



# 2018 Scotland Update

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# Presentation Overview

- **SCILT Vision**
- **Educational goals of 1+2 policy**
- **Overview of projects 2017-18**
- **Longitudinal statistics (Scotland)**
- **Comparative statistics (UK nations)**
- **Learner Voices (Scotland)**
- **Conclusions and Next Steps**

# SCILT Vision Statement

**To promote and support the delivery of high quality language learning within a climate which celebrates all languages and where language skills make a significant contribution to a fairer, smarter and more successful Scotland.**

SCILT receives a grant from the Scottish Government to fund its core activities

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# Education goals of 1+2 language policy



***Successful learners:*** “Through learning new languages young people can become successful learners with opportunities relating to working and travelling abroad”

***Confident individuals:*** “able to communicate in more than one language”

***Responsible citizens:*** “with an awareness of cultures and languages in addition to their own”

***Effective contributors:*** “to a changing world with an understanding of Scotland’s relationship to other countries”

# Projects 2017-18

Promotional Talks at individual schools

Business Language Champions / Business Brunches

Education Scotland (1+2 regional events)

Collaborative projects with college and university

Initial Teacher Education

Languages Network Group Scotland

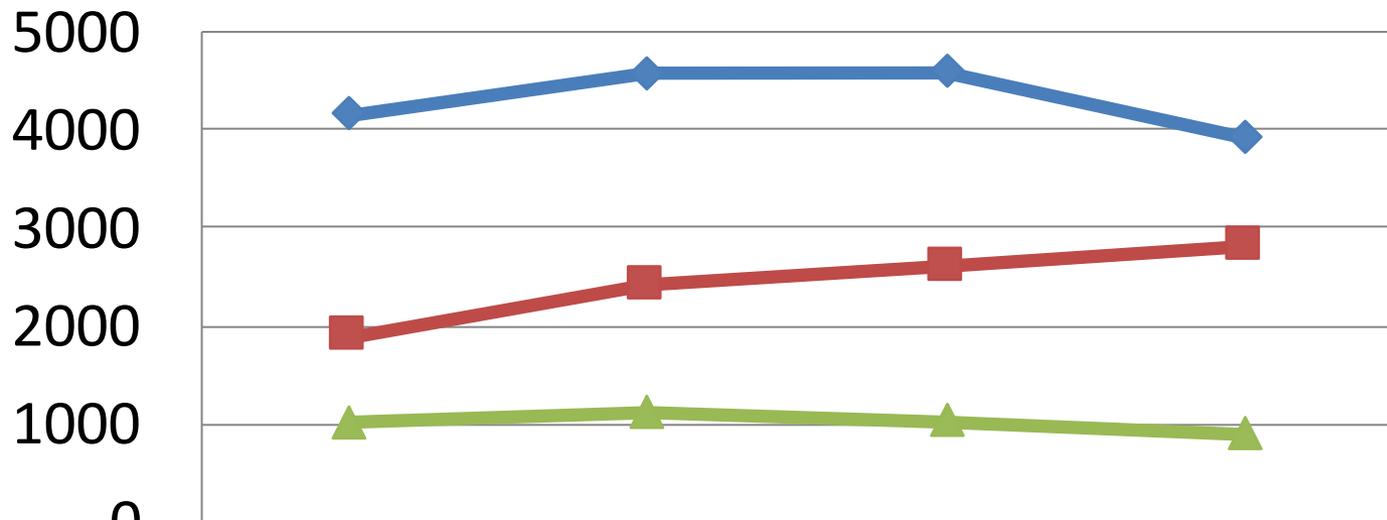
Leadership Development (primary teachers)

