study (Jones & Doughty, 2015) and the preliminary findings from another AHRC research study as part of the Open World Initiative

The contents of your pencil-case, the furniture in your bedroom and what your best friend looks like – not exactly the most riveting conversation-openers. Yet such tired topics are not uncommon in classrooms up and down the country (Graham & Krüsemann, 2018)

Significantly, according to the Graham & Krüsemann,

[Learners’] decision on whether to continue language study was also related to how far they could envisage themselves as a future user of that language, and to their level of interest in the culture of the countries where it is spoken. Perhaps in contrast to popular perceptions, both ‘language continuers’ and ‘language droppers’ believed that it was important to learn a language [ibid]

The findings of this particular research, conducted under the ‘Creative Multilingualism’ strand, will therefore be of interest to Scottish teachers and policy makers too.

In order to gain a deeper insight into learners’ views on language learning, we asked them to tell us what other activity the subject is like, and why. Another one of the Creative Multilingualism research projects explores the use of metaphors to language learning in much greater depth, but here is what our participating pupils said

Table 10: Language Learning Metaphors

Language learning is like ...	because ...
S1 pupils (1 group)	
Learning a new language	It’s new / it’s hard
Learning sign language	You start all over again
Making a speech in English	It’s difficult/you have to do it in front of people
Learning to do a play	You learn things by heart
S3 pupils (four groups)	
Learning to play an instrument	It’s hard
Learning to swim	It’s scary and I can’t do it
Learning a new script	You have to memorise things
Learning a mathematical formula	There are lots of rules and formulas to remember
Learning a new sport	It’s hard at first but it gets easier with practice
Learning to ride a bike	Once you get the hang of it you get better and don’t forget
Learning how to dance	There are lots steps to learn but when you put it all together you create something beautiful
S5/6 pupils (1 group)	
Opening a door to a whole new part of your mind and intelligence	You follow certain grammar patterns and tenses
Learning to skateboard	It’s scary and challenging at first but when you master it the world’s your oyster
Learning to fly	You can travel to another country in your mind

What do these metaphors tell us about pupils’ feelings about language learning? There are some recurring themes such as the perception that language learning is hard, that it requires dedication (continued practice) and good memory skills. There are also indications that the performance aspect (speaking in front of others) creates feeling of anxiety in some, perhaps less confident, learners. By S3, we can see a split between pupils who can see beyond the immediate tasks (“it’s hard, there are lots of rules and formulas to remember”) to what lies beyond (“it gets easier with practice, you get better and you don’t forget, you create something beautiful”). One pupil in our sample had already decided that language learning was beyond their capability (“I just can’t do it”). By S5-S6, we are of course hearing from students who have decided to commit to language learning. Therefore, it is not surprising to find that their metaphors highlight both the challenge or even the seemingly impossible (learning to fly) and the recognition that through the skills so many more possibilities open up (the world is your oyster, you can travel to another country in your mind).

From the discussions with learners, we conclude that pupils would like

1. Lots of opportunities to use the language for 'real-life' purposes
2. More cultural information
3. Less repetition and learning by heart
4. Information on how language skills fit into ANY career path
5. Interactive events that let them EXPERIENCE the need for language skills

Clearly, the Business Brunches address bullet point 4, and to some extent bullet point 5. Language Linking Global Thinking is one means of getting cultural information first-hand and like in Mother Tongue Other Tongue; there are opportunities to use the language for real-life purposes. However, if teachers or pupils do not recognise the value or relevance of independent and creative writing, there is a need to reconsider the purpose of this initiative and its marketing.

Statistics in Context

Trend of language entries in interview schools

Whilst a detailed statistical impact analysis is beyond the scope of this initial investigation, we compared trend of language entries in schools that had participated in at least one of the joint promotional initiatives to those that had not. There was a positive association: 58% of participating schools had increased uptake in language study in the senior phase between 2014 and 2017, compared to 47% of non-participating schools. We recognise, of course, that there are a range of factors that can influence pupils' decision regarding language learning, some of which we explored in our interviews with staff and pupils.

Regarding the ten schools participating in our study we note that one of them **Error! Reference source not found.**(Urban 2) had no language entries in 2014 but by 2017 had nearly half of the S4 cohort studying a language. The other three urban-based schools and two of the semi-rural schools also had upward trends in language study. The two inner-city schools and two of the semi-rural schools experienced a slight downward trend but we cannot draw any definitive conclusions without further research.

