

Language Learning in Scotland: A 1+2 Approach

The Scottish Government's Response to the Report of the Languages Working Group

November 2012

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BACKGROUND

The Scottish Government has a manifesto commitment to introduce a new norm for language learning based on the “European Union 1 + 2 model”, whereby it will create the conditions so that every child can learn two languages in addition to their own mother tongue. It is envisaged that the creation of this new model for language acquisition in Scotland will be implemented over the lifetime of two Parliaments.

In September 2011 the Scottish Government set up a Languages Working Group to offer advice and direction on how the manifesto commitment might be delivered. Its report, *Language Learning in Scotland: A 1+2 Approach*, was published on 17 May 2012 and helped inform the languages debate held in the Scottish Parliament on 24 May.¹

Ministers are grateful to Simon Macaulay, Chair of the Languages Working Group and its members for their report.

SUMMARY OF SCOTTISH GOVERNMENT RESPONSE

Scottish Ministers welcome the *Language Learning in Scotland: A 1+2 Approach* report and its 35 recommendations, either in full or in part, while recognising that taking these forward will require discussion, collaboration and partnership with local authorities, schools, parents and other key stakeholders

Accordingly the Scottish Government will:

- work with the range of stakeholders identified in the report as having a key role to play in taking forward implementation of the 1+2 languages policy, especially local authorities through COSLA and ADES.
- develop an engagement strategy, including an Implementation Delivery Group, to take forward implementation of a 1+2 languages model for Scotland’s schools
- run in partnership with ADES (Association of Directors for Scotland) a national languages event in November 2012 to promote debate and identify actions for taking forward the 1+2 languages policy
- provide £120,000 to fund projects in the 2012/13 school year to demonstrate ways in which schools can move towards the 1+2 model
- provide additional £4 million in 2013/14, subject to parliamentary budget approval, to support local authority language plans and will discuss with COSLA and ADES the longer term planning and resourcing issues for implementation of the 1+2 policy
- examine with GTCS and HE institutions the implications of a 1+2 languages model for the future training needs of teachers.

¹ The Languages Working Group report is available at: <http://www.scotland.gov.uk/Publications/2012/05/3670/downloads>. The official report of the languages debate can be viewed on the Scottish Parliament website.

MINISTERIAL FOREWORD

In today's globalised world it is more important than ever that our young people have the opportunity to learn other languages. It is in Scotland's economic and cultural interests that our society as a whole is able to use and be more open to other languages. The Scottish Government is committed to providing young Scots with the same language opportunities that young people elsewhere have. We will do this by creating the conditions for a new model of language acquisition whereby children will learn two languages in addition to their mother tongue, (European 1+2 model).

I was delighted to welcome the report of the Languages Working Group, published on 17 May 2012, and its recommendations on how we might deliver this commitment. I am also pleased that there was strong cross party support expressed during the languages debate held in the Scottish Parliament on 24 May for its message of the need to improve young people's language learning opportunities.

The Group's report contains thirty five recommendations aimed at the range of stakeholders involved in supporting language provision in schools. These include local authorities and schools themselves, and those stakeholders involved in teacher training and career-long professional development and those supporting the language policy at a national level.

Collectively, the recommendations set a new direction for language learning in Scottish schools. I believe that implementation of Recommendation 1, that schools should introduce language learning from Primary 1, rather the current norm of Primary 6, is one that will help transform the languages landscape in Scotland. It is in line with policy across Europe and many Asian countries where, increasingly, children are being introduced to learning other languages from an earlier age.

We have grouped the report's recommendations under various broad headings and have set out our response and some of the key actions that we need to take. The Scottish Government is committed to working with stakeholders to address the strategic and practical issues, including resources arising from recommendations.

As a first step, we are organising, with the Association of Directors of Education Scotland, a national languages event to discuss and identify how best to take the report's recommendations forward. We are also funding a number of school projects in academic year 2012/13 to demonstrate ways in which schools can move towards a 1+2 model. We will convene an Implementation Delivery Group to develop a stakeholder engagement strategy for taking forward a phased introduction of a 1 + 2 approach within a timescale that takes account of local authorities language plans.

I hope that our commitment to a new model of language learning is one that will excite and encourage everyone in Scotland whether or not they have an interest in language learning. I believe that, together, we can work to deliver the Working Group's considered view that, introducing 2 additional languages, while an ambitious goal, is one that, over time, can be delivered.

Dr Alasdair Allan
Minister for Learning, Sciences and Scotland's Languages

SECTION 1: LANGUAGES POLICY CONTEXT AND STRATEGIC DIRECTION

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 1, 2, 3, 34 and 35.