Parental Engagement



# Longitudinal review of statistics

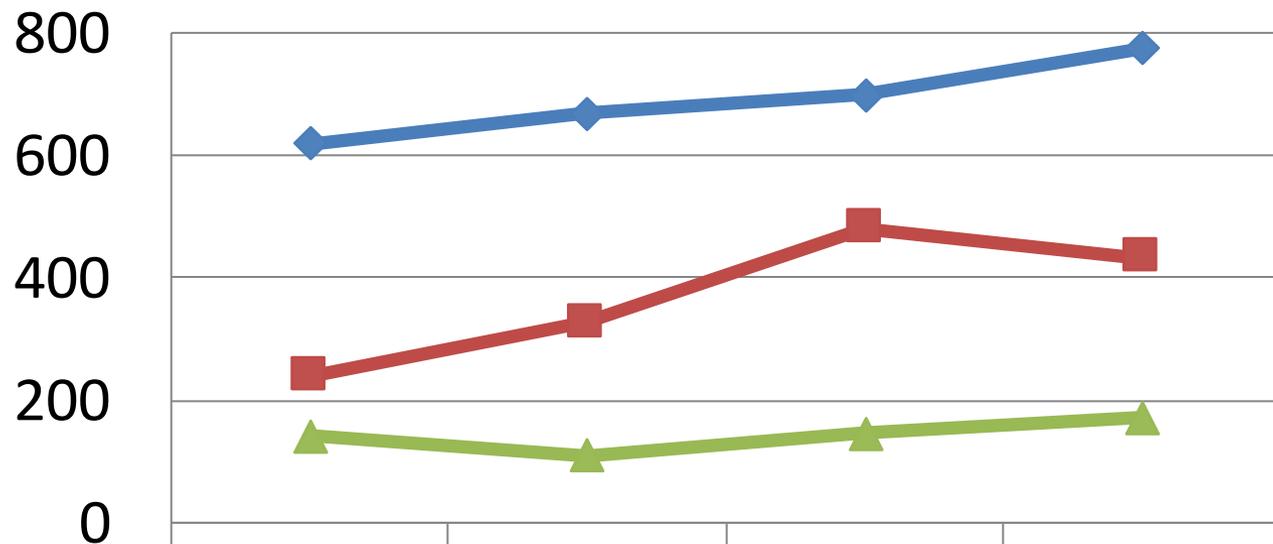
## Trend of Entries at Higher



	2014	2015	2016	2017
◆ French (H)	4157	4572	4581	3918
■ Spanish (H)	1880	2413	2600	2809
▲ German (H)	1006	1114	1019	890

