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¹ Throughout this report, the term 'school' is used to cover any learning centre (primary, secondary, college or community centre) where Modern Languages are taught

Foreword from the Chair

Modern Languages matter to Scotland. In the words of the Right Honourable Alex Salmond, First Minister:

"I believe that it's vital that young people....have a truly international education, and the chance to develop the cultural insight, confidence, and linguistic skills that will help you to understand, and seize opportunities, in a rapidly changing world." (2007)

Moreover, the hallmarks of Curriculum for Excellence (CfE) - *skills for learning, skills for life and skills for work; interdisciplinary learning; global citizenship; literacy across the curriculum* (to name but a few) - together with the emphasis on learning experiences which ensure *active engagement, motivation and depth of learning*, are giving Scotland a golden opportunity to create precisely the kind of learning environment where Modern Languages can flourish. It is an opportunity that Scotland, for the sake of its future wellbeing, simply cannot afford to miss. As Baroness Coussins warned following the publication of the Worton Review ²:

"Unless the decline in modern language learning is reversed, Anglophone Britons will become one of the most monolingual peoples in the world, with severe consequences for our economy, for business competitiveness, for international reputation and mobility and for community cohesion at home." (Worton, 2009)

This Modern Languages Excellence Report provides all those involved in Modern Languages education - decision makers and classroom practitioners alike, with a blueprint which outlines why and how this might be done.

I would like to thank most sincerely all the members of the group itself, the staff from the schools highlighted in the report and Mike Russell, Cabinet Secretary for Education and Lifelong Learning, for giving us this opportunity. As Director of SCILT, Scotland's National Centre for Languages, I will ensure that one of our key work strands for the year ahead will be to disseminate these findings as widely as possible.

It has been an honour and a privilege to chair the Modern Languages Excellence Group over the last few months and to be part of that journey of discovery to define and illustrate Excellence in Modern Languages.

I hope that the report which follows will inspire you to make a commitment to creating opportunities for all our young people to develop their language skills and in so doing, allow them, and Scotland, to flourish.



Sarah Breslin, Director
SCILT, Scotland's National Centre for Languages

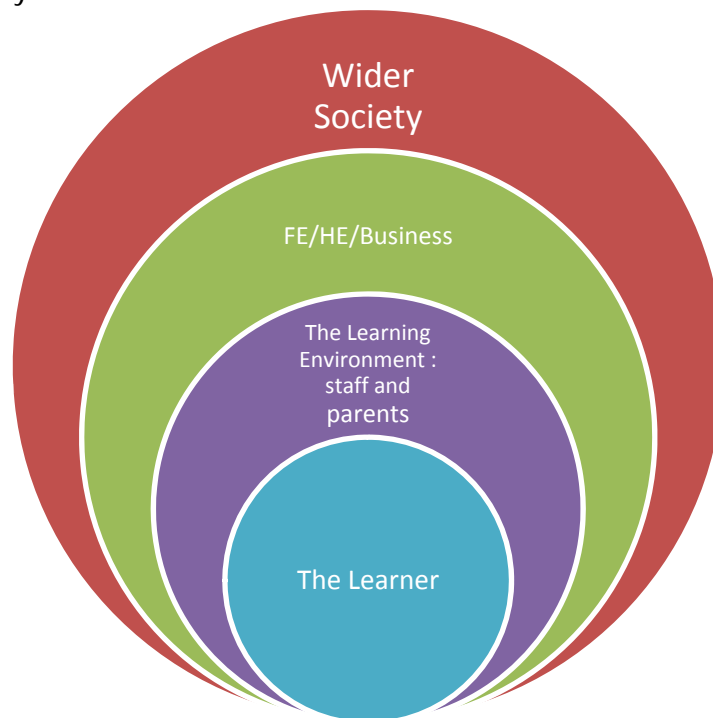
² <http://bit.ly/60lt5y>

1. Modern Languages matter

a) Introduction

Scotland defines its overall purpose as the creation of “a more successful country, with opportunities for all to flourish through increasing sustainable economic growth”. (Scottish Government, 2007)³ The link between Modern Languages and this vision for Scotland is obvious; as a nation we must recognise and promote the numerous benefits that language learning can bring to our learners, benefits which in turn radiate out to our schools, into sustained positive destinations beyond school, and ultimately impacting and benefiting society at large.

Before we attempt, therefore, to define Excellence in Modern Language Learning and Teaching, it is important that we outline the wide array of benefits language learning can yield.



b) The benefits of language learning

The benefits of language learning can broadly be categorised as follows:

- Personal
- Cognitive
- Economic
- Societal

Most of us would be able to define the personal benefits of language learning, even if we have not experienced these ourselves: the simple satisfaction of being able to understand and be understood in a foreign language, the new horizons this offers in terms of travelling, of making new acquaintanceships and of being able to

³ <http://bit.ly/ifwdTx>

understand other cultures first hand. However, the cognitive benefits, though well researched and documented, are not widely known or appreciated. A report commissioned by the European Commission (Marsh et al., 2009) summarises the potential benefits as follows:

- Enhanced mental flexibility
- Enhanced problem-solving ability (including organisational skills)
- Expanded metalinguistic ability (intercultural skills)
- Enhanced learning capacity
- Enhanced interpersonal ability (team-working/communication and presentation skills/perception of the perspective of others)
- Reduced age-related mental diminishment (dementia, Alzheimer's)

The same report reinforces earlier research findings on the benefits of language learning in developing literacy and reading skills (D'Angiulli et al., 2001) and in improving overall academic achievement (Armstrong and Rogers, 1997).

It is the combination of these transferable skills together with the purely linguistic skills which make language learning extremely worthwhile for the individual in terms of future employment. Attention is drawn to this year on year in reports from the CBI:

"Language skills and an ability to work in a multi-cultural environment are also valuable in an increasingly globalised workplace. Foreign language proficiency adds significantly to a candidate's portfolio of skills, not just in terms of conversational ability, but also general cultural awareness and sensitivity." (CBI, 2009)

In an increasingly globalised market place, Scottish youngsters who have developed their knowledge of languages and other cultures will be at a distinct advantage over those who have not. This is particularly relevant in the current challenging economic climate. Language skills are also needed to strengthen Scotland's economy, as the research below shows:

- *Four out of five UK businesses plan to grow over the next 12 months and nearly half of those are looking to international trade to make that a reality. Two thirds of businesses cite foreign languages as a barrier and eight out of ten feel challenged by differences in culture and etiquette* (HSBC, 2008)
- *Rebalancing the UK's trade with non-English speaking countries could add £21 billion per year to UK GDP* (Foreman-Peck, 2007)

CfE is all about equipping our young people for the globalised world and recognises the important contribution of languages, as this excerpt from the Modern Languages Principles and Practice Paper indicates:

"It is important for the nation's prosperity that young people are attracted to learning a modern language and that they become confident users of a modern language, well equipped with the skills needed in the new Europe and in the

global marketplace. This framework of experiences and outcomes is intended to help to address this national need.” (LTS, 2009)

Language, Local Businesses and the Community: an International Perspective⁴

At Elgin Academy, this year’s S1 French course links to a local 4 star hotel and exemplifies CfE by providing learners with RELEVANCE, PROGRESSION and COHERENCE.

The setting for every unit is: “You live in your parents’ luxury hotel in Elgin and you share your experiences with the foreign guests”. The usual topics are dealt with, but in a hotel context. For example, instead of describing the rooms in the house and what there is in their bedroom, S1 pupils describe the different rooms in the hotel and the contents of each room. They visit a local hotel to see how it is run.

Their first assessment is to welcome and get details from foreign guests arriving at the hotel. This obviously involves the usual introductory vocabulary in French or German, but they also learn what a receptionist in a luxury hotel should be like: smiling, standing straight, maintaining eye contact, speaking loud enough to cover lobby noise, pace of voice, etc... they are now learning a foreign language, but also skills for work.

Pupils see the relevance of learning a Modern Language in its practical sense and there is coherent progression throughout the course.

It is no longer about jumping from topic to topic without any sort of links.

School: Elgin Academy, Moray

Contact: Jérôme Lestienne, PT

Taken together, the personal, cognitive and economic benefits have a wider societal impact. In today’s complex world where local and global have become inextricably intertwined, educators have a responsibility to develop not only responsible citizens, but responsible, **global** citizens who value diversity and who demonstrate tolerance, respect and understanding of other countries and cultures.

“...learning in an international context enables children and young people to become more outward looking and confident about themselves and their nation; to be more skilled and competent users of world languages; to develop an evolving, informed world view and an understanding of Scotland's place in it; and to learn about and understand other cultures and religions at first hand - in other words, to participate fully as active, responsible global citizens...” (HMIE, 2010)

“Language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen.” (DfES, 2002)

Terry Davis, former Secretary General of the Council of Europe, speaking in Strasbourg on 24 September 2004 in a speech to mark the European Day of Languages, defined the aims of language learning thus:

“Language learning is a powerful tool for building tolerant, peaceful and inclusive multicultural societies. The experience of learning a new language helps to develop openness to other cultures and acceptance of different ways of life

⁴ More detailed information on this case study and on all the case studies cited in this report can be found in the appendix and online at <http://www.strath.ac.uk/scilt/researchandstatistics/excellencereport/>

and beliefs. It raises awareness of linguistic and cultural diversity and promotes tolerance of people with a different lifestyle.”⁵

Global Citizenship : Life in the Congo	
Pupils explore issues affecting teenagers in the Democratic Republic of Congo, by means of researching and comparing typical daily routines. The starting point involves them practising vocabulary and structures in French pertaining to their own daily routine, before embarking on research about the lives of Congolese youngsters. Information is taken from internet sites, as well as from SCIAF materials. As they progress through the project, pupils become confident in coping with more sophisticated vocabulary, and are required to work together to solve any difficulties with comprehension. During the later stages of the project, they prepare to present their findings to peers at a forthcoming assembly. The presentations are made by some groups in French, from the standpoint of a young Congolese boy or girl, and in English by other groups, about life for teenagers on a different continent. Pupils use Powerpoint or a poster to illustrate their talk.	
School: Glenrothes High	Contact: Olga Danagher

c) Debunking the myths

With so much evidence in favour of language learning, it seems hard to understand why anyone would question its value. The key lies in three common misconceptions:

1. Everybody speaks English
2. Learning languages is particularly difficult
3. You have to be fluent for languages to be of any use

“Everyone speaks English”

The global predominance of English as the primary language for international communication has resulted in the (incorrect) deduction that those of us who have English as our mother tongue, do not need to learn other languages. However the statistics below clearly indicate otherwise:

- Only 6% of the world’s population speak English as a first language.
- 75% of the world’s population don’t speak any English.
- In 2000 English represented 51% of language usage on the internet; by 2009 this was down to 29% whilst there has been steady growth in European languages and Chinese.