Language Learning in Scotland: A 1 + 2 Approach sets out an ambitious new direction for language learning and teaching in Scotland. It confirms the life enhancing opportunities that learning other languages can offer young people and draws on the weight of evidence that knowledge of languages provides benefits to individuals, business, culture and the economy. Its recommendations provide the basis for establishing a new model for the learning and teaching of languages in Scottish schools for years to come. Scottish Ministers welcome its central premise that Scotland can, and must, do more to provide our young people with a better language learning experience. In particular, they welcome the report's headline recommendation that schools should offer children access to an additional language from Primary 1. **(Recommendation 1)**

The adoption of a 1+2 approach to language learning is in line with Scotland's increasing development as a diverse, multicultural and multilingual nation. This diversity includes Scotland's own languages, Gaelic and Scots. It is to be expected that this diversity will shape local authority provision of languages. In addition, the introduction of language learning and teaching from Primary 1 will require all local authorities and schools to review their current language strategy and provision and to consider what professional development and support is required for teachers, what resources are needed and what additional languages to offer. Ministers welcome the report's recommendation that local authorities and schools should develop local 1+2 strategies for language learning. **(Recommendation 2)**

Scottish Ministers acknowledge that delivery of a 1+2 languages policy is a bold and ambitious aim and one to be delivered over several years. However, there is already a range of good practice in language learning and teaching across schools and we are keen to identify lessons from this and demonstrate how these can be applied more widely. Scottish Government will fund a pilot project programme in 2012-13 aimed at demonstrating how earlier language learning and teaching and other aspects of a 1+2 model can be delivered. **(Recommendation 3)**

The Working Group report calls on the Scottish Government to set up an Implementation Delivery Group **(Recommendation 34)** to help take forward adoption of the 1+2 policy and to work with key stakeholders, including COSLA, to consider the resource implications of delivering a new model of language learning and teaching in Scotland. **(Recommendation 35)** Scottish Government will provide £120,000 to fund projects in the 2012/13 school year to explore and demonstrate ways in which a 1+2 model can be delivered; and, subject to parliamentary budget approval, will provide an additional £4m funding in 2013/14 to local authorities to enable them to begin to plan for implementation of the report's recommendations. Scottish Government will discuss with COSLA and ADES and others the longer term planning and resourcing issues for implementation of the 1+2 policy.

Key actions:

- Scottish Government will develop an engagement strategy and set up an Implementation Delivery Group to take forward adoption of the 1+2 policy
- Scottish Government and ADES (Association of Directors for Scotland) will run in partnership a national languages event in November 2012 to consider how best to take forward the 1+2 languages policy
- Scottish Government will work with Education Scotland and SCILT, Scotland's National Centre for Languages, to evaluate the 2012-13 pilot project programme and identify and disseminate lessons learned
- Scottish Government will discuss with COSLA and ADES and others the longer term planning and resourcing issues for implementation of the 1+2 policy.

SECTION 2: LOCAL PROVISION FOR LANGUAGES

Planning

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 7, 13, 24, And 32.

The Languages Working Group's report highlights the continuing strength and demand for modern European languages, as well as the importance of Scotland being able to engage with rising economies of the future. It also acknowledges the importance of Gaelic education to Scotland's national plan for Gaelic, the work being done to encourage the use of Scots language at all levels of the school and the role that sign language has for some learners. It also places language learning within an inclusive context and recommends that local authority language strategies take account of factors such as social deprivation challenges and the different issues faced by urban and rural areas, **(Recommendation 13)** and the need to take account of the needs of learners for whom English may not be their first language. **(Recommendation 32)** Scottish Ministers welcome the Working Group's view that language learning provision should be developed within in a broad, inclusive context and that this should be reflected in local language strategies.

The Working Group recommends that local authorities work with their schools to address the organisational and curricular issues arising from earlier access to language learning. **(Recommendation 7)** The introduction of earlier access to language learning from Primary 1 will have planning and resourcing implications for local authorities and schools. Decisions in these areas will be informed by improved knowledge of what resources already exist and the Working Group report recommends that an audit be conducted of the number of primary teachers who are MLPS or GLPS trained along with the collection of information on how many of those trained are currently engaged in teaching languages. **(Recommendation 24)** Scottish Ministers will work with local authorities and key stakeholders to address the challenges that introduction of a 1+2 languages model will raise in areas, such as staffing, career long professional learning, curricular planning and resources.

Key actions:

- Scottish Government will work with local authorities on development of local language plans.

Entitlement and opportunity

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 4, 6, 8, 9, 10, 11, 12, 16 and 17.

Scottish Ministers welcome the Languages Working Group recommendation that a second additional language be introduced for pupils at a later stage of primary. **(Recommendation 4)** and the linked recommendation that there should be regular exposure to two languages. **(Recommendation 6)** The Working Group's report makes proposals about how this might be done within primary schools' use of cross curricular projects. At the same time the report notes that, while the introduction of a second additional language should be done on a basis that is meaningful and achievable, it will be important that it does not undermine pupil progress in the first additional language.