Teacher Urban-2 also sits on the DYW board of their school, and this seems to have been an important factor in raising participation post-14 from zero to 48% within just three years. By contrast, the teacher in Semi-Rural School 4 reported a severe staff shortage, which appears to be an issue of wider concern that is beyond our capacity to address.

Trend of language entries in relation to senior year cohorts

Time and again, negative data about language study make news headlines so we wanted to know if, in Scotland at least, there are some positive news to report, given the significant amount of language promotions that have been running since 2015. We therefore looked at trends of entries in relation to the pupil cohort of the relevant year groups since 2012, the year that Scotland's 1+2 policy was launched, but also the same year that the 'Languages for All' policy was abandoned. We then compared language entries as a whole (i.e. as one subject since the majority of learners currently study only ONE language) to entries in the three main sciences – biology, chemistry and physics. We examined entries at SQA Higher grade (the Scottish entry level for university), and then considered entries above and below that level.

Starting with Higher Grade, we can see that entries overall declined between 2012 and 2013 (7820 to 7450). Entries rose slightly in 2014 when the new assessment regime under Curriculum for

Excellence came into force, rose significantly in 2015 (to 8568), the first year of our joint collaboration, with a further slight rise in 2016 (to 8695), before declining again in 2017 and 2018 (to 8183 and 7947 entries respectively). Entries for 2018 (at time of still pre-appeal) are just above those of 2012 nevertheless, although the increase overall is largely due to increased entries in Spanish. In this latter respect, the language landscape mirrors that of the other three UK nations. The tendency towards Spanish, as we know from teachers, is linked on the one hand to its status as a world language, its value as the language of a popular holiday destination, and on the other to the perception that it is a relatively 'easy' language to acquire for Anglophone speakers.

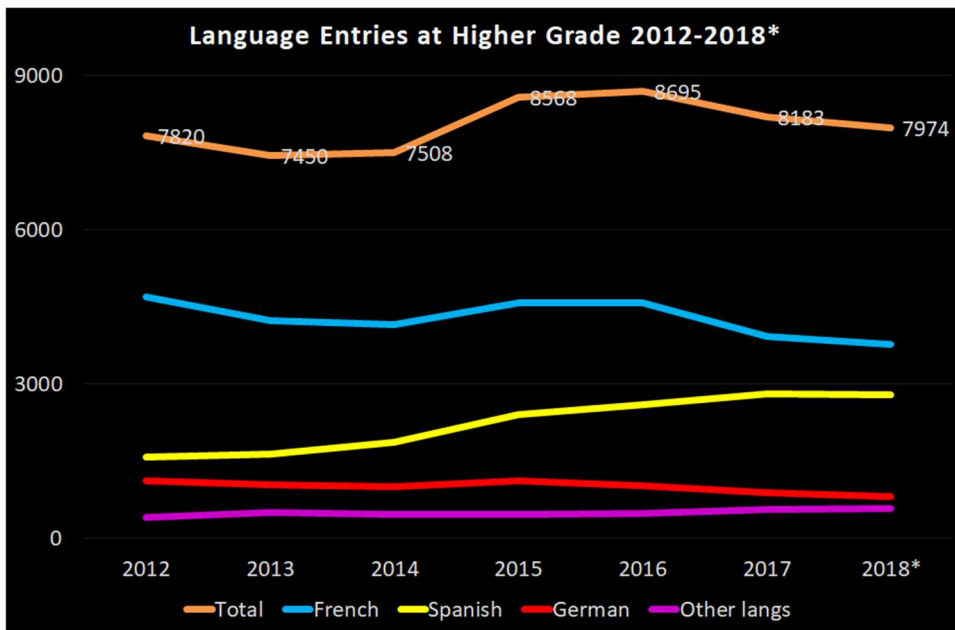


Figure 8: Language entries at SQA Higher

However, if we take into consideration that the pupil cohort declined by 7% over the same period, there is actually a percentage increase of 0.8% relative to the S5-6 cohort (Figure 9). Conversely, in the sciences, biology lost 1.4 percentage points during the same period, whilst chemistry and physics remained virtually the same.