The Right Honourable Neil Kinnock, former Chair of the British Council, points out in the Foreword to David Graddol’s book “English Next”:

⁵ As cited on <http://bit.ly/gSBAgT>

"Complex international, economic, technological and cultural changes are resulting in a gradual erosion of the place of English as the language of the world market..... Graddol concludes that monoglot English graduates face a bleak economic future as qualified multilingual youngsters from other countries are proving to have a competitive advantage over their British counterparts in global companies and organisations." (Graddol, 2006)

Together we must help Scotland's youngsters realise that "English is enough" is a dangerously misleading myth.

"Language learning is particularly difficult"

Another equally damaging myth is the notion that **language learning is only suited to the more academically-able pupils**. Numerous studies have demonstrated that languages can be made accessible to all learners, and, more importantly, that **all** learners can benefit from language learning. Appropriate pedagogy, differentiated to meet individual learning needs, can ensure success in foreign language learning even for those with additional support needs.

As Hilary McColl indicates:

"The evidence ...seems to suggest that the question of whether or not to offer a foreign language programme to certain students has more to do with adult attitudes and expectations, or with resource availability, than with the ability of students to benefit." (McColl, 2005)

Creating a Culture of Confidence : Health and Wellbeing through Modern Languages and Business Education

At St Roch's Secondary, the Modern Languages Department has teamed up with Business Education and with their local Business Partners to create a learning experience for young people which focuses on **building confidence and resilience** through the acquisition and use of a modern foreign language. The project encourages pupils to see that success comes from being able to deal with setbacks and a willingness to challenge yourself. At the same time the pupils have the opportunity to identify, and have access to, the skills that employers need and to bring personal skills and academic learning together. The involvement of external business partners gives credibility to the process – their support is invaluable and the pupils acquire employability skills and the **confidence** to use these skills.

These young people, who previously showed no interest in languages and suffered from low self-esteem, now work towards the achievement of The National Progression Award in Enterprise and Employability from the Scottish Qualifications Authority. This helps pupils develop enterprise skills through the context of the culture of the language encompassing music, food, cafés and currency, as well as gaining employability skills through their learning of a language.

This project can be adapted to allow for different subject combinations. The flexibility of SQA units in Languages (Languages for Work Purposes) and in other areas such as Business, Travel and Tourism, Hospitality provide the ideal vehicle for recognising attainment.

School: St Roch's Secondary, Glasgow

Contact: Jackie Gallagher, PT

“You have to be fluent for languages to be of any use”

The myth that language learning is particularly difficult often goes hand in hand with a belief that the only worthwhile goal of language learning is to become fluent. This can have a de-motivating effect on learners. Language teachers must encourage young people to see the study of a language as a useful experience and help to manage their expectations: proficiency does require years of study but a little language goes a long way, with most employers only looking for a basic communicative ability in the foreign language, as the following CBI Report indicates:

“Language skills are increasingly important in a globalised economy. Staff who can communicate at least conversationally in another language - particularly where this is coupled with an understanding of overseas business culture - can be a great asset. Linguistic proficiency helps firms to consolidate their relationships with existing overseas trading partners and develop contacts in new markets.”
(CBI, 2010)

2. What does Excellence look like?

a) Alignment with CfE

It is reassuring to see a close parallel between the four kinds of benefits referred to in Section 1 and the four capacities of CfE.

Excellence in Modern Languages will create:

- **Successful learners**, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning; *(cognitive)*
- **Confident individuals**, who can talk with others or deliver presentations in their new language; *(personal)*
- **Effective contributors**, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language; *(economic)*
- **Responsible Citizens**, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken. *(societal)*

The teacher will be key in realising this vision of excellence: “...through their planning of a wide and rich range of learning activities in Modern Languages to develop literacy and language skills ...” (LTS, 2009)

“Learning a language makes your brain more flexible and makes our minds stronger. Using your newly learned language opens a whole new experience in the world.” (Elgin Academy pupil)

“Translating the chapters of the ‘Novel Idea’ project has helped me understand the similarities of French and English words, which improved my learning of a foreign language.” (Mid Calder Primary pupil)

“My report writing and use of specific subject has become more sophisticated in English and Modern Studies. Also, my vocabulary and understanding of grammar has increased in both written and spoken Italian.” (St Kentigern’s Academy pupil)

“I replied well and was confident. I was a little bit nervous in the beginning, but I felt proud of myself. I smiled, made her laugh and asked a lot of questions.” (St Roch’s pupil)

“At the end of my trip to Germany I had to make a presentation. Before I went I wouldn’t have done that in my own language. I managed to do it in German and felt comfortable doing it in front of 80 people. The trip made me realise I could do things I thought I couldn’t”. (Bishopbriggs Academy Pupil)

3. Achieving Excellence

MLPS: “Novel idea” Project - Motivating and Creative Approaches to Language Teaching	
<p>The Novel Idea project has been running for three years and incorporates interdisciplinary links and overarching curricular themes, with particular reference to the Experiences and Outcomes of Modern Languages, Literacy & English and Technologies. The project encourages motivation and instils enthusiasm in the learning of French, as well as fully embracing the ethos of Curriculum for Excellence.</p> <p>Planned learning experiences encourage pupils to read, write and use listening and talking in French using interdisciplinary links to literacy and ICT. This involves co-writing a book with our partner school in France, the French pupils write chapter one and we write chapter two. This continues for a total of ten chapters. The children also create the illustrations for each chapter. This work is posted onto GLOW which allows the pupils to discuss possible outcomes and share their learning with parents. The pupils are used to reading French texts and using a variety of resources to translate them. Taking this a step further the pupils create their own version of a chapter by writing a script in French, only dialogue, and then designing ‘Comic Life’ cartoon strips and stop motion animations to enhance their reading, writing, listening and talking. This is shared with the French children for peer assessment. The novel, comic strip and animation are also posted onto GLOW to be viewed by other pupils and parents, where comments can be left.</p>	
School: Mid Calder Primary, West Lothian	Contact: Wilma Gordon

a) Excellence in the Modern Languages classroom

The single most influential factor on a young person's perception of a subject is their own personal experience of it in the classroom. It is therefore essential that we attempt to define excellence in the classroom by considering best practice in terms of pedagogy, as well as defining essential knowledge and skills.

Engaging Learners + Promoting High Standards = Raising the Bar

One of the central tenets of CfE is the call to "raise the bar". This requires, on the one hand, a range of techniques and strategies to engage learners, and, on the other, the constant promotion of high standards. Many of the successful approaches are applicable across all subject areas. These include:

- The teacher as role model with high expectations of both self and learners
- Embedded Assessment is for Learning (AifL) principles
- An appropriate balance of direct and collaborative teaching
- Learning experiences, such as engagement with global issues, which encourage higher order skills
- Exploiting digital technology/Glow/social networking sites/Twitter etc, to provide relevant contexts for learning

Others are specific to the Modern Languages classroom and support "the development of young people's 'communicative competence' so that they are able to use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life." (LTS, 2009)

- Maximum learner exposure to the Modern Language - the teacher as role model
- Use of the Modern Language in the classroom as much as possible, and certainly for general classroom communication such as routine functional tasks (teacher and learner)
- Insistence on the importance of good pronunciation for successful communication
- Insistence on the importance and purpose of grammar rules
- Activities which integrate the acquisition of the four skills: reading, writing, talking and listening
- Integration of language and culture
- The use of CLIL (Content and Language Integrated Learning) - teaching content from another subject area through the medium of the Modern Language

Content and Language Integrated Learning (CLIL): Teaching Geography to S1 through the medium of French or German

Modern Languages teachers worked with colleagues in the social subjects department to prepare the delivery, exploration and assessment of this project on Natural Disasters. Careful consideration was given not only to facilitating access to the language of learning (the vocabulary specific to this project: earthquakes, plate tectonics, financial aid, human cost etc.), but also the language for carrying out the various activities (getting into groups, turn taking, analysing, sequencing) and the language needed and acquired through learning, during the learning process.

1. The project integrates the learning of new facts with new language and higher order thinking skills
2. It engages and motivates pupils on three levels and helps them to practise and internalise new language as part of the learning process, and not as an end in itself
3. It helps pupils to analyse and to articulate the learning process and to reflect on ways of making learning more efficient for them
4. It enables teacher-reappraisal of the purposes of learning foreign languages: for real communication, for interest, for a true appreciation of other cultures

By the end of the project, pupils were able to articulate complicated explanations of the causes, effects and costs of natural disasters, to discuss various ways of measuring their impact and argue that one natural disaster was 'worse' than another, all in the foreign language. They were also able to access information from written texts and from foreign language sites from the Internet with a great deal of linguistic confidence, operating at linguistic levels far ahead of those presumed accessible by pupils with so little previous knowledge of the language. This confidence with advanced material was evident in a later activity of collaborative translation.

School: Kemnay Academy, Aberdeenshire

Contact: Claire Bleasdale, PT

Essential knowledge and skills

Progress in language learning is simply not possible without an understanding of how a language "works": i.e. the structures, the lexis and the sound system. This knowledge allows the learner to self-correct and to manipulate the language for her/himself. Moreover, it improves literacy skills in the mother-tongue. Without this, learners will never be able to move beyond the simple repetition of set phrases.