The Working Group report takes the view that the success of a 1+2 languages policy will depend to a large extent on more effective co-ordination between primary and secondary sectors. Teachers should be more aware of how languages are being delivered in both sectors and ensure that learners' prior language learning is taken into full account. The report's recommendation that primary and secondary schools work together to ensure articulation between the sectors in terms of content, skills and approaches is welcomed. **(Recommendation 8)** This will help enable effective transition, progression and continuity between learning in primary and secondary, particularly for the first additional language.

The Working Group report reiterates the place of language learning within the broad general education and recommends that it be recognised as an entitlement for all young people in S1 to S3. **(Recommendation 9)** It is the responsibility of individual authorities and schools to ensure that this is the case. It recommends that schools develop language learning for a second additional language during the broad general education by choosing from a range of approaches including interdisciplinary working **(Recommendation 11)** and suggests exploration of a CLIL (Content and Language Integrated Learning) approach. **(Recommendation 12)** This approach involves pupils learning a subject or part of a subject through the medium of a modern language. While the CLIL approach is found in a few schools, many schools, including a number of primary schools, are already introducing a second language through a variety of approaches. The level and depth of language which can be expected through these approaches will be explored through trialling in schools.

The report considers links between languages, business and employability and in its Annex A draws on a range of evidence, including employers' views, on the benefits of language learning. The report recommends that schools should develop the links within the broad general education phase between language learning and issues of employability and citizenship. **(Recommendation 10)** SCILT have already begun to promote the use of Business Champions to show how businesses can support language learning in schools by demonstrating the importance of language skills and cultural understanding in the workplace. Many schools have promoted language learning through projects aimed at developing a sense of global citizenship.

The report recommends that schools should provide all young people with flexible opportunities and encouragement to study more than one language to the level of a National Qualification Unit or course in the senior phase. In some cases, this may mean schools arranging provision with other schools. **(Recommendation 16)** While many schools already offer this opportunity it is for local authorities to decide if and how consortium arrangements could assist schools to deliver this recommendation. SQA are introducing a range of new qualification options for the senior phase, from which individual Units could be studied in conjunction with another subject qualification.

In considering options for certificate work the report recommends that schools and local authorities should ensure that young people have appropriate information on the value of learning languages to certificate level in terms of language and communication skills, employability and citizenship. **(Recommendation 17)**

Overall, there is much good practice already taking place within schools on various aspects of many of these recommendations. There is scope to build on this good practice and Scottish Government will work with Education Scotland and SCILT, Scotland's National Centre for Languages, to support schools in addressing these recommendations. The 2012/13 pilot project programme will help highlight best practice which can inform the wider development of language policies across all local authorities.

Key actions

- Scottish Government will work with Education Scotland and SCILT to highlight best practice in delivering language provision at and between primary and secondary levels, including throughout the broad general education and senior phases in secondary.

SECTION 3: SUPPORTING LEARNERS AND TEACHERS IN THE CLASSROOM

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 15, 30 and 31.

The Languages Working Group report proposes that there should be enhanced opportunities for learners to have language input from native speakers of other languages. This can be achieved through several means. For example, language learning and development can be supported by greater use of IT (including GLOW), social networking, and media, together with opportunities afforded by E-twinning and international visits. **(Recommendation 15)**

Education Scotland has a range of resources on GLOW to support modern language teachers. Most recently, further resources for modern languages in the primary school were launched at the 2012 Scottish Learning Festival. In addition, a great deal of high quality curricular material has been developed in many schools. Scottish Government also funds SCILT, Scotland's National Centre for Languages, to support teachers and to identify and disseminate exemplar materials to assist with language learning.

The Working Group's report acknowledged the benefits that Foreign Language Assistants can bring to language learning and teaching and recommended that they be considered a key element of the implementation of a 1+2 model and work on this be undertaken by local authorities, British Council Scotland and SCILT.

(Recommendation 30) British Council Scotland and SCILT, with support from Scottish Government, are working collaboratively to improve the experience of Foreign Language Assistants (FLAs) during their time in Scotland. This includes training with additional support from other bodies such as Education Scotland, the cultural organisations and local authorities. In 2011-12 the two organisations supported FLAs to develop and run individual school projects and extra-curricular activities aimed at adding a new dimension to pupils' normal language lessons. Scottish Government will continue to fund the Foreign Language Assistant programme, run in Scotland by British Council Scotland, which registered a small increase in the number of FLAs in Scottish schools in 2012-13 reversing the decline in recent years.

