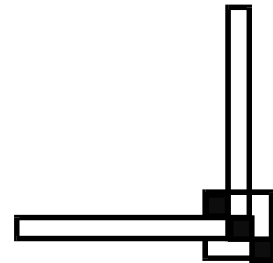


## Modern/Heritage Language



## **1. Introduction**

In the report, *Citizens of a Multilingual World*, the Ministerial Action Group on Languages made a number of recommendations which are intended to inform the future improvement agenda for languages.

Future support for the development of language education will be set in the context of the National Priorities. Languages will undoubtedly have a role in delivering the National Priorities in attainment, inclusion and citizenship.

Schools are encouraged to make progress towards the recommendations contained within this paper prior to the local authority language review process in August 2005.

## **2. Opportunity: Entitlement**

- 2.1 All children will have the opportunity to learn a language other than English from pre school onwards.
- 2.2 All pupils in primary schools will be taught by teachers who have had access to relevant Modern Languages in the Primary School (MLPS) and Gaelic Language in the Primary School (GLPS) training. In Argyll and Bute, French; German; Gaelic; and where appropriate, Spanish and Italian will be afforded equal

importance and status to each other and to other subjects on the school curriculum.

- 2.3 In secondary school all children will have the opportunity to continue with the language(s) they have been learning in their associated primary school.
- 2.4 The needs of pupils with individual educational programmes must be taken into consideration when planning language uptake. It may be appropriate for some pupils to focus only on one language.
- 2.5 All students have the right to experience challenging work at a level appropriate to their needs. Schools could achieve this through immersion teaching for more able students, after school-clubs and on-line support for students who have difficulty or more Information and Communication Technology (ICT) support for students with special needs.

### **3. *Opportunity: Diversification***

- 3.1 As a result of a growing need and desire to have knowledge of more than one language in a multilingual world, pupils will be given the opportunity to access at least two languages other than English during the course of their

secondary school education. This may be offered concurrently or consecutively.

- 3.2 When teaching two languages from S1, it would be desirable to afford each language equal status and time allocation in the curriculum. However, it may not be practical to do so and in this instance, it is appropriate for schools to have a clearly defined First Language (1FL) option with the Second Language (2FL) option being afforded a reduced time allocation.
- 3.3 The authority supports a presumption in favour of modern language study from S1 through to S4 and it will be a matter for individual head teachers and schools to formulate their approach to modern languages provision in the light of this factor.
- 3.4 The flexibility guidance states that students have entitlement to education in a modern language in S3/4 but are not compelled to do so. Community Services has committed itself fully to an increase in uptake and quality of attainment in modern languages post-14 through the Partners in Excellence Initiative. Schools are encouraged to investigate innovative approaches to language teaching to increase pupil uptake and improve pupil attainment in languages.

## 4 **The Curriculum**

4.1 The service endorses the recommendations contained in the report: *Citizens of a Multilingual World* and the guidance given in the *5-14 National Guidelines: Modern Languages - Guide for Teachers*. Teachers will be encouraged to make maximum use of a range of resources including ICT and to employ appropriate methodology.

### *Pre-school Opportunities*

4.2 Children in pre-school classes should have some experience of one core modern foreign / heritage language. As Gaelic is an authority priority, pre-school children could, where circumstances allow, be introduced to Gaelic as a means of enriching their own cultural identity.

4.2.1 A multi-sensory approach will be undertaken using song, rhyme, dance, food, stories, dress and games. The culture of other countries will be experienced through simple language and should be reinforced by native speakers wherever possible.

4.2.2 A short daily language input of approximately 5 minutes duration will be the norm within pre-school establishments. Languages and cultural

awareness in-service support will be offered to all local authority and commissioned pre-school groups.

#### *Primary School Opportunities*

4.3 The languages curriculum in early primary will be covered across the curriculum and will focus on the culture of the country. This approach will be maintained from primary 1 to 5 and class teachers will be encouraged to access videoconferencing for teaching and training opportunities. A range of suitable teaching materials that allow staff to incorporate language teaching into their daily routine will be identified.

4.3.1 An agreed core curriculum in at least one language will be taught to all pupils in primary 6 & 7.

#### *Secondary School Opportunities*

4.4 The curriculum at S1 and S2 will be a progression from primary school, in line with the 5-14 Modern Languages/Gaelic 5-14 documents, will seek to maintain the enthusiasm of all learners at the same time as challenging them intellectually in preparation for Standard Grade or National Qualifications.