It is essential that all learners develop an increasing awareness of the key components to successful competence in language learning. These include:

- Grammatical structures
- The sound system/phonetics
- Development of the four skills: reading, writing, talking and listening
- Development of transferable skills which underpin successful communication: paraphrasing, autonomous use of dictionaries, problem-solving, confidence building, coping strategies
- Intercultural awareness

This is reinforced in the Modern Languages Principles and Practice Paper (LTS, 2009), which highlights the importance of developing in learners of all ages:

- Awareness of the skills required to be an effective learner of languages

- Awareness of social, cultural and geographical aspects of the countries where a particular language is spoken
- Knowledge about the language structure that allows the learner to check the accuracy of her/his language use and to create new language
- The ability to communicate in relevant and realistic contexts

**Grammar, too often confined to the wings,
needs to re-appear centre-stage.**

Partners for All: An Integrated Skills Approach

At Anderson High, the policy in the Modern Languages Department is:

- (a) To offer exchange trips to France and/or Germany to all pupils at some point in S1-S4.
- (b) Recognising that only a minority of pupils will participate directly in exchanges, to ensure that every pupil in S1 to S4 has contact with an individual pupil abroad through either e-twinning or conventional correspondence.

Each teacher develops this as he/she wishes, but essential features include:

- Close working relationships between the class teachers in each country (personal acquaintances are used wherever possible)
- Teachers ensure that correspondence in each direction takes place at least three times a session, by devoting class time to it (extra correspondence is left to the pupils)
- Correspondence is partly in mother tongue, partly in foreign language, to give both receptive and productive practice
- Themes are developed by agreement between teachers, and sometimes whole class projects are carried out (e.g. on the geographical settings of the schools)
- These contacts are linked to actual exchange visits between the pupils wherever possible

Pupils use an array of technology – websites, emails, blogging and webcamming. The level of language they encounter is fairly sophisticated, but they gain great satisfaction from being able to decode text meant for native speakers and from using the language for a real purpose. They are keen to translate material without help from the teachers, and to find out about each other's correspondents. They are inspired to write extensively about their interests in the foreign language. Toward the end of the project, there is a chance for pupils to listen to and talk with their counterparts in France, via webcamming.

Schools: Anderson High, Shetland

Contact: Peter Haviland, PT

b) Creating the right whole school environment

The projects exemplified in this report all have one thing in common: the excellence in classroom practice exists within an ethos which not only supports language learning but actively encourages it to flourish. Responsibility for creating such an ethos lies first and foremost with language teachers and language departments, but their efforts can be greatly strengthened if this ethos extends beyond the language classroom to the whole school. In order for this to happen, there needs to be support for language learning from Senior Management Teams within schools and Local Authorities. The ethos itself is underpinned by a series of support structures (improvement plans, timetables, promotional events, careers guidance etc).

Schools need to give careful consideration to these structural elements that can actually, and often unwittingly, create barriers and obstacles to language learning.

i. Ethos

- The different languages and cultures of the learning community are recognised, respected and celebrated;
- Language learning is integral to the life of the school, promoted as a key life skill and made available to all;
- The importance of Modern Languages and global citizenship are clearly visible, from the multilingual signage, through the multicultural events and celebrations, to the school's extended links with international partners;
- The Senior Management Team not only supports but drives interdisciplinary approaches to learning.

"Collaboration across the curriculum has become the natural way of doing things."

Moira Carbery, Depute Headteacher, Bishopbriggs Academy

- The school embraces partnership working, both internally and externally (within and across departments, within the cluster group, with parents/carers, with FE, HE and local businesses)

Getting the Message across: a whole school commitment

The commitment of **all** staff at John Ogilvie High School in South Lanarkshire to the importance of languages and their determination to exploit every opportunity to connect language learning to the daily lives of their pupils, can be evidenced in every aspect of school life.

All signage in the school is in both English and Spanish; anti-bullying and other posters with key messages are in both languages, including information about uniform policy, cafeteria menus, numbers and geometrical shapes in Maths classrooms with posters in PE **only** in Spanish.

In the language classes the benefits of the technological age - “Tuenté”, MSN, Skype, video links – are fully exploited. Challenging, 21st Century themes permeate cross-curricular activities with a Citizenship week “*Trading Trainers*” set in Latin America, Fairtrade partners from a Chilean Cooperative and Seismology focus on the Chilean earthquake in Geography.

Through friendships, educational visits, cultural exchanges, work placement opportunities and e-twinning, pupils realise that learning a language is the gateway to other friendships, families and cultures which will enrich their lives now and into adulthood.

As the Head Teacher, Eddie Morrison says:

“We believe the future success of Modern Languages lies in the genuine personal interest of pupils and in their belief that the study of languages is relevant to their lives and can open doors to other cultures and people”

In 2010 John Ogilvie High School’s efforts were rewarded when they won Spanish School of the Year Award.

School: John Ogilvie High, South Lanarkshire

Contact: Eddie Morrison, HT

ii. Structural elements

- Provision is made at Local Authority level for MLPS initial training with continuous support provided by secondary specialists at cluster level.
- MLPS should be part of an effective transition programme and as such be considered as a key aspect of improvement plans of both primary and secondary schools on a cyclical basis.
- The Modern Languages Department has a high profile in the school and is valued for its contribution to International Education and interdisciplinary learning.
- Careers Guidance includes the promotion of Languages for Employability.
- The valuable contribution of Foreign Language Assistants, both in the language classroom and across the curriculum, is recognised.
- Consideration is given to the full range of SQA language qualifications (Languages for Work Purposes units; National Courses, the Scottish Baccalaureate in Languages), allowing the school to provide opportunities for both vertical and horizontal progression.
- Subject columns and timetables allow both choice and progression in Modern Languages.

Successful Primary-Secondary transition: “Belleville” Project

Kirkintilloch High School and its associated primary schools have developed a revised Modern Languages in the Primary School programme of study. The aims of the new programme were :

- To revise the current P7 programme of work and develop a coherent curriculum which would be delivered by all the Cluster Primaries
- To develop Glow as an integral part of this curriculum and establish it as an effective resource
- To enhance awareness and understanding of skills progression within 2nd level
- To enable young people to achieve these standards through learning experiences which promote the principles of AifL and CfE

Together they decided on a project-based approach which culminated with an Inter-Schools Cultural Event in the imaginary French town of “Belleville”. In “Belleville” pupils would visit 5 ‘quartiers’ and expand their linguistic and cultural awareness.

In the “Centre Sportif”, pupils take part in PE in French; in the “Centre Culturel” they learn about famous French people and Francophone countries; in the “Médiathèque” they take part in a live Glow chat with a French rock star. At this 'quartier' they also watch a recording of a French play created by one of the cluster primaries and listen to/watch the DVD of a French rap which another P7 group created and performed; in the “Café” they order food in French and eat Breton cookies made by S1 pupils as part of an interdisciplinary learning (IDL) project with Home Economics.

“Belleville” was borne of supportive partnership working; of a fundamental trust in the professionalism of all involved. Using a project to plan transition has proved to be an enriching experience for both teachers and pupils and has acted as a catalyst for driving forward curricular change and innovation.

Schools: Kirkintilloch High/Gartconner, Harestanes, Hillhead, Oxgang and Twechar Primaries, East Dunbartonshire

Key Contact: Eddie Muir, HT Kirkintilloch High

Timetables are, without doubt, key structural tools which can either support or hamper language learning.

With careful planning it is perfectly feasible to offer a range of languages at different levels, as the examples below demonstrate. For more details see Appendix.

A Plurilingual Opportunity: Languages Carousel

The study of French at St George's begins in Nursery School and continues throughout primary. Additionally, from P5-P7, pupils have one period per week of Chinese.

In S1, pupils have 2 periods per week of French, and 2 periods per week of the "Languages Carousel" which comprises 4 sections of 9 weeks of: an introduction to German, an introduction to Spanish, a unit of Chinese, and a unit of international education.

In S2, pupils can choose to continue with one, two, or three languages (the third taught outwith the school curriculum at lunchtimes/afterschool club).

This current session sees 20% of the S2 cohort taking 3 languages. Pupils' progress is not adversely affected by the carousel experience: S1 progress in French slows slightly, but is faster from S2 onwards, leading to the introduction of a Higher Unit in S4, and producing higher numbers of double linguists from S3 onwards.

St. George's School for Girls, Edinburgh

Contact: Helen Mackie, DHT

Positive Timetabling: Encouraging seniors to continue with a modern language

All pupils at Bishopbriggs Academy are required to study French or German until the end of S4, with parity between the two subjects. Pupils who show an interest in languages are encouraged to take up the study of a second language from S3.

Gaelic is taught at one of the associate primary schools; pupils can choose to continue with Gaelic in S1, or take French or German. A common MLPS programme is followed across the associate primaries, and pupils' primary language experience is built on in S1, with all pupils continuing with the same language, ensuring curricular continuity and depth of learning.

In S5, French and German are in separate columns; pupils who took two languages until the end of S4 can continue to take both to Higher level. Currently, Spanish is also offered *ab initio* in S5. The structure of the senior timetable and the duplication of most courses across 2 columns encourage pupils to continue with their language studies and allow for useful combinations such as Higher French or German with business, computing, science or social science.