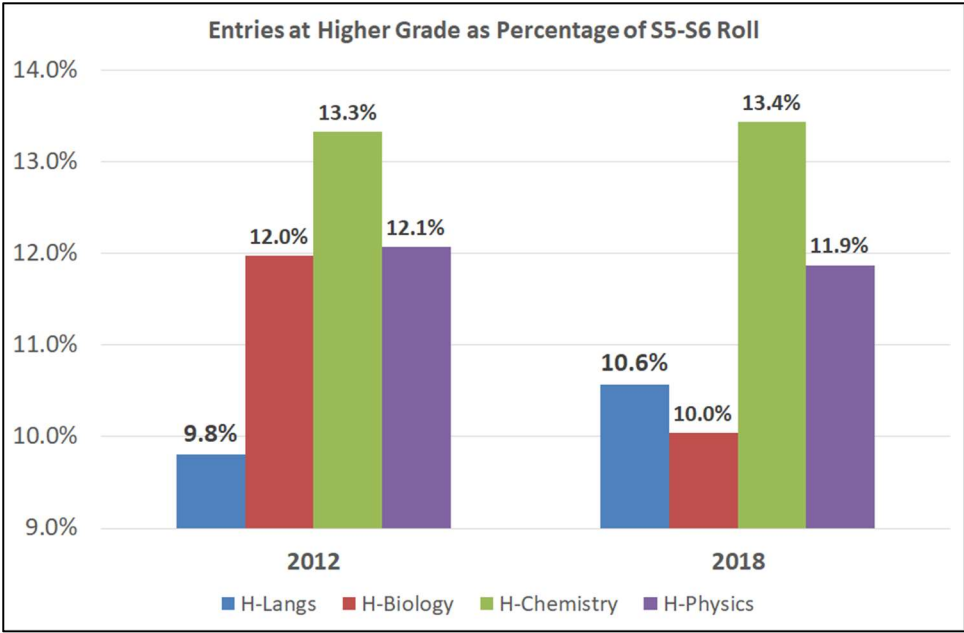


Figure 9: Entries at SQA Higher as percentage of S5-6 cohort

Turning to Advanced Higher Grade, we again see an increase in entries after 2014, this time sustained until 2017, before dropping in 2018 (although still 24% higher than entries in 2012).

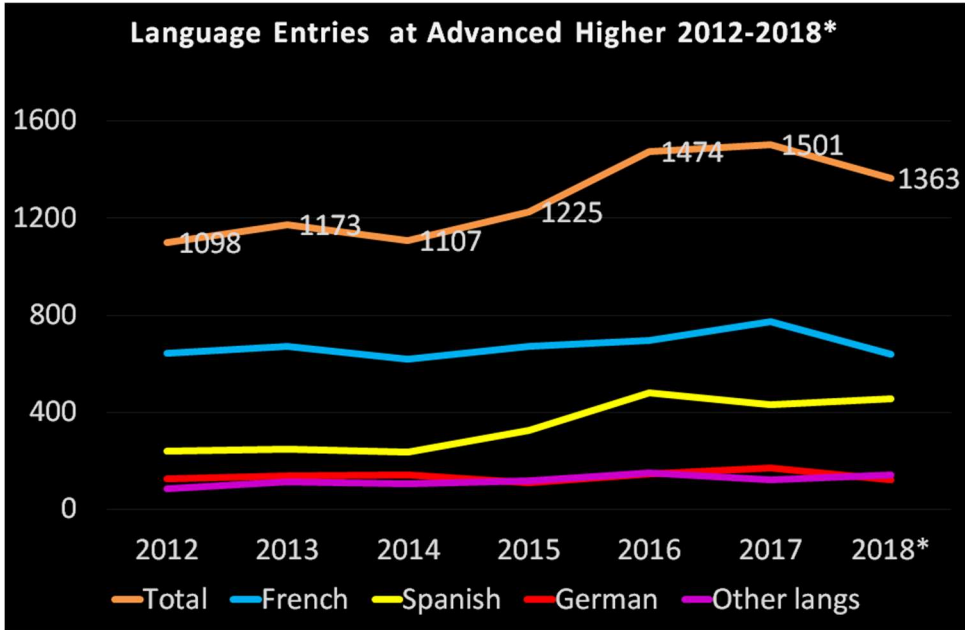


Figure 10: Language entries at SQA Advanced Higher

Compared to the S6 cohort, entries for languages increased by 0.9 percentage point (from 3.4% of cohort to 4.3%), whereas in the sciences, biology and physics stayed more or less the same with chemistry making a gain of 0.4% of the cohort. Clearly, we would like to see languages make up a higher percentage point of the cohort but seeing an increase is encouraging.

