Progress in addressing the recommendations of
Citizens of a Multilingual World

Update March 2006

BACKGROUND & INTRODUCTION

The report *Citizens of a Multilingual World*
http://www.scotland.gov.uk/library3/education/mwki-00.asp was published in December
2000 and made recommendations for improving provision for modern languages in Scottish
schools.

In September 2001, the Scottish Executive Education Department (SEED) produced its
response to the report http://www.scotland.gov.uk/library3/education/cmlw.pdf and outlined
how recommendations should be taken forward.

In January 2002, the Executive set up the Languages Fund through which specific funding
was allocated to all education authorities to assist them in taking forward their part of the
improvement agenda. Funding has continued to be made available to education authorities
through the Languages Fund up until and including session 2005/6.

In March 2005, HMIE produced a report entitled *Progress in addressing the
recommendations of Citizens of a Multilingual World*.
http://www.hmie.gov.uk/documents/publication/hmiecoaml.pdf   Sources of evidence for the
report included data submitted to SEED by education authorities in 2003 and 2004, in
accordance with the conditions of receipt of the Languages Fund.

This brief report provides an update based on data submitted by education authorities in
2005. It gives information on training for teachers delivering modern languages education in
primary schools, on the number of pupils studying a modern language P6 to S4, and on the
range of languages being taught in schools.

Key findings from the data submitted, and HMIE recommendations to SEED based on the
findings, are provided on page two of this report.

SUMMARY OF FINDINGS & HMIE RECOMMENDATIONS TO SEED

TRAINING FOR TEACHERS DELIVERING MODERN LANGUAGES IN PRIMARY SCHOOLS (MLPS)

Supported by the Languages Fund, education authorities have developed a range of different models of training for primary teachers to enable them to deliver modern language education. If the commitments to MLPS are to be met, SEED would need to continue funding to education authorities to ensure an adequate supply of teachers of MLPS. SEED should also consider how to support education authorities in continuing to develop effective models of training and how to share good practice nationally.

NUMBERS STUDYING A MODERN LANGUAGE P6-S4

Data from education authorities and from the SQA provide evidence that, although the numbers of pupils studying modern languages in S3/S4 and being presented for modern languages qualifications at the end of compulsory education remain high, there is an overall downward trend.

SEED should give further consideration as to how to obtain more accurate information about the numbers of pupils studying modern languages, so that trends can continue to be monitored.

RANGE OF LANGUAGES TAUGHT IN SCOTTISH SCHOOLS

There have been very few changes in the overall range of languages offered in Scottish schools from session 2003/4 to 2004/5. One notable trend is the continuing increase in the number of secondary schools where Spanish is taught.

1. TRAINING FOR TEACHERS DELIVERING MODERN LANGUAGES IN PRIMARY SCHOOLS (MLPS) 2004-2005

See Section 2.2 and the first recommendation in Section 5 of the HMIE report of March 2005.

The table below provides information on the number of teachers being trained to deliver modern languages in primary schools in 2004-2005. It also shows how many education authorities were training teachers in each language. It provides evidence that, nationally, there continues to be a need to provide in-service training for a large number of teachers, to ensure provision for modern language education in primary schools.

LANGUAGE	NUMBER OF TEACHERS IN TRAINING	NUMBER OF EDUCATION AUTHORITIES TRAINING TEACHERS IN THE LANGUAGE
French	606	26
German	96	15
Spanish	61	7
Italian	26	3
TOTAL	789	
6 EDUCATION AUTHORITIES DID NOT TRAIN ANY TEACHERS		

Education authorities were asked to provide information on the nature of training provided for teachers of MLPS. These findings indicated the following.
- No education authority was using the former national 27-day training model.
- Authorities had developed a range of different training models designed to meet the needs of teachers in their areas.
- Models were subject to on-going review and evaluation in all cases.
- The time allocated to training varied considerably. For example one authority provided 20 days, another 25 afternoons and another 30 hours.
- In many cases, training took place in afternoon or twilight sessions, to reduce the need for teacher supply cover. In some cases, training was supplemented by visits to schools by development officers or tutors. In one case, training was delivered exclusively by on the job coaching.
- There were a number of examples of education authorities working in collaboration to provide MLPS training. Three authorities worked together to provide weekend immersion sessions for teachers in training.
- A few authorities provided differentiated training for teachers according to their level of proficiency in the language on starting training.
- A notable development was the post-graduate certificate in MLPS provided by Paisley University, consisting of 4 modules. This had been adopted by 3 authorities in the west of Scotland. One authority had set the completion of 2 modules as a minimum requirement for teaching MLPS.