The Working Group noted that within communities in Scotland there were substantial numbers of people who are native speakers of other languages that may be taught in school. The report recommended that schools might benefit from language expertise in their communities by the engagement of other skilled and trained native speakers of languages to work under the direct and explicit supervision of classroom teachers. **(Recommendation 31)** While there are some examples of effective practice in this regard, the approach is only successful where the teacher and native speaker have been trained to work both with young people and each other. This is not a substitute for appropriately trained teachers of modern languages. However, schools should consider how the overall experience for learners might be enhanced through input from native or fluent language speakers, where this fits with teachers' own classroom planning. The development of local language strategies will provide the opportunity for local authorities and schools to consider how to make best use of the contribution that such speakers can bring to their language provision.

Key actions:

- Scottish Government will continue to highlight the benefit that Foreign Language Assistants can bring to language provision in Scotland's schools.

SECTION 4: TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Initial Teacher Education

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 20, 21, 26 and 27.

These recommendations cover a number of issues on ITE entry requirements, course content and student numbers which will require further consideration with key stakeholders, GTCS and university providers. They should also be seen in the light of the report of the National Partnership Group (NPG) set up to consider how to take forward issues raised in *Teaching Scotland's Future*.²

The Working Group took the view that the experience of teachers through Initial Teacher Education will be of key importance for the longer term delivery of a 1+2 model. In particular, implementation of its headline recommendation that learning and teaching of another language should be introduced from Primary 1 will raise the question of how best to prepare our future primary teachers. Its report recommends that students undertaking a course of primary school teacher education should have attained a languages qualification at Higher Level or equivalent (SCQF level 6) either on entering the course of initial teacher education or on its completion.

(Recommendation 20)

The General Teaching Council for Scotland (GTCS) has the statutory responsibility for setting the entry standards for applicants to programmes of initial teacher education which it will discharge by reviewing the Memorandum on Entry Requirements for Courses of Initial Teacher Education in Scotland. GTCS will be embarking on a consultation exercise shortly with a view to publishing a revised memorandum in the spring of 2013. The revised memorandum will then apply to applicants wishing to commence ITE in session 2014/15. GTCS has agreed that its consultation will include reference to the relevant recommendations of the languages working group with a view to considering the relevant merits of upping the entry requirements and/or, through the Guidelines for Courses of Teacher Education in Scotland that will accompany the Memorandum, being more explicit about what will be expected of primary teachers in relation to modern languages upon completion of their courses.

GTCS is also responsible for determining what constitutes a recognised teaching qualification for individuals seeking registration and is in the process of reviewing all of the teacher education Standards. Scottish Ministers welcome these reviews as being an important vehicle for considering how we best prepare our future teachers, including in terms of language learning.

The Working Group recommended that all students seeking to become teachers in primary schools should undertake some study of the pedagogy associated with teaching additional languages as part of ITE. **(Recommendation 21)**

² The National Partnership Group report can be viewed at <http://www.scotland.gov.uk/Publications/2012/11/7834>

Teaching Scotland's Future advocates better ITE provision, generally and, in particular, a new approach to undergraduate primary provision which would see student teachers undertaking broader and deeper study across the university beyond the school of education. This concept has been accepted broadly and universities have already started the process of introducing new concurrent degrees which can include language learning.

The Working Group expressed the view that, as international links and global markets develop, there would be increasing competition to recruit the ablest linguists from schools and universities. They consider it important that the teaching profession and the teaching of languages should be an attractive career option for young graduates. Their report recommends that there be a national recruitment strategy and campaign aimed at encouraging the ablest of young people with requisite qualifications and an interest in languages to embark on ITE for the primary sector or for language teaching in secondary schools. **(Recommendation 26)** The Group's report also recommends that Scottish Government and Universities work with local authorities to consider the need for future numbers of language teachers. **(Recommendation 27)** Scottish Government will work with GTCS and university providers to consider how to take these recommendations forward.

Career Long Professional Learning

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 22, 25, 28 and 29.

The Languages Working Group report recognised the practical challenges likely to arise from implementation of a 1+2 model, in particular, the need to consider professional learning needs. The report makes clear that teachers will require support for continuing professional development (CPD) to maintain and extend their skill in teaching languages. The Group's report recommends that local authorities should provide regular opportunities for primary and secondary languages staff to work together and to undertake shared CPD opportunities. **(Recommendation 22)** In addition, teachers with an interest and aptitude for languages teaching should be supported to develop the range of languages in which they are qualified or trained to teach. **(Recommendation 25)** The difficulties of continuing to train primary teachers to deliver a modern language and of ensuring that transition arrangements with secondary schools promote progression in language learning, will take time to resolve. The NPG has considered how to embed higher quality professional learning for teachers during induction and throughout their careers. Any developments in this respect will be linked with the strengthened Professional Review and Development arrangements in schools.