# Longitudinal review of statistics

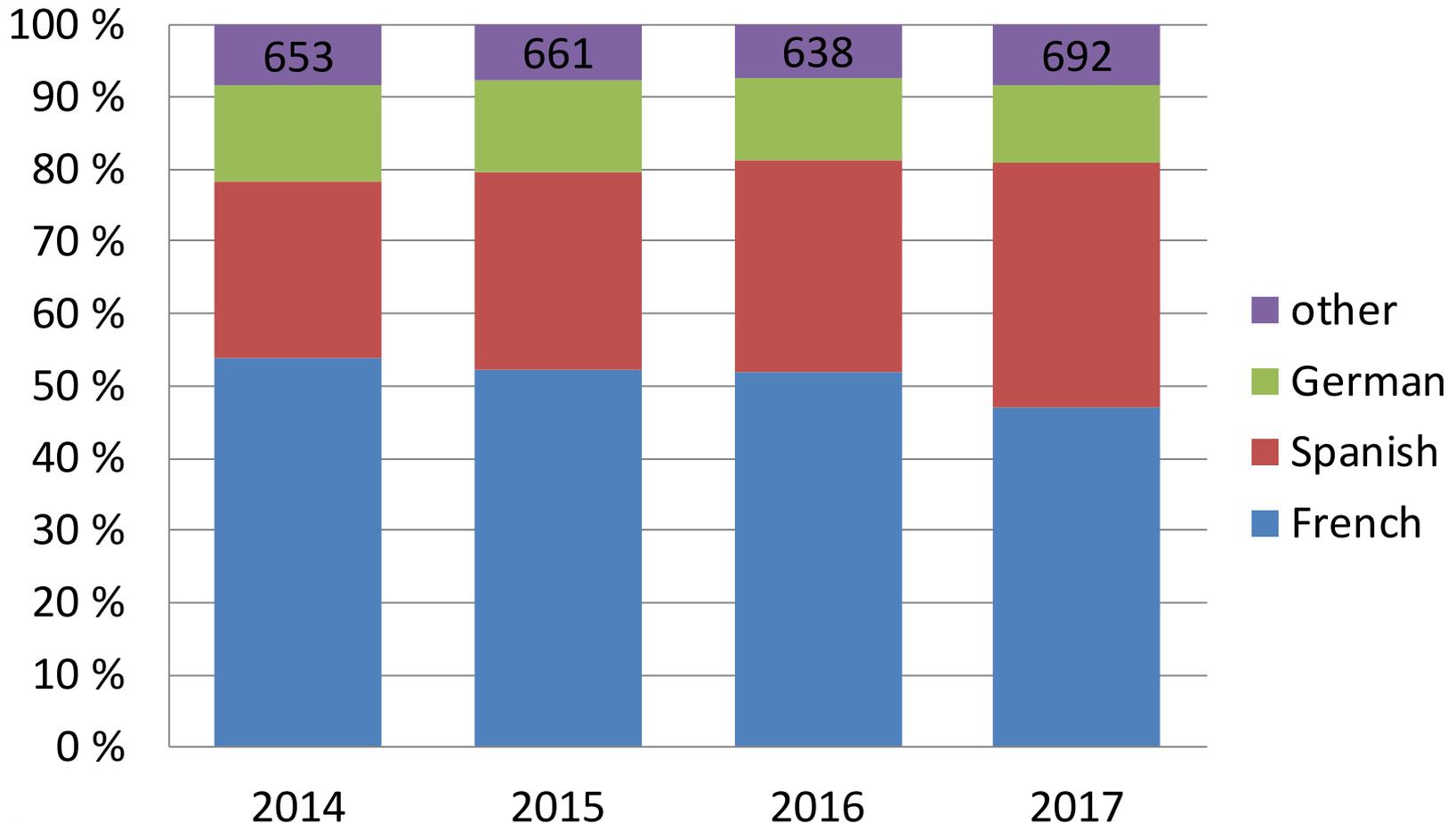
## Trend of Entries at Advanced Higher



◆ French (AH)	618	669	698	774
■ Spanish (AH)	239	326	480	433