Bishopbriggs Academy, East Dunbartonshire

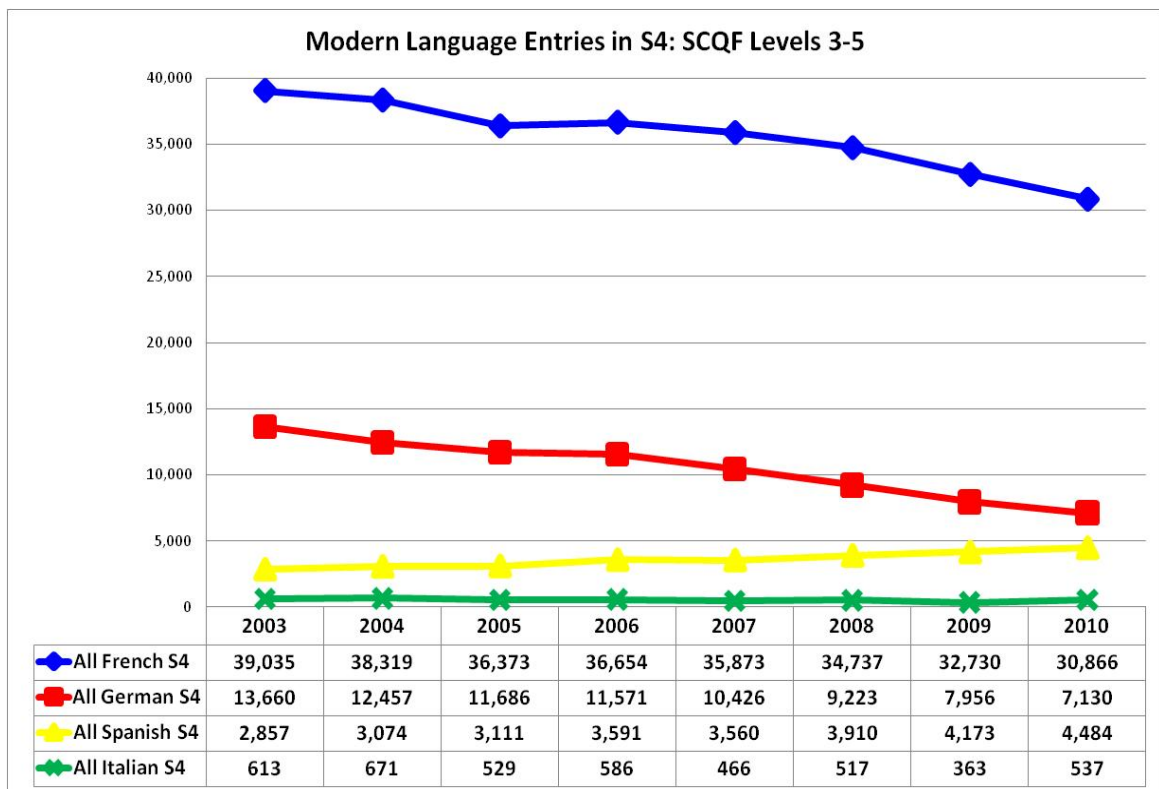
Contact: Moira Carbery, Depute

c) The current state of play

Excellent pedagogy and excellent leadership together can inspire Scotland’s young people to engage more fully with their language learning and continue into the Senior Phase. In the case of Modern Languages this is particularly important as qualification uptake has been decreasing in recent years, as the graphs below indicate.

Graph A shows the total number of Modern Language entries in S4 in the four main languages and includes qualifications at SCQF levels 3-5 (Access 3, Foundation, General and Credit Standard Grade, Intermediates 1 and 2).

Graph A

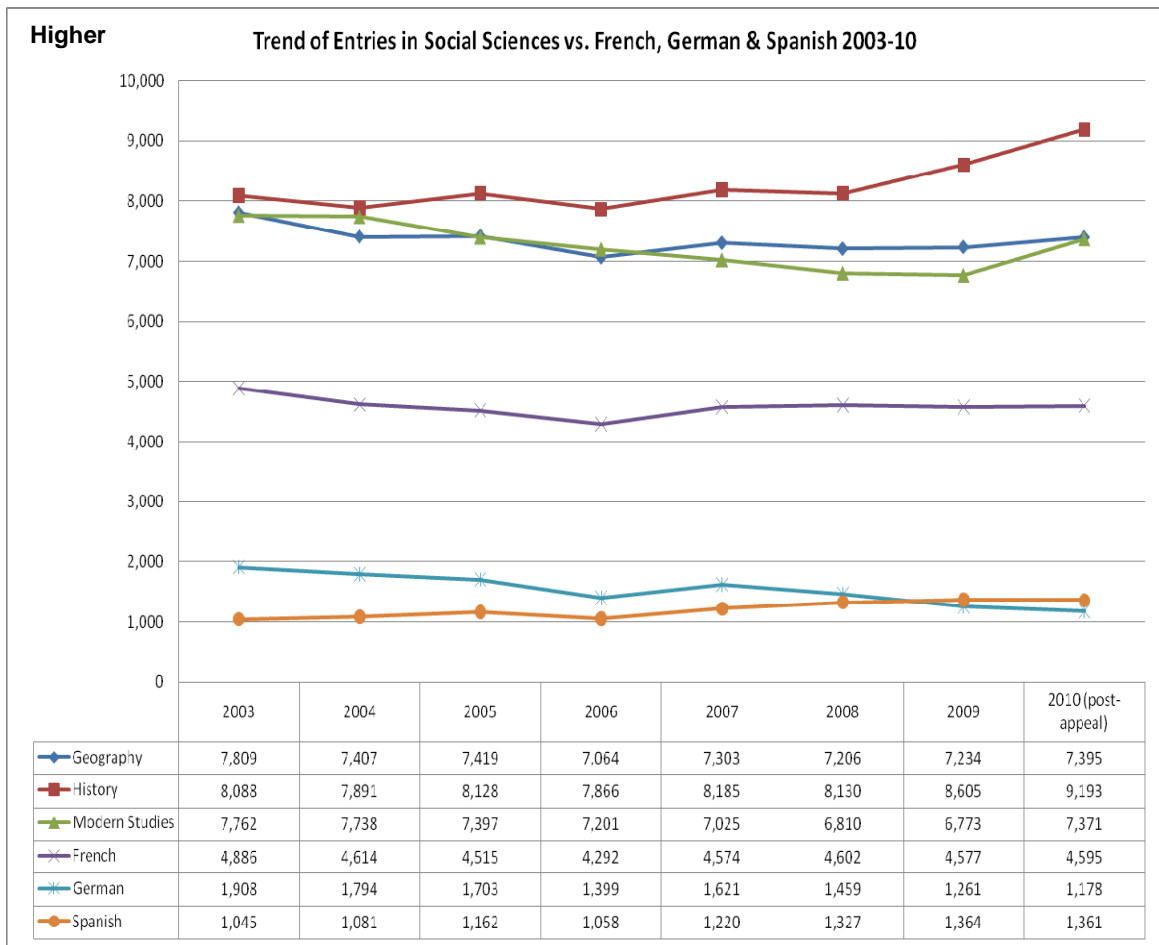


From this graph we can deduce the following:

- Despite a gradual reduction in entries, a healthy majority of young people in S4 continue to take a Modern Language: 67% in 2010.
- French remains the major language; German and Italian have declined whilst Spanish has increased.
- Other languages studied in S4 include Urdu, Russian and (since 2008) Mandarin. However, numbers are too low for graphic representation.

Graph B focuses on a single qualification, the Higher, rather than on a year group, and combines information on the three most popular Modern Languages (French, German and Spanish) with the three social subjects (History, Geography and Modern Studies).

Graph B



We have chosen to compare these two subject areas because in both cases pupils who continue with these subjects to Higher level, normally only take one of each. The statistics speak for themselves; the picture at Higher is cause for concern. However we are confident that the kind of learning experience envisaged under CfE will help reverse this trend.

The Scottish Baccalaureate in Languages: Skills for Learning, Life and Work

The Scottish Baccalaureate in Languages helps bridge the gap between school and university by developing generic skills such as the application of subject knowledge; the research skills of analysis and evaluation; interpersonal skills such as negotiation and collaboration, and independent learning skills such as problem-solving, critical thinking and self-evaluation. Learners must access learning environments outside of school. Learners choose their own topic for the Interdisciplinary Project from a range of agreed contexts. This element of personalisation ensures that they are enthused and motivated to use their language skills.

In the academic session 2009-2010 learners from these 3 schools researched and presented on the following topics:

- A Cultural Exchange for S Grade pupils through an online magazine
- Motivating factors in primary MFL in the UK compared to France and Spain
- Impact of language on the mood of music
- The production of an information brochure for young French people visiting North East Fife.

"I've really enjoyed doing my project. All the self-evaluation involved has been especially interesting and useful since in Advanced Highers we rarely get the opportunity to step back and review our work. The freedom allowed by the template of the project has allowed me to cultivate my ideas with independence which will help prepare me for more independent work at university"

"Personally, I have really enjoyed the flexibility of this project as it has allowed me to combine my two main interests in the form of a project that doesn't get in the way of my other subjects. I have thoroughly enjoyed learning so many new skills and discovering new ideas which will be beneficial for future research and studies in university"

It is clear from learner feedback that the Interdisciplinary Project combined with Highers and Advanced Highers is a very challenging but very rewarding experience, enabling our most able linguists to become successful learners, confident individuals, effective contributors and responsible citizens in a multilingual world.

Schools: St Kentigern's Academy, Broughton High, Madras College

Contacts: Vicki Simpson, St Kentigern's, Pam Tosh, PT Broughton, Lyn McCartney, PT Madras

4. Implications for Continuous Professional Development

The teacher has been in the spotlight since the earliest documentation heralding CfE:

"The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment which can come from teachers' enthusiasm and commitment - will be critical to achieving our aspirations for all young people" (Scottish Government, 2006)⁶

⁶ <http://bit.ly/egheDx>

Delivering this quality, however, is no mean feat, as the recently published Review of Teacher Education reminds us:

"Teaching should be recognised as both complex and challenging, requiring the highest standards of professional competence and commitment." (Donaldson, 2010)

The same report discusses at length the important role of CPD; below is a list of the more urgent CPD needs in the context of Modern Languages. Although many of these can be addressed within an individual school, such CPD opportunities should be supplemented with cross school and cross authority links, in addition to occasional, specific input from external providers.

- Primary teachers delivering Modern Languages need opportunities to develop/maintain communicative competence and confidence.
- Teachers need opportunities to get together and discuss and share practice.
- They also need someone who is prepared to cast a critical eye over the examples of practice and suggest alternatives if necessary.
- Some teachers need help in finding ways of using up-to-date, relevant materials in ways which are challenging and accessible.
- Some teachers need help in branching away from the textbook and preparing programmes which have a variety of assessment opportunities built in.
- Most importantly, they need exemplars of pupils' work which will help them to feel comfortable in assessing materials at the new levels, as well as time to get together and moderate pupils' work to ensure uniformity of standards.
- Teachers need training to take advantage of the latest digital technology.

