



What Pupils Want

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SALT Annual Conference

3 November 2018

In the UCMLS Action Plan 2017-18

We promised to continue supporting four SCILT-led initiatives

- **Business Brunches**
- **Language Linking Global Thinking**
- **Mother Tongue Other Tongue**
- **Word Wizard**

and we wanted to know if our efforts had been worthwhile.

Reminder of the joint initiatives:

- **Business Brunches (linking pupils and employers)**
 - 100-300 pupils per event, Max 10 pupils per school. Five locations: Dundee, Edinburgh, Glasgow, Aberdeen and Inverness.
- **Language Linking Global Thinking (linking pupils with young people during their year abroad)**
 - Individual classes in primary/secondary are linked with a student about to start their year abroad. Contact via blog or video podcasts. Training by SCILT. 20 students in 2017-18.
- **Mother Tongue Other Tongue (poetry competition for all)**
 - Open competition. Winning entries are published in an anthology. 2018 award ceremony at University of Strathclyde.
- **Word Wizard (spelling competition for S1-S3 pupils)**
 - Open competition. Beginner and Intermediate levels. 2018 semi-finals held in Aberdeen, Dundee, Edinburgh and Glasgow. Final in Scottish Parliament.

We wanted to know

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

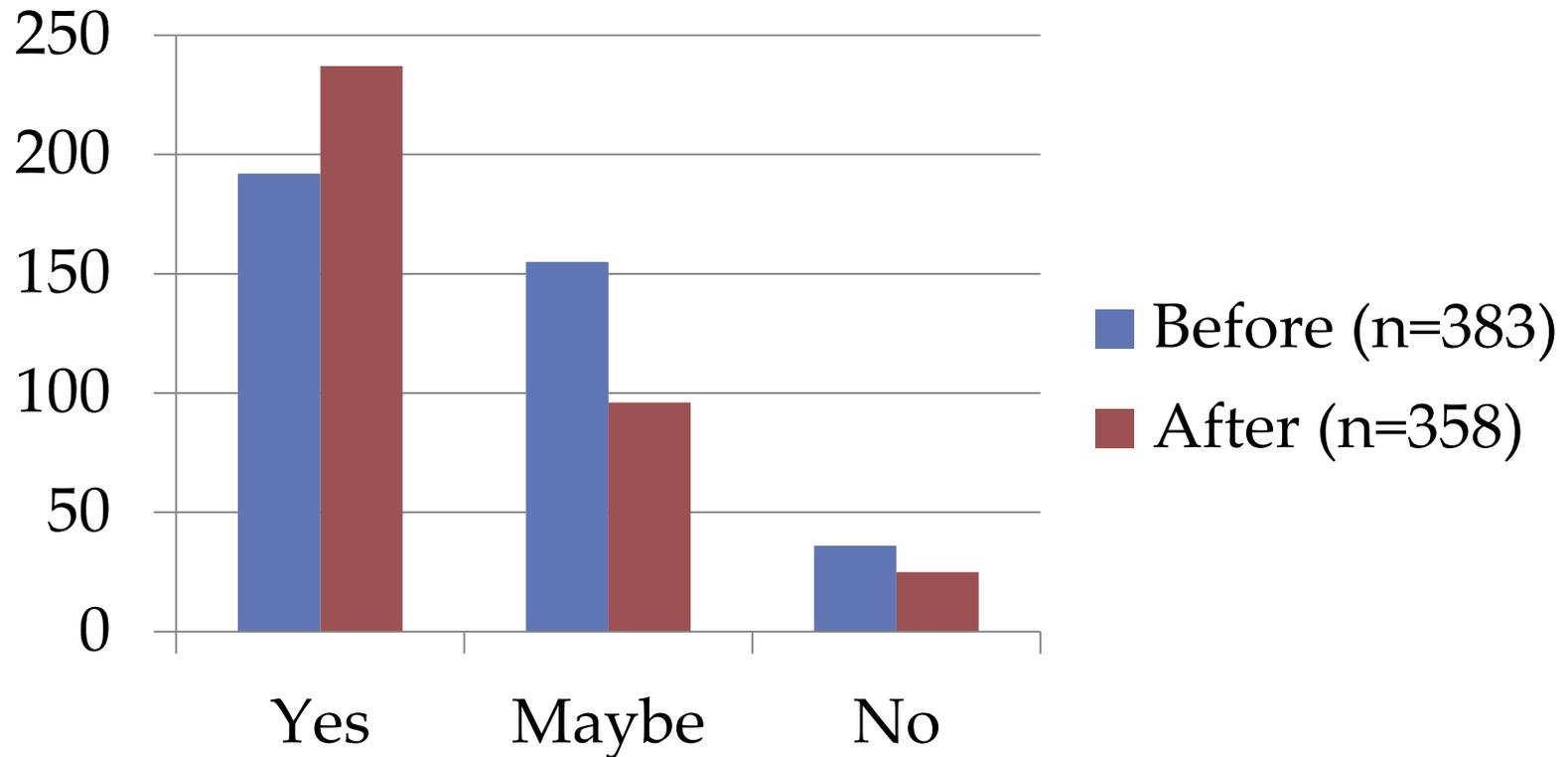


So we ...