▲ German (AH)	142	109	146	172

# Longitudinal review of statistics

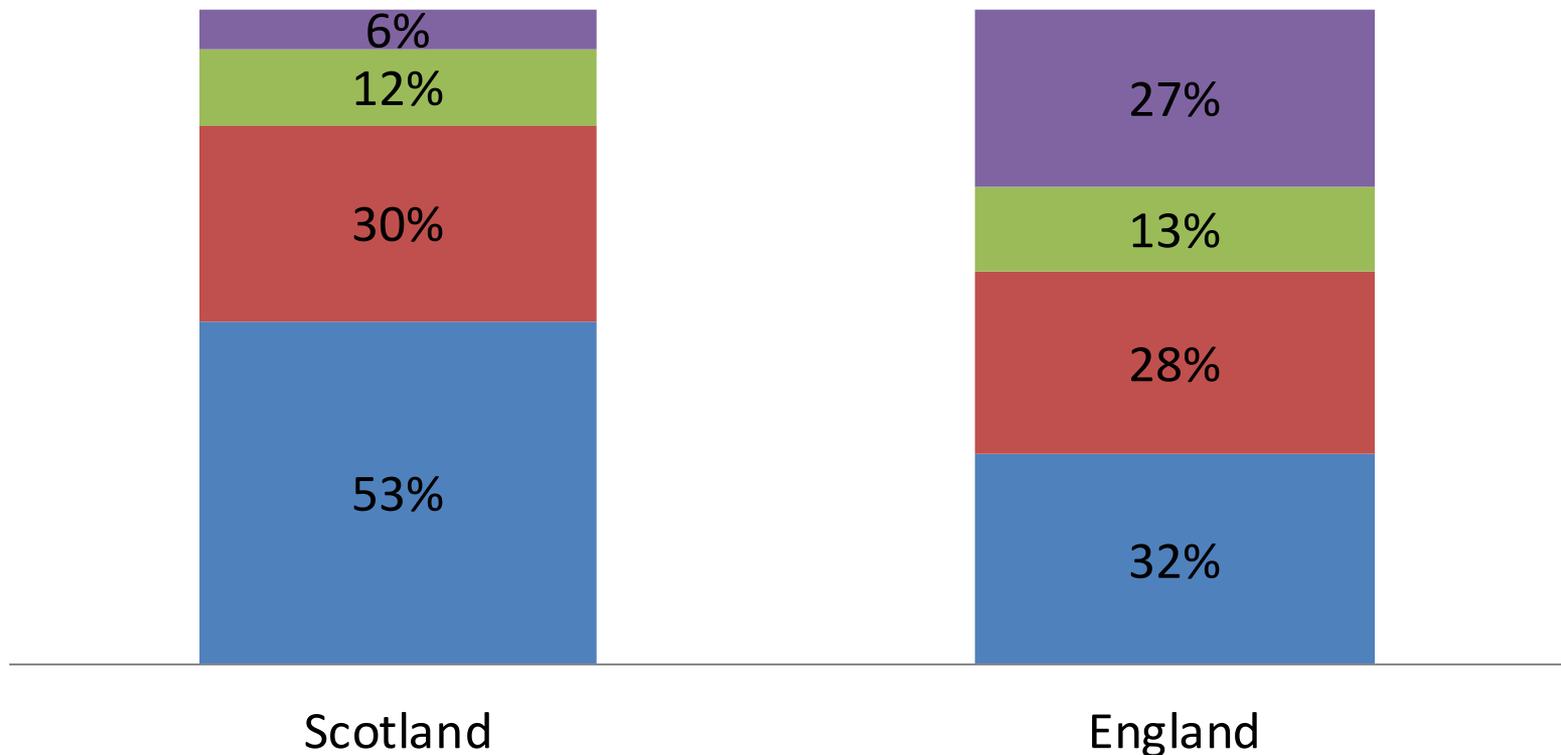
## Proportion of ML entries at Higher 2014-2017