5. Conclusion/Summary of key messages

This report set out to achieve two fundamental objectives: firstly, to demonstrate to the wider community the vital importance to Scotland of developing the language skills of our young people and secondly, to demonstrate that CfE, if fully embraced, can help us do precisely that. We hope that the key messages below will also provide the Minister with a blueprint for action and the basis for further discussion among interested parties, including parents and representatives from FE, HE and the business community, in order to develop a national plan to secure, promote and enhance the provision of Modern Languages in Scotland.

LEADERSHIP AT LOCAL AUTHORITY LEVEL AND IN SCHOOLS

Senior Management in Local Authorities and schools need to be made aware of the benefits and the myths of language learning so that they can create the right kind of ethos and structures.

MLPS -TRANSITION (BUILDING ON PRIOR LEARNING)

Decision-makers in Local Authorities and in schools have a responsibility to ensure that there is training for MLPS, that MLPS features in Improvement Plans and that there are regular, structured opportunities for Modern Languages practitioners in primary and secondary to meet and plan together.

MLPS must be given the secure place it deserves in the primary school.

A BROAD GENERAL EDUCATION WHICH INCLUDES MODERN LANGUAGES

Schools have to ensure that Modern Languages remain part of the broad general education, through supportive timetabling which allows all pupils to have the opportunity to experience the modern languages experiences and outcomes at the third level. To do this, most learners will need a solid base and appropriate gradient of progression from P6 (at the latest) to the end of S3.

Entitlement trumps choice!

INTERDISCIPLINARY LEARNING/INTERNATIONAL EDUCATION/LITERACY

Modern Languages lend themselves naturally to cross-curricular activities and have a unique contribution to make to both International Education and to Literacy.

PARTNERSHIPS

External Partnerships both at home and abroad (local businesses/Foreign Language Assistants/e-twinning etc) greatly enhance the relevance and enjoyment of Modern Languages.

MAXIMUM EXPOSURE TO AND USE OF THE MODERN LANGUAGE

As the key resource, the teacher should conduct the lessons in the target language as much as possible; it should become the accepted medium for classroom language. Signage in different languages throughout the school should be the norm.

GETTING THE BALANCE RIGHT

In order to create relevant, enjoyable and challenging learning experiences which help learners develop the essential knowledge and skills outlined earlier in this report, teachers should take an eclectic approach to methodology, vary classroom activities and teaching materials, and use ICT in a meaningful way. All Learning and Teaching in the Modern Languages classroom should be underpinned by the principles of Assessment is for Learning (AifL).

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7. Appendix

a) Modern Languages Excellence Group members

Claire Bleasdale - *Scottish Association for Language Teaching*

Sarah Breslin - *SCILT*

Louise Glen - *SCILT*

Sinead Hanley - *Torphin Primary*

Jim McDonald - *SQA*

Kathleen McCormick - *SQA*

Alison McInnes - *Machanhill Primary*

Fiona Pate - *HMIE*

Jon Petrie - *Former Scotland Rugby captain*
Jordi Pitarch-Marquino - *Stevenson College*
Thea Searle - *Grantown Grammar*
Dr Tom Shepherd - *CXR Biosciences*
Aileen Spence - *Woodhill Primary*
Brian Templeton - *LTS/University of Glasgow*

b) Acknowledgments

On behalf of all the members of the Modern Languages Excellence Group, I would like to thank John Bissett and Pam Semple from the Global Citizens Team of the Curriculum Division at Scottish Government for their input and support during all the stages of our work.

c) Support from SCILT, Scotland's National Centre for Languages

SCILT's support for Modern Language Practitioners can be divided into four key areas: CPD for both primary and secondary teachers; the collation of key research and statistics on languages; the provision of up-to-date language information (enquiries, e-bulletin, Newsletter) and the promotion of languages. Its website acts as a virtual resource centre from where all information related to language learning and teaching can be reached. SCILT has created a special area on its website for the Excellence Report, all related documentation and links to other websites providing examples of best practice. This can be found at: <http://www.strath.ac.uk/scilt/researchandstatistics/excellencereport>

d) Further case study information

Anderson High
Bishopbriggs Academy*
Elgin Academy*
Glenrothes High
John Ogilvie Secondary*
Kemnay Academy
Kirkintilloch High School*/Gartconner, Harestanes, Hillhead, Oxbang and Twechar Primaries
Mid Calder Primary*
St George's School for Girls*
St Kentigern's Academy/Broughton High School/Madras College*
St Roch's Secondary*
Woodhill Primary

*Presentations on these case studies from the SCILT conference *Languages: Unlocking the Potential*, can be found at the following address:

<http://www.strath.ac.uk/scilt/events/conferences/unlockingthepotential-conferencematerials/#d.en.257765>

Best Practice Case Studies

Case study A

Name of School:	Anderson High School
Contact name:	Mr Peter Haviland, Principal Teacher of Modern Languages
Email address:	peterhaviland@shetland.co.uk
<p>Why does this project work well?</p> <p>It puts all pupils, or at least all classes, in touch with partners living in the countries they are studying. This makes not only the language but also the way of life real and meaningful.</p> <p>It is not just an add-on to the modern foreign language curriculum, but an essential and increasingly central part of it. The pupils use allocated lesson time to work on their correspondence. The focus each time is on aspects of language and life that are relevant to the syllabus and that are agreed in advance by the teachers in the different countries.</p> <p>It is not just for a few, but for the whole school, as we maintain the principle of languages for all, including pupils with additional support needs.</p> <p>It is not just about having pen friends. It sometimes develops from that into email contact through the Comenius e-Twinning scheme (see http://www.etwinning.net/en/pub/index.htm). Then, if possible, video-conferencing is added. Finally, a biannual school exchange takes place, sometimes associated with a pupils' blog.</p> <p>It is not just about modern languages, but involves cross-curricular themes. Recently there has been formal involvement of teachers from other departments of the school.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Real communication, both receptive and productive. Learners cope with quite advanced foreign-language text when motivated by a personal connection.</p> <p>Understanding how language works. Reading the English written by their partners abroad, and noticing the mistakes those partners make, helps learners to reflect on their own language, on the foreign language, and on the differences between them.</p> <p>Partnership – albeit with pupils from another school – through correspondence and (for exchange participants) through face-to-face cooperation on shared assignments.</p> <p>International education. Insight into foreign countries and their way of life. Countries have included Tahiti and Martinique as well as continental France and Germany.</p> <p>Development education. The school, through the Modern Languages Department, sponsors a girl in a Francophone African country. One S2 class leads the correspondence with this girl through the medium, of French.</p> <p>Using different media, including:</p> <ul style="list-style-type: none"> • handwritten letters (the most effective for making a personal acquaintance with partners, enclosing little gifts etc.) • email (including e-Twinning) 	

- Internet (for researching each other's schools and home areas; and for blogging)

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

Emphasis is on **reading** and **writing**, especially:

Reading: Reading to appreciate other cultures, **MLAN 3-09a** – Pupils can work on their own, but they especially enjoy sharing with others the letters they have received and discussing the cultural differences that they discover as they read.

Reading: Using knowledge about language, **MLAN 2-11a, 2-11b, 3-11a, 3-11b**; cf. also (in Literacy and English) Reading: Tools for reading, **ENG 2/3/4-12a** – Pupils have excellent opportunities to compare the foreign language and English, noticing not just spelling patterns but also sentence structures, idioms etc. They have a strong motivation to make good use of dictionaries.

Writing: Organising and using information, **MLAN 3-12a, 3-13a, 3-13b**; Writing: Using knowledge about language, **MLAN 3-14a** – Whether writing in the foreign language or in English, pupils have a strong incentive to plan their messages carefully, create and amend them, and present them accurately and attractively.

At a later stage, the skills of **talking and listening** are emphasised too, especially for those participating in exchanges.

Assessment:

The project could be assessed informally by teachers interviewing pupils, pupils completing profiles, etc.

Messages written by pupils could be assessed by teachers according to agreed criteria, in the foreign language or in English as appropriate. Criteria could include structure, accuracy of writing etc.

Messages written by pupils could be assessed on agreed criteria by their peers in their own school or in the other country (i.e. by the recipient of the message). Criteria could include clarity, relevance of content etc.

Displays are made by pupils about their partners, including class photos in corridors, and PowerPoint presentations. Groups of pupils can evaluate their own and other groups' presentations (both written and oral) as an indicator of the success of a project. This always happens at the end of mixed-nationality, bilingual assignments during school exchanges.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Pupils react differently to the experiences, but many propose their own suggestions for developing the links, e.g. to set up a shared blog with our French partner school.

Comments by S1 pupils on pen friends:

"We liked having penfriends because we got to see what they were doing in France and got to speak to someone else."

"Having penpals helps with our language and it is exciting to get letters back."

"We all agreed that the benefits of having a penpal are to have a real taste of German life and to make new friends."

"Penpals were fun because we get to talk to an actual German person in their own language."

Comments by S2 pupil on eTwinning and Internet research:

"I didn't want the teacher to help me translate it. I worked it out on my own and I explained it to the others."

Comments by S3 pupils after school exchanges:

"I was very surprised at how similar we were to the French children. We would find the same things funny, laugh together (sometimes at the French teachers) and often share the same point of view."

"The children at the school were just as friendly and eager to make us feel as part of their group as they were."

"Even after I came back from Germany it has made me a more confident and mature person. I would recommend anyone this trip because it helped me so much."