The Working Group recommends that teachers continue to engage with the languages they are teaching through CPD, study, use of media and IT as well as through personal and professional engagement with native speakers of the languages which they teach. **(Recommendation 29)** Whilst it is the responsibility of all teachers to keep their knowledge and skills constantly updated through a variety of means, CPD support for teachers will be vital to the success of a 1 + 2 policy. Scottish Government has enhanced its support for SCILT, Scotland's National Centre for Languages, to extend its range of CPD provision for languages.

The Group's report also recommends that the GTCS should promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages. **(Recommendation 28)**

The Scottish Government is keen that teachers with an interest and aptitude for languages teaching are supported and that they gain qualifications and accreditation in languages. The GTCS Framework for Professional Recognition exists as a mechanism to allow teachers to gain recognition in areas of particular expertise in subject areas beyond their original teaching qualifications. The framework is supportive and encourages flexibility but also ensures that appropriate standards of content knowledge and pedagogy are maintained.

Action points:

- Scottish Government will work with Education Scotland and continue to fund SCILT, Scotland's National Centre for Languages, to support the CPD needs of teachers and schools as they take forward language learning and teaching.
- Scottish Government will work with GTC Scotland to encourage teachers to apply for Professional Recognition in Modern Languages

SECTION 5: STAKEHOLDERS AND ENGAGEMENT

Addressing the following recommendations from Language Learning in Scotland: A 1+2 Approach: 5, 14, 18, 19, 23 and 33

The Languages Working Group recommendations raise issues of policy, planning, professional development and resources. In the main these are aimed at Scottish Government, local authorities and schools but also include recommendations aimed at specific bodies that can support schools with their language provision.

The report calls for Education Scotland and SCILT, Scotland's National Centre for Languages to work together to provide support for approaches to the introduction of a 1+2 policy. **(Recommendation 5)** It also acknowledges the role of Education Scotland in supporting curriculum development **(Recommendation 14)** and resources in schools. Both organisations have welcomed the report's support for a 1+2 languages model and Scottish Government will work closely with them to ensure that schools have the support they need for successful implementation of the 1+2 languages policy.

The Working Group suggests that, over time, the introduction of a 1+2 languages policy may lead to a widening of language provision for which certification may be required and recommends that the Scottish Qualifications Authority (SQA) keep under review the suite of languages offered at certificate level. **(Recommendation 18)** SQA is committed to on-going maintenance and review of its portfolio of qualifications, including National Courses, Awards and Units in modern languages. Implementation of a 1+2 policy offers the opportunity to work more closely with partner organisations and other stakeholders in ensuring robust and flexible routes to certification across a range of languages where there is sustainable demand. The launch of SQA's Languages for Life and Work Award in August 2012 represents a key example of this. Scottish Government will continue to work closely with SQA on language certification issues.

Although not directly covered by its report the Working Group was keen that there should be engagement with the Further Education sector to consider the implications of a 1+2 languages policy, particularly given concerns over a decrease in language learning opportunities at FE level. In addition, the Working Group took the view that successful implementation of a 1+2 languages policy at school level with increased numbers of learners studying to Higher level and beyond would have implications for Higher Education. These might include the suite of languages available at HE level as well as university entrance requirements. Therefore, the Working Group recommended that there be further engagement with the FE and HE sectors about the experience of language learning for students. **(Recommendation 19)** It also recommended that universities should work together as a consortium of providers to support delivery of a 1+2 policy and that, subject to funding, languages departments in universities should have a greater role in working with schools. **(Recommendation 23)**

The Working Group recommendations on FE and HE engagement reflect the need for these sectors to be aware of developments in language learning and teaching at school level and to consider what the longer term implications of these may be for their own sectors. From 2012-13 the Scottish Funding Council's funding for universities and colleges is based on outcome agreements. Through their negotiations on outcome agreements they aim to work in partnership with the universities and colleges to ensure that the sectors offer a range of provision that is both coherent and responsive to demand and need. Scottish Government will discuss with SFC how best they can engage with developments arising from implementation of a 1+2 policy.

The Working Group report recognises the work that cultural organisations from other countries have undertaken with local authorities and schools to promote language learning. The Group recommends further development of the links between cultural organisations, local authorities, language communities and schools.

(Recommendation 33) Scottish Ministers also welcome the support that Consul Generals and the cultural organisations have provided to schools in recent years and their encouragement for greater take-up of languages in Scotland. Scottish Government will continue to work with COALA, the cultural organisations and local authority network, to support promotion of languages in Scotland's schools.

Action points:

- Scottish Government will work with Scottish Funding Council to review what implications the development of a new model of language learning in schools may have for the FE and HE sectors.
- Scottish Government will continue to work with the cultural organisations to examine further ways in which their expertise can be used to support language provision across schools.