- Compiled an overview of all the schools that had participated in each joint initiative since 2014
- Talked to people who had participated in one or more of the joint initiatives since 2014:
 - **Eight groups of (mostly S3) pupils across eight LAs**
 - **Eight language teachers across eight LAs**
 - **One Development Officer in a ninth LA**
 - **UCMLS representatives from four universities**
- Analysed SQA language exam entries 2014-17

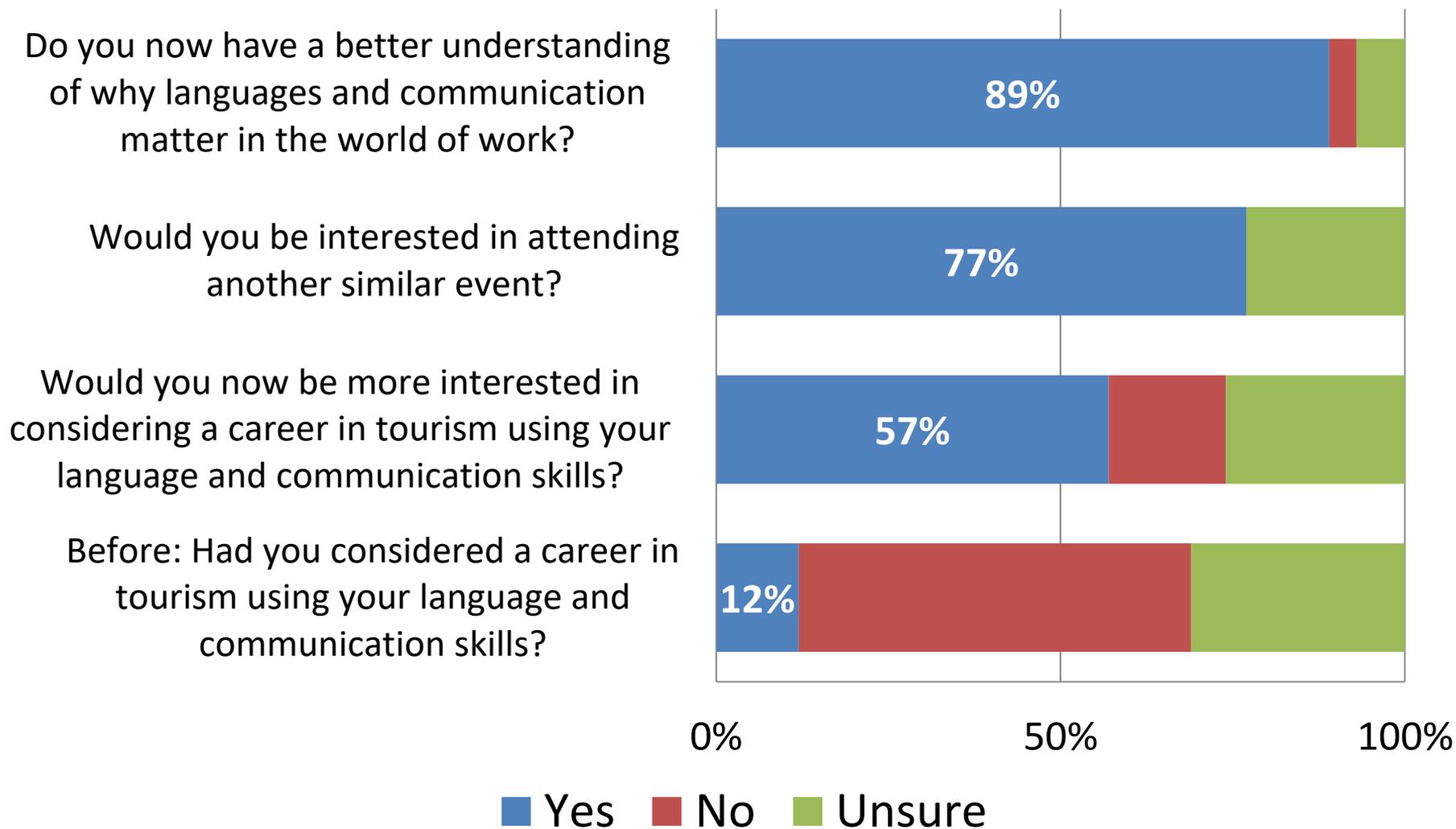
BB 2018: Quick-fire Feedback

Q: Are you intending to continue language learning after this academic year? Summary of responses excl. Glasgow



Overall feedback from Dundee, Edinburgh, Aberdeen and Inverness

S2 Pupil Feedback from Springboard Event, Perth (n=75)



Pupil Views from Focus Group Discussions

...