Case study B

Name of School:	Bishopbriggs Academy
Contact name:	Moira J Carbery
E-mail address:	mcarbery@bishopbriggs.e-dunbarton.sch.uk
<p>Why does this project work well?</p> <p>This collaboration has allowed our pupils to benefit from being part of an international initiative. This has involved a range of partners including, most notably, the Goethe Institute. Teachers in all areas of our school have been energised to develop cross curricular initiatives deepening pupils' understanding of the German language and culture.</p> <p>Pupils are now registered for a Pasch intranet and can correspond electronically with pupils from partner schools worldwide exploring themes on a wide range of topics.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The aims of a Curriculum for Excellence are embodied in our work with our German partners. Pupils are encouraged to see the relevance of their learning and display their confidence and success in the language in a realistic context.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>The Schulen Partner der Zukunft initiative has had an impact across all aspects of Modern Language learning embedded in Curriculum for Excellence both in our school and in our partner primary schools.</p>	
<p>Assessment:</p> <p>How could you assess this project?</p> <p>The project has had immeasurable benefits across our school with all departments involved in some way. Pupils and staff have taken part in intensive language courses in Germany and as a result have gone on to be successful in SQA exams and entrance to University language courses.</p> <p>Staff have had the opportunity of professional development working with colleagues across the globe. Pupils now see themselves as global citizens and appreciate the value of learning a language.</p>	

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“I think contacting people in other countries helps your learning because you learn new words through your conversations with them. It is interesting to find out what life is like in their country”. (Josh Ralston S5)

“By learning German I feel more confident. I now can speak and write German confidently. Through the Partner School Initiative I have met many German citizens and used the skills to speak with them in their own language and have learned a lot about their culture”. (Craig Paterson S4)

“We have been taking part in Pasch Net, an educational social networking site interacting with people in other countries who also speak German. I think this gives me a chance to build my confidence in using German. (Ross Alexander S4)

“Lots of German visitors have come into our school and have given us a taste of German culture. I understand more about Germany now”. (Jenna Chisholm S4)

“My trip to summer school in Germany helped me become more mature and made me realise more about myself. It made me more motivated towards learning and gave me more confidence in the language and as a person”. (Connor McLaughlin S6)

“At the end of my trip to Germany I had to make a presentation. Before I went I wouldn’t have done that in my own language. I managed to do it in German and felt comfortable doing it in front of 80 people. The trip made me realise I could do things I thought I couldn’t”. (Lesley Anne McIntosh S6)

Case Study C

Name of School:	Elgin Academy
Contact name:	Jérôme Lestienne
Email address:	un@talk21.com
<p>Why does this project work well?</p> <p>Pupils see the relevance of learning a Modern Language in its practical sense and there is coherent progression throughout the course.</p> <p>It is no longer about jumping from topic to topic without any sort of links.</p> <p>Pupils are told they no longer just learn French/German, but also skills for life and skills for work.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The whole of our S1 course theme is now:</p> <p>‘You live in your parents’ luxury hotel in Elgin and you share the experience with the foreign guests.’</p> <p>I have kept the same topics as before, but in that context.</p> <p>For example, our S1 pupils will no longer learn the different rooms in a house, but how to describe the different rooms of a hotel on a hotel website or leaflet: same vocabulary, put into a context, less tedious and not as personal.</p> <p>Indeed, the outcome of being able to describe the rooms in a hotel sounds a bit more useful than ‘telling your penfriend what there is in your bedroom’.</p> <p>Another example of related topic is when it comes to personal details, they will play the part of either a foreign guest or as a helper to the receptionist who does not speak the foreign language. Again, the usual personal questions will be used, but in a work context.</p> <p>Pupils will have to be more imaginative and become effective contributors to their community.</p> <p>One of my colleagues pointed out that 12 years old might not be au fait with how luxury hotels work.</p> <p>I took this on board and since wrote to a 4 star hotel close-by, the Mansion house hotel.</p> <p>They agreed to welcome each of our S1 classes in August for a tour of the hotel and to answer potential questions.</p> <p>Therefore, everyone started with the same background knowledge about hotels and about what businesses there are 5 minutes down the road from their school.</p> <p>A world, some might never have had a chance to experience.</p> <p>I believe strong links have now been created with a local business, and the pupils will have a course which is linked to their community, with vocabulary put into the work context and therefore relevant.</p>	

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

CURRICULUM AREA E&Os

E&O 1 MLAN 3-06 A/B

E&O 1 MLAN 3-13 a/b

E&O 2 MLAN 14 a

E&O 1 MLAN 3-01 a

E&O 2 MLAN 3-02 a

E&O 1 MLAN 3-08a

E&O 2 MLAN 3-09a/10a

LITERACY / NUMERACY / HEALTH & WELLBEING E&Os

E&O 1 ENG 3-12a

E&O 1 ENG 3-02a

E&O 2 LIT 3-23a

E&O 2 LIT 3-14a

E&O 1 ENG 3-02a

E&O 2 LIT 3-23a

Assessment:

How could you assess this project?

1. AT THE RECEPTION: SPEAKING (role-play)

- The rest of the class is to give '2 stars and a wish', giving reasons for opinions or how this would help a further performance, using the *show me* boards.
- Not only pronunciation, grammar and vocabulary are assessed, but also volume, eye contact, actions (so not just language skills, but also skills for work/life)
- Performers are expected to record their 'next steps' into their PLP.

Teacher to record + / - about the performance.

2. HOTEL LEAFLET: READING/WRITING

- Produce a prospectus for a luxury hotel in Elgin (home area/rooms etc...)
- After due preparation, each pupil will have ½ hour to produce a written text for a prospectus
- For peer-assessment, this will then be passed around the class for '2 stars and a wish' or 'nothing to add'.
- Teacher will then take in the work and give feedback on proforma.

Pupil will use the feedback to create a final LEAFLET in groups. Then the best leaflet from each

class –as voted by the classes- will go to a final when a manager from the hotel and a member of SLT will decide which is the best in a dragons’ den type of assembly. The leaflets (one from each language) will then be photocopied and displayed at the hotel for use by the foreign tourists.

3. EDUCATION: LISTENING

- Listening to a conversation between hotel guests about school (subjects/differences/likes/dislikes etc)
- Pupils will watch a video recorded at the French school of Aberdeen and at the Landshut exchange school.
- Pupils will answer in English a series of questions which will match those asked on the video– marked by teacher

They will pair and share their findings

4. LETTER OF EMPLOYMENT: READING

- Understand a job application from a young speaker of the target language for experience at the hotel. (Personal details: age/family, likes/dislikes/school, home area etc...)
- Pupils will have to read the letter and answer a series of questions – marked by teacher

They will pair and share their findings.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;

“it is more realistic so we are more likely to remember it because we see the point”

- Confident individuals, who can talk with others or deliver presentations in their new language;

“we had to do a role-play at the reception, but because we pretended to be someone else, it didn’t matter if we looked stupid... a bit like in drama”

“I feel more confident because it is about situations we have experienced or will experience and it is a hotel I know”

- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;

“we are often given time to think in pairs before answering so we can help each other and feel more confident”

“we can use our French in practice for real conversations with clients”

“we learn about the type of jobs with languages next to our school so it’s more interesting”

- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“what we do is more interesting than in primary when we just learned words after words”

Case Study D

Name of School:	Glenrothes High School
Contact name:	Olga Danagher
Email address:	olga.danagher@fife.gov.uk
<p>PROJECT – Researching life for teenagers in the Democratic republic of Congo, revising/learning French vocabulary & structures for personal details, family, hobbies, home, household tasks etc.</p> <p>Why does this project work well?</p> <p>It works well because it incorporates many aspects of CfE; gaining an insight into global issues whilst working in groups, are integral to its success, as well as the opportunity to practise French within a context that is new, yet contains aspects of familiarity.</p> <p>The pupils enjoy having the opportunity to compare and contrast their lives with the lives of two teenagers from the Congo. It gets them thinking about how difficult life can be in a country like the Congo. It also makes them think about countries where French is spoken beyond mainland Europe.</p> <p>The project is undertaken by S1 pupils, towards the end of the school session.</p> <p>Resources : Citoyens du monde – La vie en RDC by SCIAF (Scotland’s aid agency) DVD & Reading Materials</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Before embarking on this project, the class are tasked with establishing a set of ground rules for their group work, which are then translated into French by one group & displayed clearly in the classroom. Rules included turn-taking, showing respect & listening without prejudice to others’ viewpoints.</p> <p>As well as building on their abilities to become <i>confident individuals</i>, who are required to present their findings in French to the rest of the year group at an assembly, they are simultaneously working towards becoming <i>responsible citizens</i>, with a clearer insight into life in another society.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>Listening for Information MLAN 3-01a: Initially, pupils view the DVD provided by SCIAF. They are set different questions to complete in each group, and have to note-take as the DVD is playing. At the end of the 2nd viewing, all groups come together to discuss their findings through a peer-marking plenary.</p> <p>Organising and using information MLAN 3-06a/3-06b: As they progress through the project, pupils begin to prepare their talks for the forthcoming assembly, some groups use PowerPoint, others make posters to support their presentations.</p>	

Assessment:**How could you assess this project?**

Pupils could give a presentation in French on what they have learned about the Congo and what they have learned about life as a teenager in the Congo (**MLAN 3-06a, MLAN 3-06b**).

Some of the SCIAF reading materials would lend themselves to **MLAN 3-08a**, and especially to **MLAN 3-09a** as assessable aspects.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

“I was surprised at the amount of similarities there are between teenagers here and in the Congo, but life is definitely a lot harder for some teenagers in the Congo. They have to do a lot more in the household and for their family than we do. Families tend to be a lot bigger than typical Scottish families.”

“They support the same football teams as us!”

Through focussing their research on teenage life in an environment so dissimilar to Scotland, pupils certainly had the opportunity to become aware of life in another etc (Responsible Citizens); they worked on the project in groups, with agreed parameters for behaviour, and each group contributed to an S1 assembly, where they outlined what they’d learned to the full year group, with two members from each group making mini-presentations (Effective Contributors, Confident Individuals).