4.4.1 The opportunity to study at least one foreign / heritage language in upper secondary will be actively encouraged. Secondary establishments and Modern Languages / Gaelic departments have a key role to play in this through:

- positive marketing of the benefits of languages learning;
- careful construction of option choices;
- enhanced use of ICT and distance learning options.

4.4.2 The place of languages in the curriculum will be in line with the Argyll and Bute Curriculum Paper Teaching for Effective Learning.

## **5. *Time Allocation in Primary School***

5.1 Time allocation for language teaching in the primary school will be at the discretion of the head teacher. However, the authority has set a minimum standard of 30 minutes per week in the early stages rising to 75 minutes per week in the upper stages as recommended in Citizens of a Multilingual World.

5.2 Where two languages are taught (eg. Gaelic and French) a total of 45 minutes per language per week is recommended in the upper stages.

## **6. *Immersion***

- 6.1 The service will build on its experience of Gaelic Medium Education and investigate the feasibility of establishing out of hours immersion teaching for those most interested in one or more of the main European languages.

## **7. *Staff Deployment and Development***

- 7.1 In order to be able to provide children with their entitlement there will be a requirement to have trained language teachers within the staffing complement of each establishment or co-operative.
- 7.2 Where possible, staff who have undertaken the MLPS/ (GLPS) courses will be the class teacher, thus ensuring greater flexibility to be able to reinforce the language more regularly.
- 7.3 Schools require to co-operate to make maximum use of staff expertise and equipment.
- 7.4 MLPS/GLPS trained teachers will have post-training support, as appropriate. Support will include updated resources and evolving methodologies.

- 7.5 Secondary schools will be encouraged to appoint Foreign Language Assistants who will be included in the school training and support mechanisms.
- 7.6 Schools will be encouraged to access European funding to visit a country whose language they teach. A designated officer will assist establishments in their pursuit of European funding. (see list of contact addresses/Appendix 4)
- 7.7 Schools should concentrate efforts and resources on forging links with their target language countries and will endeavour to give pupils access to the foreign country, its people, culture and way of life through school-organised visits / pupils exchanges. Those schools studying Gaelic will be encouraged to forge links with similar establishments in Highland Council and Comhairle nan Eilean Siar.
- 7.8 Schools may wish to establish an International Group on an individual or co-operative basis to take forward the organisation of European trips and exchanges.

## **8. *Co-operative and/or Area and Transition Arrangements***

- 8.1 It is essential that staff from primary, special and secondary schools be involved in the design of a joint, agreed teaching and learning programme for languages that ensures breadth, balance, coherence, continuity and progression.

### *Modern Languages*

- 8.2 Arrangements will be established in each co-operative area for regular liaison between secondary schools and their associated primaries to ensure an appropriate programme of study. Time should be set against the development planning process to facilitate co-operative area, school and departmental liaison meetings. These arrangements will incorporate appropriate transmission on pupil attainment.
- 8.3 The modern language/heritage language studied in primary school will be available in the associated secondary school. Decisions on language provision will be taken jointly by primary head teachers and their associated secondary head teacher. The 500 hours of language teaching recommended in Citizens of a Multilingual World will be a core element in these discussions.

## **9. *Information and Communications Technology***

- 9.1 Information and Communications Technology (ICT) has a central role in supporting language learning across all year groups.
- 9.2 To integrate ICT fully into the languages curriculum, each school will have access to equipment which will provide internet access. Staff will be trained and technical support provided as appropriate and where resources permit.
- 9.3 The education authority will bid for appropriate additional funding available from national or international sources.

## **10 *The World of Work***

- 10.1 There should be closer collaboration between secondary school departments in an effort to provide opportunities for pupils in the middle and upper school to attend conferences on European awareness.

Pupils will be encouraged to practise their skills in a business and language context where possible, for example, a product design and marketing exercise.

Secondary establishments should give consideration to highlighting language essential careers in their Service Level Agreement with Careers Scotland.

Information about language essential careers should be produced and made available to pupils at all stages.

Practical information about careers with languages will be provided in the context of a careers conference or a school visit.

- 10.2 Schools will be encouraged to offer opportunities to S5- S6 language classes to take part in a work experience visit to a European country or Gaelic speaking community.

## ***Citizens of a Multilingual World Implementation Plan***

### ***1. The Role of the Co-operative and/or Area in Implementing Citizens of a Multilingual World***

1.1 Primary schools in Argyll and Bute are grouped geographically to form co-operative areas in a bid to reduce geographical and professional isolation. The co-operative/area structure allows for the development of resources and policy statements and ensures more primary and secondary liaison. The co-operative/area is the principal mechanism for the implementation of Citizens of a Multilingual World.