# Comparative review of statistics

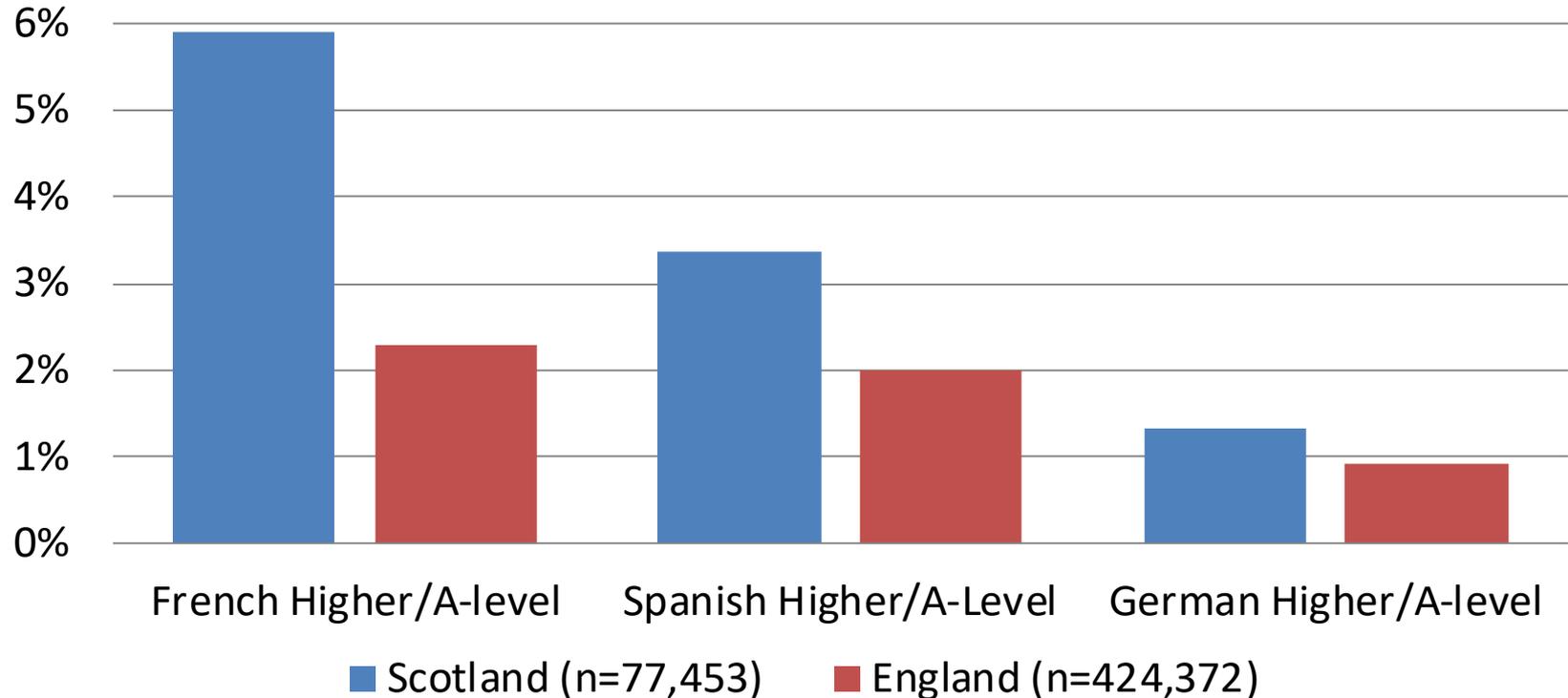
## 2016 Distribution of entries at Higher (Scotland) and A-Level (England)