Business Brunches

- *It was showing you where you could use all your language skills and why you should like keep doing it, where it would help you later in life like your CV and stuff. Yeah, it's really good.*
- *It was quite interesting to see the variety of options there are by learning a language for work*
- *It was a bit awkward at times, like, well, I didn't really want to speak to people*
- *We only got to hear from half of [presenting companies] and languages would help them in different ways. I think it would have been better to see all four company sites of languages rather than just two*
- *I'd like to see more people that speak the language; let us see how it helped them*

Language Linking Global Thinking

- *Because you're connecting with someone that knows me and is from the original country where at the business brunch you're talking to someone who learned it who is also from here.*

From participating student (Stirling University)

- *the Scottish education system is missing a great opportunity for children to develop their deeper cultural knowledge and understanding. [...] A class being able to follow an assistant and their experiences is a means of getting across these important ideas. With [my] school, I was able to write to them first hand showing my experiences visiting in person the WW1 trenches*

Mother Tongue Other Tongue

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

Word Wizard

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

Language Learning Metaphors

S1

Learning a new
language/sign
language

It's new / it's hard /
You start all over
again

Making a speech in
English

it's difficult/you
have to do it in
front of people

Learning to do a
play

You learn things by
heart

Language Learning Metaphors

S3

Learning to play
an instrument / to
swim

It's hard / It's scary
and I can't do it

Learning a new
script

You have to
memorise things

Learning a
mathematical
formula

There are lots of
rules and formulas
to remember

Language Learning Metaphors

S3

Learning a
new sport

It's hard at first but it gets
easier with practice

Learning to
ride a bike

Once you get the hang of
it you get better and don't
forget

Learning how
to dance

There are lots steps to
learn but when you put it
all together you create
something beautiful



Language Learning Metaphors

S5/6

Opening a door to a whole new part of your mind and intelligence

You follow certain grammar patterns and tenses

Learning to skateboard

It's scary and challenging at first but when you master it the world's your oyster

Learning to fly

You can travel to another country in your mind



Would like more

- Learning about the culture and like the country more, not just vocabulary.
- More stuff that's actually going to be useful if you go there. Like for instance, you're actually going to use it.
- Learning how they actually speak the language there, Like the stuff they teach you, they don't actually speak like that when you go to the country.
- I also feel that like when you're taught [languages], you're just taught like vocabulary. We could maybe be taught like to actually be speaking [the language], like maybe to do conversations.



Don't enjoy

- I just don't think you really learn much about the language if you're just writing everything down. Whereas if you're speaking it, it's more, I don't know, it's more interesting.
- When you're writing and answering questions and stuff, I just don't think it really helps that much. Whereas if you ask questions and then speaking back - I think that helps a lot.
- I don't really like the ones where you have to answer the questions from the text. I feel like I don't really learn anything from it.
- You learn like the house and what's in the bedroom and stuff like that. And I don't think you're going to walk up to someone in France and be like I've got a (whatever) in my room.



Language Linking Business Thinking

When	Friday 16 November 2018; 9.00-14.00 (including lunch)
Where	The Music Box, Edinburgh College, Sighthill Campus
What	Highlight role of languages in labour market; Present employability resources
Who	DYW and SDS representatives from schools and local authorities
Sign up!	By Friday 9 November 2018

What Pupils Want!

INSIDE THE CLASSROOM

- **Lots of opportunities to use the language for ‘real-life’ purposes**
- **More cultural information**
- **Less repetition and learning by heart**

OUTSIDE THE CLASSROOM

- **Information on how language skills fit into ANY career path**
- **Interactive events that let them EXPERIENCE the need for language skills**



Is this what YOU want?

Aberdeen	Language Ambassadors incl. placements in primary schools
Dundee	School tutoring (Dundee Plus; Graduate Online Diplomas
Edinburgh	Language Ambassadors, Speed Networking and more
Glasgow	Workshop for pupils (AH writing skills) and teachers (AH portfolio and Nat-5 Assignment-Writing)
Heriot-Watt	Multilingual Debate; Link with Larbert High School
OU	YASS; with SCILT: Teaching Primary Languages (year-long language & pedagogy programme for primary teachers)
Strathclyde	Language Ambassadors
St Andrews	Language Ambassadors, Student placements in schools

For more details check out: http://bit.ly/UCMLS_on_SCILT

Thank you!

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