Case Study E

Name of School:	Kemnay Academy
Contact name:	Claire Bleasdale
Email address:	ikableasdalec@kemnayacademy.aberdeenshire.sch.uk
Why does this project work well?	
<ol style="list-style-type: none"> 1. The project integrates the learning of new facts with new language and higher order thinking skills 2. It engages and motivates pupils on three levels and helps them to practise and internalise new language as part of the learning process, and not as an end in itself 3. It helps pupils to analyse and to articulate the learning process and to reflect on ways of making learning more efficient for them 4. It enables teacher-reappraisal of the purposes of learning foreign languages: for real communication, for interest, for a true appreciation of other cultures 	
Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.	
See attached: CLIL case study for CfE group.doc	
To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?	
<p>The expectations of pupil use of the modern language in this project: i.e.</p> <ul style="list-style-type: none"> • that the language FOR learning should be relevant, precise and specific to learning new information about the world about them, • that the language OF learning should be practical, facilitating and useful to carrying out class room tasks and activities, and • that the language THROUGH learning should be authentic, accessed and wanted by the pupils themselves <p>mean that all MLs Es and Os for Reading Listening and Speaking are met at high levels for this unit of work</p>	
Assessment: How could you assess this project?	
<p>The project was assessed by observing the pupils' discussion, interaction and presentation of information.</p> <p>As described in the case study, pupils were able to articulate complicated explanations of the causes, effects and costs of natural disasters, to discuss various ways of measuring their impact and argue that one natural disaster was 'worse' than another, all in the foreign language. The focus of teacher observations was similar to that of assessments devised by the Geography department to test content retention and skills development.</p> <p>The pupils were also able to access information from written texts and from foreign language sites from the Internet with a great deal of linguistic confidence, operating at linguistic levels far ahead of those presumed accessible by pupils with so little previous knowledge of the language</p>	

They presented this information to the rest of the group, who assessed the success of their talks according to pre-negotiated success-criteria

This confidence with advanced material was evident in a later activity of collaborative translation

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

"I really liked learning interesting things through German. You have to concentrate more because it's in German, and that helps you to concentrate on the facts as well" A.B.

"Next time I will try not to use the walls [displays of communicative strategies] for help as much" C.S.

"Learning about natural disasters was interesting. You forgot it was all in German!" S.D.

"The language police idea was very good. It meant we all spoke German all the time" J.Mc.

[while being congratulated by Professor Coyle] "Wir haben gewonnen!" J.Mi.

Case Study F

Name of School:	Kirkintilloch High School
Contact name:	Edward Muir - Head Teacher Caroline Edwardson - PT Modern Languages
Email address:	EMuir@kirkintilloch.e-dunbarton.sch.uk cedwardson@kirkintilloch.e-dunbarton.sch.uk
<p>Why does this project work well?</p> <p>This project has been successful because it was driven by a common desire - to deliver Modern Languages as a cohesive experience – a journey which takes pupils from the start of their foreign language-learning career in the Primary Sector and allows them a smooth articulation with S1 as they move through the transition period. All of the practitioners involved, both primary and secondary, were committed to creating an effective learning opportunity where the French curriculum could be delivered with confidence and experienced by pupils as a relevant dimension of their future as Global Citizens.</p> <p>Having harnessed the enthusiasm of all the practitioners involved in this collaborative experience, the most meaningful benefit both to teachers and, in the long-term pupils, has been the opportunity to ‘sit down and talk’ – very simple but highly effective. This opportunity was made available to us through the commitment and support of our respective Head Teachers and funding released by the local education authority – EDC. We were fortunate to have also input from 2 CfE Curriculum Development Officers whose advice was invaluable and who facilitated an engagement with Brian Templeton and Rosemary Delaney from LTS.</p> <p>For many of the teachers involved there had been previously little or no opportunity to share ideas and good practice and even, if necessary, to share doubts and crises of confidence. A cohesive provision is achieved only through honest and focused dialogue – the success of this project is testimony to the quality of that dialogue and the commitment of the participants. CfE had provided us with a wonderful opportunity to review and revise and we grasped it enthusiastically – the experience was enlightening, thought-provoking and ultimately rewarding for us and our pupils.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The collaborative approach adopted in this project allowed both primary and secondary practitioners the opportunity to:</p> <ul style="list-style-type: none"> • arrive at a shared understanding of the outcomes and proficiency expected at second level in each Modern Language skill (by the end of P7) • share ideas and practice which will enable young people to achieve these standards through learning experiences which promote the principles of AiFL and CfE – in particular Challenge and Enjoyment, Progression, Coherence and Relevance 	

- develop further an awareness of how to implement Glow into the delivery of Modern Languages and to ensure a meaningful integration of ICT as a teaching and reference resource
- establish a forum (through both GLOW and arranged meetings) for professional discussion and support which is sustainable due to developed mutual trust and respect

The revised programme P7 will allow transition pupils to experience meaningful progression from second to third stage learning within the frameworks of Curriculum for Excellence.

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

With reference to CfE Modern Languages Experiences and Outcomes, the revised programme should allow pupils to:

- “gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages”
- “develop language skills that can be used and enjoyed in work and leisure throughout life”

The Inter-schools Event ‘Belleville’ will be a sustainable annual event which will allow pupils to:

- “Enhance their understanding and enjoyment of other cultures and their own and gain insights into other ways of thinking and other views of the world”

‘Belleville’ provided a real-life experience of language which added a dimension of relevance to the learning of French. It provided an opportunity for meaningful Interdisciplinary Learning both at primary level (e.g. Gartconner’s Art Project, Twechar’s Drama through the medium of French) and at secondary level where pupils cooked shortbread cookies in HE from a recipe they had created in French as part of a cultural project on Brittany. The success of these learning experiences was evident from the motivation and enthusiasm shown by the pupils in both sectors. The S1 pupils contributed with confidence in French as helpers at the ‘Belleville’ event and took responsibility for ensuring that their primary visitors had an enjoyable ‘French’ experience.

‘Belleville’ allowed both sectors across the Cluster to celebrate the diversity of our world where our pupils will be Global Citizens able to make an effective contribution with the language skills they require.

Due to input from Rosemary Delaney at LTS we planned our revised provision with an enhanced appreciation of the Es and Os relating to Literacy, Numeracy and Health and Wellbeing. It became clear to us, although, we did not audit our revised programme specifically against these frameworks, that Modern Languages is in a strong position to address the core skills expected of Curriculum for Excellence.

Assessment:

How could you assess this project?

The main aim of the Transition project was to develop the means by which teachers could proceed with confidence towards providing a smooth articulation for primary pupils as they entered the secondary sector and that these pupils would have a stronger understanding of the relevance of French in their life as citizens of Europe and develop the skills required to help them become effective and responsible contributors. Excellent progress was made towards achieving this aim.

There is still work to be done in within the remits of the working groups but we are confident that we now share a better understanding of what second/third level French looks like in terms of skills progression and learning outcomes.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Amy (Twechar primary who devised and filmed a French drama): *"I enjoyed doing our French film (for the Mediatheque) because we got to act and speak French at the same time and it helped me with French food and it helped A LOT! We got to make our own food but it was made of paper! Then we could play music, but in the film you can hardly hear it.... and that's what I enjoyed"*

Nicola (Oxgang Primary - who performed the 'rap'): *"It helped to pronounce words that we didn't know and it was good mixing French with songs"....."What I enjoyed most about 'Belleville' was when we got to try the food and playing in the gym hall. It was good listening to the French pop star and asking her questions."*

Niki (Oxgang Primary): *"It was really fun and I hope we have it again for the other Primary 7s. The thing I enjoyed most was the food tasting because I had never tried French food before."*

Shannon (Twechar Primary): *"Whilst we were working doing our French film, we were all working in a group. It was really fun because we worked really well together. Our film was quite good but embarrassing...."*

Nicole (Gartconner Primary): *" I thought that when I was in P7 doing French in a different way (paintings by French artists) was a really fun way. It made it more enjoyable because art is one of my favourite subjects.....I enjoyed seeing my painting up in one of the rooms (Centre Culturel). I felt really proud of it. It was a great French experience."*

Declan (Hillhead Primary): *"I enjoyed drawing the pictures of the famous French celebrities (for the Centre Culturel) and doing research on them. I also enjoyed working in a group and painting the pictures.....I enjoyed doing the games in the games hall and watching the French rock star video."*

Greg (Gartconner Primary): *"I enjoyed working with different people and talking all day in French. We had to order our food in French."*

Amy (Harestanes Primary): *"Francophone (posters for the Centre Culturel) - I enjoyed that because we learned different countries that spoke French like Niger and other countriesnot just France. So I found that very interesting."*

Case Study G

Name of School:	Mid Calder Primary
Contact name:	Wilma Gordon
Email address:	wilma.gordon@wled.org.uk
<p>Why does this project work well?</p> <p>This project has been a success, as it moves from a teacher-led towards a child-led approach. The formative assessment procedures are based on individual, peer and group assessment, with teacher input, by means of feedback, if and when necessary. The summative assessment is in the form of comic strips, animations and the finished novel which uses a variety of activities designed to motivate and increase self-confidence in pupils. The project has been created to integrate CfE and develop learning, teaching and attainment within the topic. These are all based on careful selection of CfE experiences and outcomes. The pupils are introduced to the topic by sharing the learning intentions and success criteria based on the experiences and outcomes from CfE. It is hoped that by sharing the learning in this way, the pupils will feel engaged with the project and enthused and motivated to learn. The class is supported throughout the work by the teacher and are given a structure on which to base their learning, but are very much encouraged to take autonomy and work individually, with a partner and/or in groups. The principle subjects involved in the project are French, ICT and literacy, although art, drama, social subjects and science are also included in lesser measures.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Planned learning experiences are to encourage pupils to read, write and use listening and talking in French using interdisciplinary links to literacy and ICT. The project is the 'Novel Idea', which involves co-writing a book with our partner school in France, the French pupils write chapter one and we write chapter two. This continues for a total of ten chapters. The children also create the illustrations for each chapter. This work is posted onto GLOW which allows the pupils to discuss possible outcomes and share their learning with parents. The pupils are used to reading French texts and using a variety of resources to translate them. Taking this a step further the pupils create their own version of a chapter by writing a script in French, only dialogue, and then designing 'Comic Life' cartoon strips and stop motion animations to enhance their reading, writing, listening and talking. This is shared with the French children for peer assessment. The novel, comic strip and animation are also posted onto GLOW to be viewed by other pupils and parents, where comments can be left.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <ul style="list-style-type: none"> I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b <p>Using critical skills techniques to write the chapter, make comic strip and animation.</p> <ul style="list-style-type: none"> I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b <p>Write a script and share it with their French peers for assessment</p>	

- I can understand how a bilingual dictionary works and use it with support.

