

A Strategy for Scotland's languages – Draft for consultation

Response on behalf of the Scottish EAL Co-ordinating Council (SEALCC)

Question 1

SEALCC would agree with these reasons.

Question 2

We agree that these are the key areas for language promotion. Our main interest is in the sections on EAL and ESOL. We agree with the vision that there should be high quality language support for all adults who need it and would like to see this vision achieved.

EAL section – the guidance on good practice referred to here was produced by CERES and SEALCC. SEALCC is not part of the Scottish Executive but is a network of EAL professionals from across Scotland who are involved in the management of EAL provision in schools.

Question 3

We agree with these principles. We particularly agree that multilingualism should be valued. However the strategy needs to recognise the danger that multilingual communities can easily become monolingual because of the dominance of English language. There has to be support for community languages as well as modern European languages in schools with the opportunity for people to gain National Qualifications in as many of Scotland's languages as possible.

Question 4

This document is very positive in the value that is placed on Scotland's languages and in the vision for future development it offers. However, if it is to be really effective it needs to come with resources and with some kind of monitoring mechanism to ensure that the vision is achieved.

Question 5

SEALCC is concerned with EAL provision for children and young people in school settings. Some of our members are also involved in ESOL provision for adults. We are also concerned with the promotion of bilingualism in educational settings. Amongst our membership there is a considerable amount of expertise in these issues. This has been recognised by the Scottish Executive through our involvement in the production of good practice guidance for bilingual learners. We would be happy to be involved in any further work in this area which emerges from this strategy.

Maria Walker (Chair)
Glasgow Asylum Seeker Support Project
Education Services
Glasgow City Council
145 Kelvinhaugh St
Glasgow G3 8PX

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