CONCLUSION

The commitment to create the conditions to help development of a 1+2 model for language learning in Scotland's schools was rightly seen by the Languages Working Group as an ambitious aim. The Group sought to strike a balance between the level of ambition underlying the commitment with an honest critique of where schools start from. However, at its heart, the report sets out a strong case that Scotland can and must do more to provide our young people with a better language learning experience and in so doing, bring about a change in attitude to language learning in general. This will also assist in Scotland becoming a more open minded, outward looking and tolerant nation. Some of the Group's 35 recommendations are radical, some raise significant challenge, while others reflect best practice already found in many of our schools.

Scottish Ministers recognise that successful delivery of the languages commitment will depend on the engagement of key stakeholders, including local authorities, schools, parents and learners. They welcome the support of key stakeholders such as ADES, Education Scotland, GTCS, SQA, and SCILT for the report. They wish to see a wide-ranging engagement strategy to harness the support of all those with an interest in improving language learning in the interests of Scotland's young people.

As a first step in developing this strategy Scottish Government will run, in partnership with ADES, a national languages event to consider the key steps in taking the report's recommendation forward. In addition, the Scottish Government will set up an Implementation Delivery Group to help co-ordinate the sustained effort and resource that will be required to ensure successful delivery.

Response to Recommendations of *Language Learning in Scotland: A 1+2 Approach*

Scottish Ministers welcome the 35 recommendations of the *Language Learning in Scotland: A 1+2 Approach* report, either in full or in part, while recognising that many of them will require further discussion with local authorities and other key stakeholders. In particular, those recommendations that relate to issues of student teacher entry qualifications, course content and support, etc will require further consideration in the light of the National Partnership Group response to the Graham Donaldson (*Teaching Scotland's Future*) report.

Recommendation	Response
1. The Working Group recommends that schools offer children access to an additional language from Primary 1.	Accept. Scottish Ministers welcome this recommendation which is in line with moves elsewhere in Europe towards earlier language learning. (Section 1)
2. The Working Group recommends that local authorities and schools develop a 1+2 strategy for language learning within which schools can determine which additional languages to offer. As part of this strategy, consideration should be given to teaching modern European Languages, languages of the strong economies of the future, Gaelic and community languages of pupils in schools.	Accept. Scottish Government will support and work with local authorities to help them develop language plans that take account of local circumstances and priorities. (Section 1)
3. The Working Group recommends that the Scottish Government fund a number of pilot projects in 2012-13 on introducing access to language learning in primary schools from Primary 1 on a phased basis from 2013-14.	Accept. Scottish Government is providing up to £120,000 in the 2012-13 school year for pilot projects to demonstrate how a 1+2 approach to language teaching and learning might be delivered. (Section 1)
4. The Working Group recommends that a second additional language (L3) be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine but no later than P5.	Accept. It is recognised that this recommendation will require time to be implemented and will need to be carried forward in a way that does not detract from first additional language acquisition. The suggestion that a second language may be introduced through interdisciplinary learning is welcome. (Section 2)
5. The Working Group recommends that Education Scotland and Scotland's National Centre for Languages provide support for approaches to the introduction of the 1+2 policy including interdisciplinary working	Accept. Education Scotland and SCILT have welcomed the Languages Working Group report and the Scottish Government will work closely with both organisations on delivery of pilot

Recommendation	Response
initially through support for piloting and trialling in schools.	programme in 2012-13 and support for delivery of 1+2 policy in general. (Section 5)
6. The Working Group recommends that there be regular planned exposure to L2 and L3 languages.	Accept. This recommendation is linked to recommendation 4 above.
7. The Working Group recommends that local authorities work with their schools to address the organisational and curricular issues arising from earlier access of learners to language learning.	Accept. While it is for schools to consider how best to introduce earlier language learning there are schools that already do so from P1. Scottish Government will work with Education Scotland and SCILT to help identify and disseminate the lessons to be learned from a sample of schools identified as providing language learning from Primary 1 already and from pilot projects in 2012-13. (Section 2)
8. The Working Group recommends that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S1, particularly for the L2 language.	Accept. Research suggests that many primary schools do not have any specific language links with their secondary schools and this will need to be addressed. Implementation of this recommendation within local language plans can help ensure that effective account can be taken of prior language learning. (Section 2)
9. The Working Group recommends that language learning be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3.	Accept. There are concerns that some schools allow young people to opt out of language learning beyond first or second year of secondary school. Scottish Ministers are concerned at the suggestion that schools are not providing the entitlement to languages learning beyond early secondary. Scottish Government therefore welcomes this recommendation as recognising that the entitlement to language learning should continue throughout the broad general education. (Section 2)
10. The Working Group recommends that within the broad general education schools further develop the links between language learning and issues of employability and citizenship.	Accept. Scottish Ministers welcome the case that the Languages Working Group report makes for links between languages, business and employability, and global citizenship. Scottish Government will continue to fund SCILT for its role in promoting