MLAN 2-11a

To use dictionaries and online resources to help with writing

- I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.

MLAN 2-11c

To base script on French chapter and highlight words and phrases which can be recognised

- I can recognise and comment on other features of my own language which help to make sense of words in the language I am learn

MLAN 2-11d

Writing script and using GLOW discussion to share learning and comments on others work

- I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.

MLAN 2-12a

To use a variety of resources – dictionary, online, teacher and French peers to correct writing

- I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.

MLAN 2-13a

To write script and put this into a comic strip and animation. To post work on WIKI space to share with French children, their teacher and parents and ask for feedback.

Assessment:

How could you assess this project?

The assessment procedures are mainly formative by means of self, peer and group assessment, using GLOW discussion and peer assessment from the French children via video conferencing. Feedback is given by the teacher as and when required. Summative assessment is in the finished article, i.e. comic strips, animations and the completed novel.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
'Translating the chapters of the 'Novel Idea' project has helped me understand the similarities of French and English words, which improved my learning of a foreign language.' (J.E. P7)
- Confident individuals, who can talk with others or deliver presentations in their new language;
'I think the 'Novel Idea' project opens up opportunities to talk to the French pupils and find out about their language and culture.' (A.M. P7)
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
'This project has helped me become better in group activities and boosted my skills in imaginative writing.' (L. J. P7)
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

'When we use the webcam and spoke to the French children, we found out that they are very similar to us.' (A.C.P7)

'Using audio equipment with the French children lets me know that we have the same type of education and similarities in learning, but in different a language.'(J.T.P7)

Case Study H

Name of School:	St Kentigern's Academy
Contact name:	Vicki Simpson, Teacher of Modern Languages
Email address:	vicki.simpson@wled.org.uk
<p>Why does this project work well?</p> <p>The Interdisciplinary Project allows pupils studying languages to Higher and Advanced Higher to use their skills in a real context. Students choose the context for their projects and gain experience in project management, academic research, data collection and analysis as well as increasing confidence. As students choose their area of research they are enthused and motivated to use their language skills.</p> <p>The project provides language students with an opportunity to work independently and take responsibility for their own learning. It is excellent preparation for future studies at University level.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>It is imperative that students show how they have used their target language throughout the project and the details of such communication must be documented. In particular, students benefit greatly from the opportunity to communicate in the target language in written and spoken form with companies, teachers abroad, etc.</p> <p>The project ensures that students put their language skills into practice and is a fantastic way for them to use their language skills in real life situations in an area that is of particular interest to them.</p> <p>The areas below are specific to the IP carried out at St Kentigern's Academy 2009/2010:</p> <p>Italian & French</p> <ul style="list-style-type: none"> ▪ E-mail contact with teachers in Italy & France ▪ Producing packs for classes to aid with writing articles ▪ Editing articles written by pupils <p>English</p> <ul style="list-style-type: none"> ▪ Presentations at Proposal/Plan stage ▪ Final Presentation of project to panel <p>At every stage, the candidates are Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>N/A Advanced Higher Level goes beyond Level 4 Es and Os</p>	

Assessment:

How could you assess this project?

The Interdisciplinary project is assessed by internal and external verification within the guidelines and support given by SQA. There are 5 specific areas where the candidate is graded A-C comprising of the Project Proposal, Project Plan, Presentation of Findings, Evaluation of project, and Self Evaluation of generic/ cognitive skills.

We had a team of internal verifiers who met at various points throughout the project duration and we quality assured each others' assessor comments.

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

I myself have noticed that whereas previously I tended to ask for help as soon as I encountered any problem, now I am more likely to independently find a logical solution. SL and CI

Feedback from presentations has always been very positive and I have broadened by skills by presenting in a more formal manner to different audiences. CI, EC

My report writing and use of specific subject has become more sophisticated in English and Modern Studies. Also, my vocabulary and understanding of grammar has increased in both written and spoken Italian. SL, CI, EC

According to many of my teachers there has been a noticeable difference in my ability to use different research techniques (focus groups, questionnaires, ICT support and in literature). SL, EC, CI

Due to the nature of the project and the circumstances of my studying Adv. Higher Italian I have an increased ability to work independently and demonstrate leadership skills working in groups and with younger year groups. SL, EC, CI

Case Study I

Name of School:	St Roch's Secondary
Contact name:	Jacqueline Gallagher
Email address:	JGallagher@st-rochs-sec.glasgow.sch.uk
<p>Why does this project work well?</p> <ul style="list-style-type: none"> • The inter-disciplinary nature of the project – together the Modern Languages Department and Business Education Faculty provide a holistic learning process that is much more effective than either department could offer separately. The learning starts with discussions and exercises in English and then moves seamlessly to other languages. • The project is skills based: working with others, ICT, thinking skills, presentation skills as a sample. • Assessment is integrated into the process. • The involvement of our business partners gives credibility to the process – their support is invaluable and our pupils acquire employability skills and the confidence to use their skills. • The National Progression Award (2010/11) in Enterprise and Employability from the Scottish Qualifications Authority is giving our project a still wider focus – pupils are developing enterprise skills through the context of the culture of the language – music, food, cafés, currency, as well as gaining employability skills through their learning of a language. 	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>The project focuses on building confidence and resilience through acquisition and use of a modern foreign language. It encourages pupils to see that success comes from being able to deal with setback and a willingness to challenge yourself. At the same time the pupils have the opportunity to identify and have access to the skills that employers need and to bring personal skills and academic learning together. They also have an opportunity to discover through the Enterprise unit (2010/11) about European/ global culture.</p> <p>Key Principles of Curriculum for Excellence:</p> <ul style="list-style-type: none"> • Relevance: globalisation and global citizenship; generic and soft skills demanded by employers; selecting content and making links with the pupil's experience, prior learning and interests. • Challenge and enjoyment: motivating pupils to gain language skills through a variety of different learning opportunities. • Personalisation and choice: responding to individual needs and supporting particular aptitudes and talents. <p>From the outset we have had in St Roch's the following points as the criteria by which we evaluate the effectiveness of our courses. Do we</p> <ul style="list-style-type: none"> • Allow more choices and chances to meet the needs of individual young people? • Make sure that assessment and certification support learning? • Equip young people with the skills they will need for tomorrow's workforce? 	

- Enable young people to flourish in life and work beyond school?

We believe these are central to the aims of Curriculum for Excellence.

To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?

The pupils are provided with an actual job advert, which this year is in French from Novotel (one of our business partners) and they must read this and select the qualities and skills required, then they must write an application letter and CV, which they send to Novotel. The pupils are then interviewed in French and given feedback in English or French.

Interview Process

I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts.

MLAN 4-01a

I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary.

MLAN 4-04

I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken.

Job Advert

Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding.

MLAN 4-08a

I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken.

MLAN 4-09a

Application letter and CV

I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words.

MLAN 4-13a

I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing.

MLAN 4-14a

Case Study J

Name of School:	Woodhill Primary School
Contact name:	Aileen Spence
Email address:	aspence@woodhill.e-dunbarton.sch.uk
<p>Why does this project work well?</p> <p>It is an interactive and fully participative approach to the teaching of French in Woodhill Primary School. It has been developed taking account of the views, perceptions and comments of pupils, staff and parents in relation to the Modern Languages programme being taught. It has a clear, strong focus on initiating, developing and sustaining innovative approaches and methodologies with the aim of increasing the motivation to learn a Modern Language and to hi-light the benefits thereof.</p> <p>Full account is taken of the principles of CfE to ensure Challenge & Enjoyment, Breadth, Progression, Depth, Personalisation & Choice and Relevance. These approaches sit clearly within the strong International Framework within Woodhill Primary School to ensure the most meaningful approach to Modern Language learning within CfE to enable us to achieve the 4 Capacities as Successful Learners, Responsible Citizens, Confident Individuals and Effective Contributors.</p>	
<p>Outline below the aspect/s of language learning (or particular project) which you wish to highlight, indicating briefly how this reflects the aims and entitlements of CfE.</p> <p>Pupils use interactive approaches to their learning including:</p> <p>The use of blogging – e-twinning blog – Hector’s blog – pupils communicate in English and French with those in a primary school in Paris.</p> <p>The use of podcasting – using Audacity to make a podcast – to record and reinforce knowledge gained and to improve pronunciation while developing ICT skills.</p> <p>The Dance mat – pupils use the Dance mat and software to write their own French lessons based on class topics.</p> <p>Drama – senior pupils take part in a French play each year and perform in school and also compete nationally</p> <p>Pupils use ‘Create a Story’ software to link ICT and Languages in creating personal profiles etc.</p> <p>Use of Task Magic – based on popular media programmes to enhance language learning.</p>	
<p>To which of the Modern Languages Es and Os does this project relate and how does it meet their demands?</p> <p>These approaches enable us to deliver across all Experiences and Outcomes as appropriate. We are currently developing a clear, structured programme to support CfE developments this session incorporating these methodologies.</p>	

Assessment:

How could you assess this project?

Through pupil, staff and parent evaluations and the quality of the end results.

Through the ability of the pupils to share their learning experiences with others both within Woodhill Primary and at local and national events.

Through demonstrating their ability to participate actively in collaborative tasks.

(Pupils are trained to become 'Buddies' for others to ensure that knowledge and skills are shared and passed on across the year groups.)

Could you provide us with a quote/quotes from the learners involved? We are particularly keen to hear how their experience has helped them become:

- Successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning;
- Confident individuals, who can talk with others or deliver presentations in their new language;
- Effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language;
- Responsible Citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Some comments from the pupils about these approaches:

We can work at home and our parents can see our work online.

It is more exciting and interesting than written work in class.

We can work independently on things we want to learn.

We understand life in other countries better.

We have better links with our partner schools.

We can work at our own pace and practise as much as we want.

We can mark our own work and see how we are improving.

We have lots of new friends around the World.

We have a worldwide audience for our work.

We can download our work onto our own mp3 players and use them at home.

We love reading comments left on our blogs from countries all over the world.