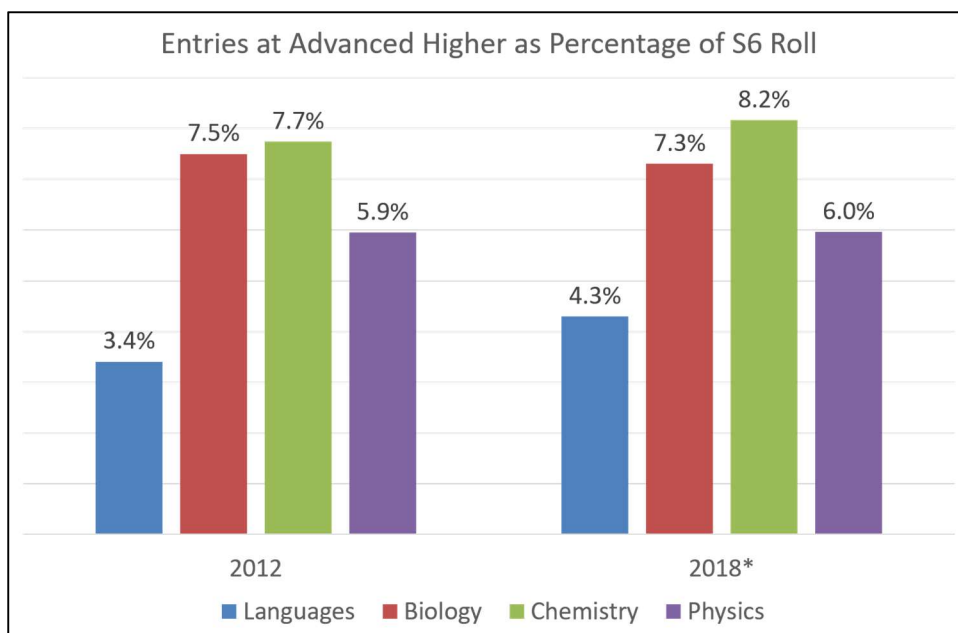


Figure 11: Entries at SQA Advanced Higher as percentage of S6 cohort

Language entries at 'Higher' grade are moving towards a French/Spanish dominant pattern rather than diversity of language provision. This might result from the requirement to have continuity of language provision up to S3. The continued increase of entries for Spanish arguably buys into the 'world language' status claim, and the status of Spain as a popular holiday destination. Those same – arguably simplistic - rationales are not applicable to German to the same extent and this may be a dominant factor in the decline of uptake in the language. In addition, few of the employers represented in our Business Branches actively use German which may exacerbate the situation.

Positive news items do not make it into the public media very often, particularly when it concerns languages, but we need to find ways of getting them out there.

Summary of Findings

- In what ways, if any, has participation in one or more of the joint SCILT/UCMLS initiatives influenced secondary pupils' views on or attitudes to, language learning?

The qualitative feedback for all four initiatives was overall positive, but there were also suggestions for improvement.

Business Branches This initiative received the most positive feedback from all stakeholders. In several schools, teachers reported increase in uptake in the senior phase, sometimes being able to run a language class leading to an award or qualification for the first time. Building on the initial impetus, the partnership with universities has now extended into collaboration with the Scottish Government's 'Developing the Young Workforce' initiative, to mutual benefit. The link with DYW is doubly important since there is a strong focus on the STEM subjects. The main criticisms centred around the static nature of the events and the difficulty of selecting 'the right' pupils to attend the event.

Language Linking Global Thinking: Whilst UCMLS representatives felt unanimously positive about the initiative, feedback from teachers were more mixed, in part because the impact on pupils is less visible.

Mother Tongue Other Tongue: Impact for was very difficult to quantify. Because entries have been mainly in the 'mother tongue' category we cannot show impact on 'other tongue' learners. On the

other hand, feedback from the 'mother tongue' participants has been overwhelmingly positive, with a large percentage of entries from schools situated in areas of higher social deprivation. In academic session 2017-18, older learners in other educational settings were also able to enter. This has increased the visibility of the competition.

Word Wizard: There were divergent views on this competition. Although pupil participants reported increased motivation for language learning, our findings suggest that participation tended to be restricted to a few pupils, rather than involving a whole class. Despite the high-profile nature of the final event, the competition overall had little measurable impact and in light of high administrative costs, SCILT has already decided to discontinue support at national level beyond 2018. However, individual schools can still download resources and organise their own competition.

- In what ways, if any, has participation in the joint SCILT/UCMLS initiatives affected uptake of language study in the upper secondary school?