Recommendation	Response
	languages, including its work with Business Language Champions (Section 2)
11. The Working Group recommends schools develop language learning for L3 during the broad general education, choosing from a range of approaches including interdisciplinary working, and that these be piloted within the early stages of implementation.	Accept. This recommendation (and related recommendations 9 and 12) suggests that there is a range of approaches that can be considered when developing language learning in respect of a second additional language. This is an area of development that will be included in some of the pilot projects in 2012-13. (Section 2)
12. The Working Group recommends that the CLIL approach be further explored as an option in secondary schools.	Partially accept. It is for schools to decide upon the approaches that are most relevant and best suited for them
13. The Working Group recommends that local authorities ensure that their languages strategy (Recommendation 2) takes account of social deprivation challenges and of the different issues faced in urban and rural areas.	Accept. Scottish Ministers believe that a 1+2 approach is relevant for all schools but recognise that how this is delivered needs to take account of local factors and circumstances and these should be reflected in local language plans. (Section 2)
14. The Working Group recommends Education Scotland lead on support for curriculum development in schools within the context of 1+2 policy.	Accept. Education Scotland has welcomed the report and will continue to support teachers and schools, working with SCILT and other partners, as schools move to implement the recommendations of the report.
15. The Working Group recommends languages learning and development be supported by greater use of IT (including GLOW), social networking, media (e.g. subtitled foreign films, television, radio) together with the development of opportunities in areas such as theatre, song, etwinning and international visits.	Accept. Between them Education Scotland and SCILT make available or promote a range of resources for language teaching and learning. Scottish Government will work with both organisations to keep resources under review as implementation of a 1+2 approach is further developed. (Section 3)
16. The Working Group recommends that schools provide all young people with flexible opportunities and encouragement to study more than one modern language to the level of a National Qualification Unit or course, in the senior phase, whether in their own school or through cluster arrangements with other schools.	Accept. Where learners have a real sense of the value of language learning and find it stimulating and enjoyable they are more likely to take languages to certificate level and beyond. Many schools already operate cluster or consortium arrangements and it is for local authorities to consider how such arrangements might operate within the

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	local languages plans. (Section 2)
17. The Working Group recommends that schools and local authorities ensure that young people have appropriate information on the value of learning languages to certificate level in terms of language and communication skills, employability and citizenship.	Accept. As described at Recommendation 10 the use of Business Languages Champions can help promote the value of languages for employability. (Section 2)
18. The Working Group recommends that SQA keep under review the suite of languages offered at certificate level in light of 1+2 implementation.	Accept. Scottish Government will continue to engage with SQA to consider any qualification issues arising from implementation of a 1+2 policy.
19. The Working Group recommends that there be further engagement with the FE and HE sectors to look to develop the experience of language learning for students.	Accept. Recent pilot work with Edinburgh University students shows the potential of partnership working between schools and universities, with appropriate training, to provide further opportunities for young children to engage in language learning. Scottish Government will engage with Scottish Funding Council and universities to consider what implications may arise from implementation of the 1+2 policy.
20. The Working Group recommends that students undertaking a course of primary school teacher education have a languages qualification at Higher level, or equivalent (SCQF level 6), either on entering the course of initial teacher education or on its completion.	Partially accept. Refer to GTCS for consideration. The GTCS, in its forthcoming review of the memorandum on entry requirements will consider whether this should be reflected in the criteria for entry to programmes of initial teacher education. (Section 4)
21. The Working Group recommends that all students seeking to become teachers in primary schools undertake some study of the pedagogy associated with additional languages as part of Initial Teacher Education.	Accept. The move to earlier language learning will raise questions of how best to prepare future teachers for what is expected of them in terms of teaching languages. This needs to be done in the context of the NPG's report in response to the Donaldson review and the work that universities have already started to introduce new concurrent degrees. (Section 4)
22. The Working Group recommends that local authorities should provide regular opportunities for primary and secondary languages staff to work together and to undertake shared CPD opportunities.	Accept. Effective transition arrangements, including mutual support and cooperation, should be part of local languages plans if a 1+2 approach is to be successful. (Section 4)