1.2 Each co-operative and/or area should agree a plan that will deliver:

- the staff development entitlement of language teachers
- curriculum planning and development
- the language entitlement of groups of learners

## **2. *The Staff Development Entitlement of Language Teachers***

The co-operative/area should agree:

- to train sufficient numbers of teachers in languages, so as to maximise the number of available language staff across establishments;
- to train enough staff to be able to support establishments in times of temporary shortage;
- to allow teachers access to annual language learning and language refresher opportunities, as agreed through the Career Review and Development process, including;
- inservice opportunities; visits to a country/community where the language is spoken;
  - language immersion events;
  - opportunities for personal language support by a Foreign Language Assistant / Classroom Assistant or a member of the languages faculty
  - of the associated secondary school;
  - a programme of distance-learning opportunities delivered through ICT;

- to draw up a programme of regular visits for Foreign Language Assistants / Gaidhlig Classroom Assistants to all establishments to support language teachers and learners through co-operative teaching;
- to highlight language development as appropriate in the establishment development plans;

### **3. Curriculum Planning and Development**

3.1 The co-operative/area should agree to establish a cross-sectoral modern language curriculum group the remit of which will be:

- to agree a time allocation for language learning across sectors in line with the 500 hours recommended in Citizens of a Multilingual World;
- to agree to write and implement a languages policy for all establishments in the co-operative/area;
- to develop an integrated cooperative/area programme for language learning and knowledge about language for learners aged 3-18;

- to evaluate paper-based and ICT resources for use in language classes;
- to agree a progressive programme which will introduce and expand learners' knowledge of Scottish culture, the European Union (EU) and the cultures of its member countries;
- to make contact with establishments in other areas of the EU with a view to establishing links through e-mail, personal/class/school web sites, visits and exchanges of video diaries, workplace visits/work experience opportunities and teacher exchanges;
- to arrange an annual calendar of cross-sectoral language events;
- to develop mechanisms for transferring information about learners between sectors;

#### ***4. The Language Entitlement of Groups of Learners***

4.1 The entitlement of the different groups of language learners from Pre-school to Advanced Higher are described in the attached pro-formas (Appendices 1, 2 and 3)

4.2 These pro formas describe certain entitlements common to all language learners:

- access to teaching of more than one language;
- continuity in language learning;
- regular and cumulative teaching which will deliver the entitlement of 500 hours described in Citizens of a Multilingual World;
- access to resources for learning the designated language, learning about language and learning about the culture of the country(ies) where the language is spoken;
- access to a variety of types of delivery of more than one language, through immersion methodology, distance learning, ICT, the arts, enterprise and workplace study;
- interaction with native speakers, either in person, through the work of the Foreign Language Assistant/Classroom Assistant, or links to learners and classes in other parts of Scotland/Europe;
- teaching and learning opportunities appropriate to the age and ability of the learner;

- the right to accredit language learning with a nationally recognised qualification.

## **5. *The Language and Cultural Content of Courses***

5.1 Recommendations as to content of language and cultural elements of courses are made in Appendices 1, 2 and 3 but co-operatives/area will agree:

- the languages to be taught;
- the course content for each stage of learning;
- the methodology and resources to be used;
- the mechanisms to be used to measure progress;
- the accredited national qualification to be aimed for.

5.2 The expertise of Modern Language/Gàidhlig teachers should be called upon at each stage of planning.

**Argyll & Bute Languages Implementation Plan**

The Learner will have:

	Pre School	P1-P4
Entitlement	<ul style="list-style-type: none"> <li>• access to 5 minutes per day of teaching about two languages other than English</li> <li>• access to information about these languages and their cultures through ICT, TV and video</li> <li>• interaction with a native speaker on a regular basis where possible</li> </ul>	<ul style="list-style-type: none"> <li>• access to 10 minutes per day of teaching about and through two other languages</li> <li>• access to interactive learning through CD-Roms, e-mail and TV and video</li> <li>• interaction with a native speaker on a weekly basis, where possible</li> </ul>
Language	<ul style="list-style-type: none"> <li>• awareness of other languages</li> <li>• ability to say their name, count up to 5 and identify colours in two languages</li> <li>• ability to recognise familiar greetings and respond to them</li> <li>• ability to sing short songs, recite short rhymes, fill in the gaps in a story or song in two languages</li> </ul>	<ul style="list-style-type: none"> <li>• development of an understanding of the nature of language and how language works</li> <li>• ability to say colours and numbers up to 30, identify classroom objects, ask and answer everyday questions relating to personal interests</li> <li>• ability to exchange greetings and personal information with a speaker of these languages</li> <li>• a repertoire of songs and rhymes in two languages</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• awareness of other communities/countries</li> <li>• awareness of other ways of living and ability to describe these through art, music, drama and play</li> <li>• knowledge of the main points of the year and celebrations in two other countries</li> <li>• knowledge of countries people go to on holiday</li> </ul>	<ul style="list-style-type: none"> <li>• awareness of Europe as a community</li> <li>• awareness of positive difference and similarities between people</li> <li>• opportunity to explore these differences and similarities through the expressive arts and as they arise from classwork</li> <li>• recognition from a map of where certain countries are and their geographical features</li> </ul>