Our estimates suggest that Business Branches and Language Linking Global Thinking each reached around 1450 pupils over the four-year period 2015 to 2018. Although we cannot claim a direct link between the initiatives and the upward trend at Higher and Advanced Higher examinations between 2014 and 2017 we would argue that they were a contributory factor..

- What factors impede language study in the upper secondary school?

We identified four significant barriers,

- (1) restricted subject choices for National Qualifications;
- (2) restricted language options available to pupils (range of languages offered in school this should be a concern for 1+2 policy makers since the focus on keeping with one language throughout the broad general education phase appears to be moving towards less rather than more language diversity.
- (3) timetable clashes (with maths or science-based subjects often pitched in the same column as languages); and
- (4), from the pupil perspective, certain language teaching methodologies.

Encouragingly, however, we also found that some schools were able to buck the trend and increase, in some cases, quite significantly, uptake in the senior phase.

- Are there any grassroots solutions to the emerging challenges?

The Springboard event of employer engagement with schools is clearly one example that has the potential of replication with additional funding. UCMLS representatives showed willingness to explore alternative models to the current Language Linking Global Thinking programme. At this point, it is not clear whether the Mother Tongue Other Tongue competition can achieve its full potential despite its undoubted success for those who speak a language other than English at home. It should be possible to find a suitable replacement for the Word Wizard initiative, after further discussion with teachers and UCMLS stakeholders.

Recommendations:

Based on our findings above we make the following recommendations for the four initiatives

- **Business Branches:** SCILT should continue this initiative but explore with partners from business, UCMLS, local authority and other relevant bodies, including DYW and Springboard, how the individual events could be made more interactive. This might be achievable through greater involvement of university students in the planning.

- **Language Linking Global Thinking:** SCILT and UCMLS should continue this initiative but they need to build on existing support from stakeholders in schools, to demonstrate impact on pupil attitudes and beliefs.
- With regard to the above two initiatives, SCILT and UCMLS should consider putting strategies in place to enable greater participation from schools in areas with a higher degree of social deprivation.
- **Mother Tongue Other Tongue:** SCILT should consider how the competition could be enriched and gain greater public awareness through involvement from university staff in related disciplines, e.g. literature, film studies, education, or marketing, as well as university students.
- In order to make the above initiatives sustainable in the longer-term (i.e. beyond financial support for the 1+2 language policy and the DYW initiative, which are due to end in 2021 and 2022 respectively), Scottish Government should provide SCILT with dedicated funds for a full-time academic-related post at an appropriate pay band, with the sole remit of coordinating activities between schools, universities, and relevant outside bodies. They should also provide SCILT with sufficient *ring-fenced funds* for holding an agreed number of additional local language promotion events in hitherto underrepresented areas (for example, Highlands & Islands and areas of higher social deprivation).
- **Word Wizard:** In light of the current restricted availability of funds, we support SCILT's decision to discontinue national support for this competition, despite the high profile nature and undoubted success in individual cases. However, SCILT should continue the promotion of and training in the use of its available resources in order to increase awareness about the relevance of language learning amongst staff in all education sectors.

In order to counter the barriers to language learning in the Scottish context identified in our report, we make the following recommendations, taking Kelly's (2018) call for a 'more wide-ranging strategy' in the UK as our premise:

Scottish Government should:

- Provide incentives to encourage stronger interdisciplinary working between languages and other subject areas to highlight synergies in teaching, for example, literacy also in the mother tongue. This sits well with the aims of Curriculum for Excellence.
- Put in place measures that ensure the diversity of languages offered to learners in schools so that learners can experience a range of languages and are able to make a more informed choice about continued language learning post-S3
- Provide a one-off dedicated fund to enable SCILT to co-ordinate a positive media campaign, across all education sectors.

SQA should

- Revisit language examination criteria below National 6 level with the aim to discourage rote learning, taking the criteria of the Scottish Baccalaureate in Languages as inspiration.

Local authorities should

- Devise guidelines to schools that empower language teachers to create more meaningful, interdisciplinary learning contexts for their pupils.

Concluding remarks

We want to acknowledge that different stakeholders have made many great efforts to offer young people in Scotland's schools a positive language learning experience within the 1+2 language policy context. The

collaborative initiatives between SCILT and UCMLS have arguably had a positive impact on attitudes to language learning. Some challenges that we have identified require action at government level. Most importantly, we want to argue that giving languages subjects the same standing and support as STEM subjects would help address the imbalance between the two seemingly competing subject areas. The fruitful collaboration with DYW has shown that the two subject areas should indeed complement rather than compete with each other.

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