

## Who will teach my child their second and third languages?

In primary schools, language learning will normally be provided by the classroom teacher or a teacher with responsibility for teaching a language, or a combination of both, depending on the school. In secondary schools, the teacher will be a modern languages specialist. You may also find that language assistants, people from business, parents and other language speakers from the wider community may work with the teacher to enhance your child's language learning experience.

## How can I support my child?

A positive attitude to other languages and cultures will go a long way to keeping your child interested in learning languages. In addition, you could:

- discuss the benefits of language learning
- encourage your child to have fun with languages – label household objects, look at interesting language websites, read cartoons in another language, etc.
- ask your child to teach you what s/he has learned in school
- challenge each other to find words in your first language that come from other languages
- look for words that come from other languages used in advertising and packaging or in magazines, films and television programmes

For more information, including case studies featuring language learners in Scottish primary and secondary schools, please visit the section of our website dedicated to parents and carers:  
[www.scilt.org.uk/LearnersParents.aspx](http://www.scilt.org.uk/LearnersParents.aspx)

For more information on “A 1+2 Approach to Language Learning” visit the 1+2 section of our website:  
[www.scilt.org.uk/A12ApproachtoLanguageLearning.aspx](http://www.scilt.org.uk/A12ApproachtoLanguageLearning.aspx)

## SCILT, Scotland's National Centre for Languages Leading on Languages

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## A 1+2 Approach to Language Learning: Information for parents

**We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.**

(Scottish Government manifesto commitment, 2011)



**The Scottish Government's report "Language Learning in Scotland: A 1+2 Approach" was published in 2012. Local authorities and schools are now working towards implementation of the report. The aim is to enable children and young people to study two languages in addition to their mother tongue in all Scottish primary and secondary schools.**

## **Why should my child learn other languages?**

- More than 75% of the world's population does not speak any English at all. Having a grasp of other languages will enable your child to explore different cultures in more depth in order to become a true global citizen.
- Very importantly, the Scottish economy needs a workforce with relevant language skills. We must, therefore, ensure that young people leave school equipped with the skills for learning, life and work they will need for a successful future in a global society.
- Learning languages can be a fun and motivating experience. It gives learners a deeper understanding of how their own language works and develops their confidence and literacy skills.

References available from <http://bit.ly/1oAytUW>

## **When will my child start learning a second language?**

The ambition of the 1+2 model is that, by 2020, all children will start learning an additional language throughout primary school. Their studies in this language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase of secondary school.

## **When will my child start learning a third language?**

Your child will be given the opportunity to explore another additional language no later than P5. This could be done through project work or a block of learning that explores the culture and the language of a country. The language work will be in enough depth to allow learners to go beyond basic words and will encourage them to experiment with the language so they can progress their language skills.

## **What languages will my child learn?**

Whatever languages your child's school chooses to offer will be decided by careful planning between both the primary and secondary schools and will consider the needs of learners in both sectors.

The language your child starts in P1 can be any language as long as the school cluster can offer progression into secondary school and to qualifications in the senior phase. This continuity will ensure that learners have the opportunity to develop their skills in enough depth to allow them to go on to gain an SQA qualification or award.

In order to encourage linguistic diversity, the third language can be an exploration of any language that fits the particular circumstances of your child's school; this could be Gaelic, Scots, French, German, Spanish, Mandarin, Russian, Polish, Urdu, Hindi, British Sign Language... the list goes on!

Ideally, secondary schools may also offer opportunities for learners to continue with the same third language they learned in primary and further progress their skills in that language. This could be done through master classes, projects, electives or a full course and could be offered as an option leading to an additional qualification in the senior phase.

## **Will my child be able to choose between the languages they have learned in primary school when they move to secondary?**

It is possible that where primary schools have been able to offer a full, in-depth course in the third language from at least P5-P7, the secondary school may be able to offer your child a choice between the two languages.

## **My child's mother tongue is not English. Does the 1+2 approach apply?**

Yes! The 1+2 approach applies to all young people in Scotland whatever their mother tongue. All language learning should be seen as important and should be recognised and celebrated as an achievement.

## **We have chosen Gaelic Medium Education (GME) for our child. Does 1+2 still apply?**

In Scotland, children and young people can be educated in either English or Gaelic. If you have chosen a Gaelic medium school, then your child will be learning Gaelic through an immersion approach. That means that Gaelic will be the normal language of instruction in every classroom from P1 onwards. An additional language, such as French or Spanish, will be introduced no later than P5 in order to give your child the full entitlement to 1+2 languages. GME schools may even offer more language learning should they wish to do so.

## **What about learners with additional support needs (ASN)? How does 1+2 affect them?**

All children and young people in Scotland, including those with ASN, have an entitlement to learn another language at whatever level is appropriate to their needs. Children with ASN will, of course, be entitled to support and an appropriate curriculum to help them overcome any barriers to their learning. Parents may wish to discuss this with their school as part of the normal review procedures for support planning.

*To read about one Scottish pupil's language learning experience please follow this link:*  
[www.down-syndrome.org/correspondence/196/](http://www.down-syndrome.org/correspondence/196/)

## **Will my child confuse the different languages they learn?**

Effective language learning and teaching will encourage children and young people to use their literacy and language learning skills more effectively. Languages are interconnected; your child will be encouraged to see the links between languages and to recognise how languages work.

## **How will teachers fit language learning into the curriculum?**

For some young people in Scotland, additional language learning from the early stages of primary school is already a normal part of life. Languages will be embedded in the work our children already do every day. They will use their language learning in the daily routine of the classroom as well as in projects with other curricular areas and in whole school celebrations. They will use a range of interesting, culturally relevant materials and technologies. As they progress, they will use their skills to make links with local and international partners.