**Argyll & Bute Modern Languages Implementation Plan**

The Learner will have:

	P5 – S2	S3 – S4
Entitlement	<ul style="list-style-type: none"> <li>access to 15 minutes per day or equivalent of teaching of, or through at least one language other than English</li> <li>interaction with native speakers on a weekly basis where possible</li> <li>access to interactive learning through CD-Roms, e-mail and video-conference</li> <li>the right to continue learning the same language from P5 to S2</li> <li>where appropriate, an extended challenge in language-learning, either through intensive immersion teaching or by exposure to another new language</li> </ul>	<ul style="list-style-type: none"> <li>access to 30 minutes per day or equivalent of teaching of, or through at least one language other than English</li> <li>interaction with native speakers on a weekly basis where possible</li> <li>access to interactive learning through CD-Roms, e-mail and video-conferencing</li> <li>the right to continue learning the same language</li> <li>where appropriate, the right to begin learning and additional language</li> <li>where appropriate, immersion language opportunities</li> <li>progress towards the acquisition of a national qualification appropriate to the age and ability of the learner</li> </ul>
Language	<ul style="list-style-type: none"> <li>knowledge of the syntax and vocabulary of at least one language through a structured and progressive programme of language-learning which reflects the growing maturity of the learner</li> <li>growing ability to communicate in the language through speaking, listening and viewing, using appropriate technology and through creative reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>development of an understanding of the uses of language which reflects the growing maturity of the learner by introducing the concept of language in work, industrial awareness and enterprise</li> <li>continued expansion of the ability to communicate in languages other than English, both spoken and written, using appropriate technology and involving both functional and imaginative language</li> </ul>
Culture	<ul style="list-style-type: none"> <li>awareness of the structure of the European union and of the wider Europe</li> <li>understanding of the importance of the EU and Europe in their own lives</li> <li>opportunities to explore the arts and culture of the countries where the target language is spoken through school and out-of-school activities</li> <li>contact with students in other areas of the EU and Europe through e-mail, personal/class/school websites, visits and exchanges of class made videos</li> </ul>	<ul style="list-style-type: none"> <li>growing awareness of the economic and political significance of the EU</li> <li>participation in arts activities which further develop the learner's understanding of and respect for other cultures</li> <li>contact with students in other areas of the EU and the wider Europe through e-mail, personal/class/school websites, visits and exchanges of home-made videos</li> <li>where appropriate, participation in workplace visits and whole-school Comenius projects</li> </ul>

**Argyll & Bute Modern Languages Implementation Plan**

The Learner will have:

S5 – S6	
Entitlement	<ul style="list-style-type: none"> <li>• access to 50-60 minutes per day or equivalent of teaching of/or through at least one language</li> <li>• the opportunity to learn other languages and to explore distance learning techniques which facilitate this</li> <li>• interaction with native speakers on a weekly basis where possible</li> <li>• immersion language opportunities</li> <li>• access to interactive learning through ICT, e-mail and video-conferencing</li> <li>• participation in school and out-of-school learning opportunities involving the arts, enterprise and work experience</li> </ul>
Language	<ul style="list-style-type: none"> <li>• a working knowledge of the functions and notions of the target language and a willingness to undertake the study of further languages</li> <li>• development of a mature and extensive command of the language, that command demonstrated through fluent and comfortable participation in a range of language activities, both spoken and written, in school, at leisure and in the workplace</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• respect for and understanding of their place as citizens of a wider Europe, a view of their future lives as students and workers in a wider Europe and a knowledge of study and work opportunities in that wider Europe</li> <li>• ability to take part in a full range of school-based, leisure, workplace and virtual contacts with speakers of the target language and a willingness to participate in such opportunities</li> </ul>

This policy will be reviewed in 2007/08