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<p>23. The Working Group recommends that universities work together as a consortium of university providers to support delivery of the 1+2 policy and that languages departments in universities play a greater role in working with schools subject to appropriate funding.</p>	<p>Partially accept. Scottish Government recognises the role that the higher education sector can play in supporting the 1+2 policy. It is for universities themselves to decide what contribution the development of consortium arrangements can bring to their engagement with schools.</p>
<p>24. The Working Group, with a view to informing planning and resourcing, as well as CPD needs, recommends that an audit of the number of primary school teachers who are MLPS or GLPS trained be undertaken along with collection of information on how many of those trained are currently engaged in teaching languages.</p>	<p>Accept. The move, over time, to language learning from Primary 1 raises questions over the number of teachers with the necessary skills to deliver this. Research by SCILT suggests that there is likely to be an untapped resource within primary schools. Currently, many primary school teachers who have undertaken MLPS training may not have the opportunity to use these skills. The recommendation for an audit of MLPS or GLPS trained teachers will be helpful in determining the professional learning needs of primary teachers. (Section 2)</p>
<p>25. The Working Group recommends that teachers with an interest and aptitude for languages teaching be supported in developing the range of languages in which they are qualified or trained to teach.</p>	<p>Accept. Implementation of a 1+2 approach will require best use of all available resources including the potential for existing language teachers to extend their range of language skills. Scottish Government will discuss with local authorities what further support can be offered to help build teacher capacity within the system. In the meantime Scottish Government has enhanced its support for SCILT to enable it to extend its CPD provision for language teachers.</p>
<p>26. The Working Group recommends that there be a national recruitment strategy and campaign aimed at encouraging the ablest of young people with requisite qualifications and an interest in languages to embark on ITE in language teaching in secondary schools and teaching which will involve language teaching in primary schools.</p>	<p>Partially accept. Successful implementation of a 1+2 approach will depend on encouraging teachers to review and build on their current language skills as part of a culture of career long professional learning. In addition, attracting well qualified young people with an interest in languages to take up a teaching career in secondary schools will be important for the future. The question of whether this requires a specific national recruitment strategy is</p>

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	one that Scottish Government will consider in discussions it will have in terms of ongoing teacher workforce planning and in the light of Recommendation 27. (Section 4)
27. The Working Group recommends that Scottish Government and Universities work with local authorities, drawing on the work of the Teacher Workforce Planning Group, to adopt a detailed planning process for identifying the need for future numbers of language teachers.	Accept. As with recommendation 26 Scottish Government will work with local authorities and university providers to consider future staffing implications of a 1+2 approach to languages. (Section 4)
28. The Working Group recommends that GTCS promote improved professional standards in language teaching and encourage teachers to gain qualifications and accreditation in languages for example through raising awareness of professional recognition processes available to teachers.	Accept. The GTCS's Framework for Professional Recognition allows teachers to gain recognition in areas of expertise. GTCS is keen to encourage teachers to apply for Professional Recognition and Scottish Government will work with them to consider how this can be actively promoted to more language teachers. (Section 4)
29. The Working Group recommends that teachers continue to engage with the languages they are teaching through CPD, study, use of media and IT as well as through personal and professional engagement with native speakers of the languages which they teach	Accept. Career long learning is a key part of the National Partnership Group response to Teaching Scotland's Future. (Section 4)
30. The Working Group recommends that the appointment of Foreign Language Assistants are considered a key element of the work of the implementation of 1+2 and work on this be undertaken involving local authorities, British Council Scotland and Scotland's National Centre for Languages.	Accept. Scottish Government will continue to support British Council Scotland to promote the value of language assistants in supporting language learning in Scottish schools. (Section 3)
31. The Working Group recommends that schools and local authorities consider the engagement by schools of other skilled and trained native speakers of additional languages to work under the direct and explicit supervision of the classroom teacher in schools.	Accept. Scottish Ministers recognise the value that learners can derive from hearing native or fluent language speakers. It is for local authorities and schools to decide how to make best use of the contribution that such speakers can bring to their language provision (Section 3). See also comment on Recommendation 19 above.
32. The Working Group recommends that EAL work and delivery is incorporated into local authority strategies for the 1+2 policy	Accept. As with Recommendation 13 it is important that local language plans are inclusive of the needs of all

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delivery in schools.	learners and take account of local communities and circumstances. (Section 2)
33. The Working Group recommends further development of the links involving cultural organisations, local authorities, language communities and schools.	Accept. Scottish Government will work with COALA, local authorities and other bodies to take this forward and derive maximum benefit from foreign language communities in Scotland.
34. The Working Group recommends that Scottish Government set up an Implementation Group charged with developing an Engagement Strategy to deliver the 1+2 languages commitment.	Accept. Scottish Government will establish an Implementation Delivery Group to take forward delivery of a 1+2 languages approach and to promote partnership working across key stakeholders responsible for delivering language provision in schools. (Section 1)
35. The Working Group recommends that Scottish Government fully consider the resource implications for stakeholders supporting the introduction of the 1+2 languages policy and engage with COSLA to consider the case for making dedicated appropriate additional funding available to local authorities.	Accept. Scottish Government will work with COSLA and ADES to examine resource implications of a 1+2 approach to languages. (Section 1).