Training was delivered by a variety of staff including secondary teachers, seconded development and support officers, quality improvement officers, tutors who were native speakers of the language and teacher education staff from universities. Foreign language assistants often supported the training.

Based on returns by education authorities to SEED in 2004, the HMIE report of March 2005 stated that, nationally, only 68% of teachers who had trained in MLPS were teaching a modern language in session 2003/4. In 2005, SEED had asked education authorities to comment on why around a third of trained MLPS teachers were not being deployed. Reasons reported included promotion to headteacher or depute headteacher and secondments. Difficulties with timetabling were often cited as a reason. When trained MLPS teachers were in charge of a class other than P6 or P7, it often meant that they were not deployed in the delivery of modern languages. Owing to movement of staff, there were surpluses of trained staff in some schools. One authority planned to pilot the sharing of trained staff across different schools.

Modern languages is not a core element of all initial training for primary teachers. A report on stage 2 of the review of initial teacher education published by the Scottish Executive in May 2005 stated that "Influential and well-argued cases are made from time to time for greater emphasis to be placed on particular aspects, e.g. modern languages … but cannot practicably be acted on." In the light of this statement, SEED will wish to consider how a suitable supply of teachers able to deliver modern languages education in primary schools can be ensured.

2. NUMBERS STUDYING A MODERN LANGUAGE P6-S4

See section 4.2 of the HMIE report of March 2005.

The table below provides an overview of data provided by education authorities over the last two years on the percentage of pupils in P6 to S4 receiving their entitlement to modern languages education. It should be noted that, for both sessions 2003/4 and 2004/5, not all education authorities submitted data as requested. For this reason, it is not possible to draw any firm conclusions about trends. Nevertheless, the table provides evidence that almost all pupils in P6 to S2 are studying a modern language and that numbers remain high in S3/S4.

Stage	%age Pupils Studying ML	
	2003/4 #	2004/5 ##
P6	96	99
P7	98	99
S1	99	99
S2	95	98
S3	91	88
S4	84	90

\#   2003/4 figures based on data from 26 of 32 education authorities.
\## 2004/5 figures based on data from 30 of 32 education authorities.

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Data for presentations for SQA examinations in modern languages in S4 provide a more reliable indication of trends in the numbers studying modern languages at that stage over the last three years. See Appendix 1. Overall, there is evidence of a slight drop in the numbers presented for a modern language qualification in S4 from 2003 to 2005. The numbers presented for Standard Grade are decreasing. There is an increasing trend in the numbers being presented for Intermediate 1 or 2. Numbers of pupils presented for Access 3 are not available by year group for 2003 or 2004. The figure for 2005 indicates that substantial numbers of pupils are being presented for Access 3. Overall, it is not possible to make fully accurate statements about the proportion of pupils on the S4 roll who were presented for a modern language qualification between 2003 and 2005, or about any trends over that period.

3. RANGE OF LANGUAGES TAUGHT IN SCOTTISH SCHOOLS

See Section 4.4 and *Appendix 2* of the HMIE report of March 2005.

Returns from education authorities indicated very few changes in the overall range of languages offered in Scottish schools from session 2003/4 to 2004/5. There had been no further decrease in the number of secondary schools offering German. The number of secondary schools offering Spanish continued to show an increasing trend. Nationally, 47% of secondary schools offered Spanish in session 2004/5 compared with 42% in 2003/4 and 40% in 2002/3.

APPENDIX 1: OVERVIEW OF ENTRIES FOR SQA MODERN LANGUAGES EXAMINATIONS 2003-2005 NUMBER OF PUPILS ENTERED IN S4

FRENCH

	2003	2004	2005
S Grade	37856	36158	34014
Access 3	#	#	1327
Intermediate 1	484	931	926
Intermediate 2	563	1082	1172

GERMAN

	2003	2004	2005
S Grade	13369	11965	11153
Access 3	#	#	515
Intermediate 1	114	150	127
Intermediate 2	133	242	283

SPANISH

	2003	2004	2005
S Grade	2708	2737	2730
Access 3	#	#	306
Intermediate 1	24	84	110
Intermediate 2	54	285	177

ITALIAN

	2003	2004	2005
S Grade	546	594	401
Access 3	#	#	23
Intermediate 1	7	12	53
Intermediate 2	37	44	75

RUSSIAN

	2003	2004	2005
S Grade	4	0	4
Access 3	#	#	0
Intermediate 1	0	0	0
Intermediate 2	0	2	0

URDU

	2003	2004	2005
S Grade	145	129	128

 # Numbers for Access entries not available by year group for 2003 or 2004