■ French ■ Spanish ■ German ■ Other



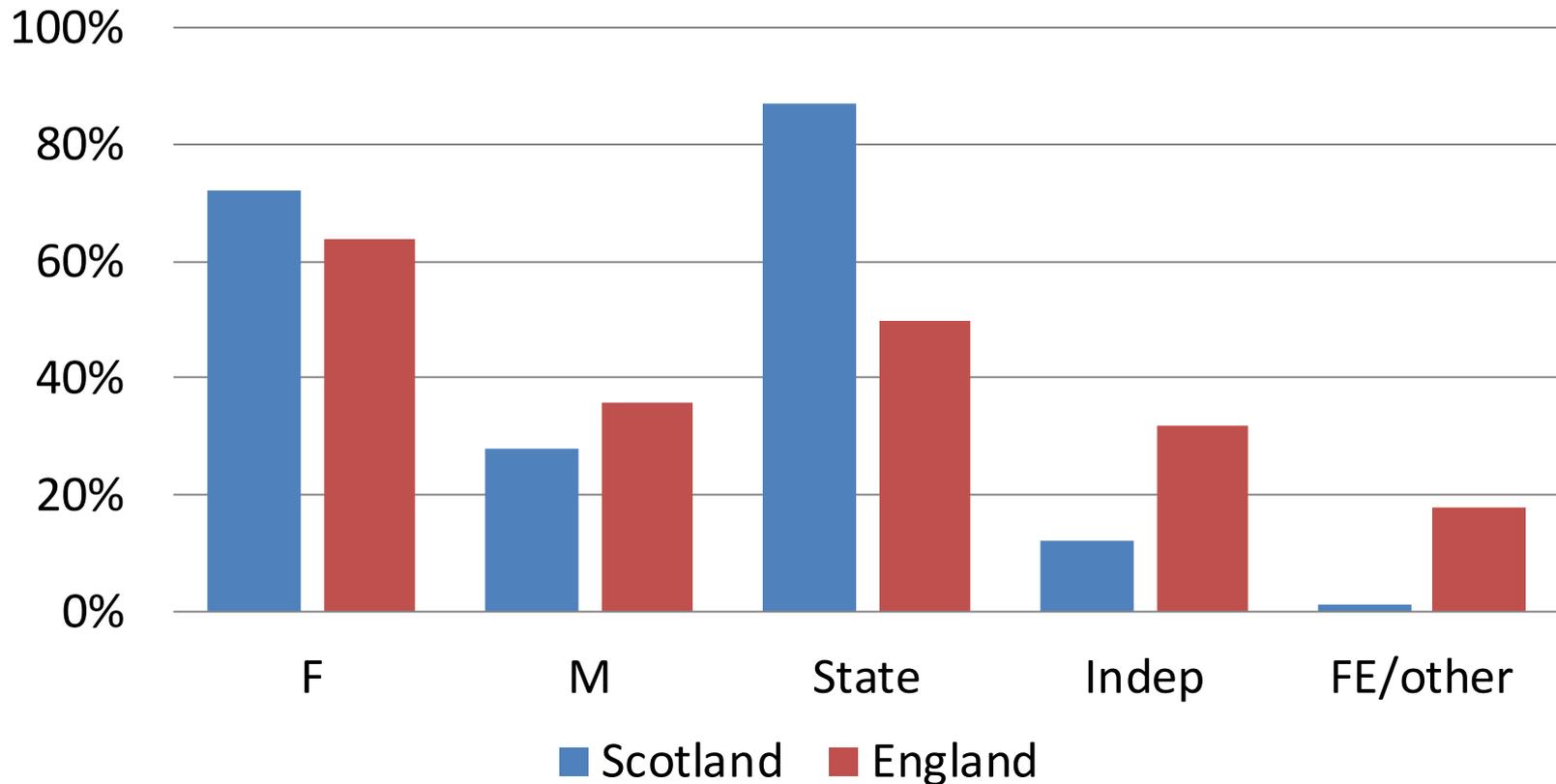
# Comparative review of statistics

**2016 Entries at Higher (Scotland) and A-level (England)  
by percentage of cohort (ages 16-18)**



# Comparative review of statistics

2016 Entries at Higher (Scotland) and A-level (England)  
by gender and provider



# Comparisons across UK nations

Scotland		N. Ireland	
<i>Highers</i> 2012: 7,820 entries 2016: 8,695 entries		<i>A-levels</i> 2012: 2,328 entries 2016: 2,313 entries	
Wales		England	
<i>A-levels</i> 2012: 2089 entries 2016: 1543 entries		<i>A-Levels</i> 2012: 28,800 entries 2016: 26,800 entries	
HE student enrolments			
2012: 85,030 2016: 75,775			

# What other kinds of evaluation?

Statistics tell a positive story but don't answer the questions raised by current policy statements:

How can we tell if languages provision in Scottish schools has

- broadened horizons?
- enhanced understanding and enjoyment of other cultures?
- developed skills for lifelong use?
- opened up opportunities for travel and work abroad?
- enabled learners to contribute to a changing world?



# Learner Voices - HE

- **In P6 you felt like you were learning set phrases, and when you were in Standard Grade you were learning how to pass an exam. You weren't learning how to construct or be creative (Male student, Mechanical Engineering with International Studies, learning Italian)**

# Learner Voices – S4

- Teaching us how to say hello and greetings, it's not really hard [...] You could have all this done [in primary school] and doing the harder stuff once you get into high school (Girl1)
- We've been learning [French] since P5 and now I'm in S4 and I know so little (Girl2)
- I think they should start having exchanges and get more involved in the full culture (Boy9)



# Learner Voices – P7

- Sometimes you learn something and you go right back after the summer holidays and [...] you don't want to learn it again (Girl 5)
- I would like to learn Arabic because I think that's quite challenging (Boy1)
- [Our French lessons] are interactive ... it's not just the same thing every single time, we're always doing something different.(Boy 3)
- It's fun learning different languages by playing games instead of just doing it in a text book and on a sheet of paper (Boy5)



# Language Assistant Voices

- **More freedom to choose what to do with some pupils**
- **More group activities**
- **Less used mainly as a 'walking dictionary'**
- **Less listening to [students'] speaking presentations about 100 times!**

# Classroom Voices - Conclusions

- Pupils are curious about other cultures
- Pupils want to be challenged (but in a supportive environment)
- Therefore teachers should try to
  - include more of the target language culture(s)
  - engage more in virtual exchanges and projects
  - focus more on skill development
  - use language assistants more strategically

# Next Steps: Need for

- **clearly stated and realistic goals for languages study in schools**
- **longitudinal studies**
- **comparative studies with:**
  - **Anglophone and non-Anglophone education systems**
  - **‘early’ and ‘late’ starts in language learning (e.g. N. Ireland)**
  - **other subjects (STEM, social sciences)**
- **a greater focus on learners’ and teachers’ experiences and perspectives**



# Thank you – and an invitation

We would be happy to  
receive a visit from any of  
our INNLAC colleagues!