

Consultation Questions
Section 1

1. Do you agree with the reasons given for promoting and learning languages on pages 4 and 5, and that these are the main reasons for supporting current language initiatives in Scotland? If not, why not?

The Rationale fails to point out that the issue of learning foreign languages is not only in terms of economical opportunities abroad, but also in Scotland. The issue is that young Scots are not disadvantaged when they are in competition with multilingual young foreigners, on the Scottish labour market itself.

This section is biased against European

<p>2. Do you agree that the language initiatives described on pages 6 to 12 and elsewhere are the key areas for language promotion in Scotland? If not, why not?</p>	<p>languages as it does not set up targets regarding : - training of primary teachers, - level to achieve in connection to the Common European Framework of Reference for Languages.</p>
<p>3. Do you agree that the key principles listed on pages 14 and 15 should shape language activity in Scotland? If not, why not?</p>	<p>This section is a list of good intentions with no commitments. Schools are "expected" to offer language teaching between P6 to S4. This is not an ambitious aim as P6 is late to start and S4 is early to stop, nowadays in Europe. It is commonly considered that P3 is the relevant level to start as it is well known that the sooner a child starts learning a foreign language, the better. Moreover, giving up at S4, after only 5 years of study cannot guarantee a sufficient level to compete on the labour market.</p>
<p>4. Are there any other comments you would like to offer on this strategy in relation to the promotion of languages in Scotland?</p>	<p>Here are, as an example, the targets set by the French Action Plan for foreign languages (decree of August 22nd 2005), which are based on the Common European Framework of Reference for Languages : - at the end of primary school: A1 in the foreign language studied, - at the end of compulsory education: B1 in the first foreign language and A2 in the second one, - at the end of upper secondary education: B2 in the first foreign language and B1 in the second one.</p>
<p>5. If you are responding on behalf of an organisation, how do you think you may be able to contribute to the success of the strategy?</p>	<p>As Education Officer for Scotland based and Deputy Director of the French Institute of Scotland, I promote French language and culture mainly through recreational activities such as competitions ("Lire en fête", "Rencontres théâtrales") which are popular and achieve very good results, showing that there are Scottish schools and teachers keen to promote foreign languages.</p>