



LANGUAGES IN SCOTLAND - What's the problem?



Hva er problemet?

dè an trioblaid?

che cosa è il problema?

wat is het probleem?

que é o problema?

quel est le problème?

was ist das Problem?

cuál es el problema?

w czym tkwi problem?

The
Royal Society
of Edinburgh

Summary

This is the report of a conference held by the Royal Society of Edinburgh (RSE) on 24th March 2006.

The aims and format of the conference

The Scottish Executive has invested substantial sums in language teaching in Scottish schools – much more, *pro rata*, than is spent in England. Nevertheless, the numbers of Scottish secondary school students being entered for examination in modern languages at Higher level are falling, and of those presented there are 50% fewer boys than girls. In addition, there is a noticeable decline in the numbers of school students taking more than one foreign language.

The RSE found these facts particularly worrying in the context of 'globalisation' in all its forms, and decided to organise a one-day conference.

The title of the conference, "Languages in Scotland – What's the Problem?", was chosen to stimulate a wide-ranging discussion of two questions: first, is there really a problem in language teaching and learning in Scotland and, second, if so, what is the problem? Specifically, the conference aimed to examine the current challenges and best practice of teaching and learning modern languages in Scotland, and the economic and cultural value of languages as a life skill for Scotland and its people.

The conference began with an overview of challenges and best practice from representatives of the Scottish Executive, HM Inspectorate of Education, the British Council, the European Commission and the Scottish Centre for Information on Language Teaching and Research (Scottish CILT). The second session focused on "languages at work", covering the personal experience of Scots who have used foreign languages in their careers and innovative approaches to language teaching using modern technology. The third session looked at what is currently being done in schools in the state and private sectors (including Gaelic medium education) and in institutions of Further and Higher Education.

The Report includes a summary of the presentations and discussions, and a number of background papers.

Provisional conclusions

One day's discussion was sufficient only to scratch the surface of the topic. Indeed, it became clear that we were talking, not about a single problem, but a range of problems, some of which (but not all) are interrelated.

On the positive side the conference showed that Scotland is not, as some would suggest, a monolingual culture. We are not, as a people, irretrievably condemned to linguistic incompetence. Those of our speakers, predominantly Scottish-born, who use other languages successfully, both at work and in their daily life, are not all university graduates, far less modern languages graduates. What they showed was an enthusiasm for languages as an added dimension to their relations with and understanding of other people, as well as a realisation that dealing with other people in their own language is commercially and professionally rewarding and sometimes essential. The notion that we do not need to know other languages because everyone else can speak English impoverishes our young people.

The conference also showed how the resources of audio-visual technology – now increasingly accessible – can be used to stimulate interest in languages and skill in using them. We will not easily forget the video-clip of students in a Scottish school playing *Blind Date* in Japanese. Languages can become a ‘fun’ part of the curriculum without surrendering academic value or rigour.

Nor is the issue purely one of European languages. The ability to communicate in Chinese and other Asian languages is of benefit to the European economy as well as the Scottish economy and in this respect, and many others, Scotland is strengthened by our ethnic minorities.

On the negative side the conference showed that we do not seem to *value* knowledge of other languages as a life skill that is, economically as well as culturally, vital to the success of Scotland and its people. Those who see themselves as Scotland’s wealth-creators played almost no part in our debate and have contributed very little to promoting language teaching and learning, financially or otherwise. Is it creditable that the Partners in Excellence project (see presentation 11) should come to an end for lack of funding because the Executive feels bound to direct funds elsewhere?

It is easy to be enthusiastic about the resources of modern technology. But, from the point of view of school-teachers, such resources are useful only to the extent that funds are available to purchase them and, almost more important, that the teachers themselves are given time and opportunity to learn how to use them. And, for good or ill, the skills acquired at school must be capable of being examined and graded.

Students’ subject choices depend on which subjects offer the best chance of getting good grades. Is there a tension between teaching languages as a practical skill and preparing students for examinations whose content depends, at least in part, on what universities expect that students should have learned? Do the ‘literary’ aspects of language examinations dissuade students who, rightly or wrongly, find them difficult or uncongenial?

Perhaps the most important message to come out of the conference is that ‘the problem’ is not just a technical one concerning the place of languages in the school curriculum and the examination system. For many people, the Further Education Colleges will play a more significant role in promoting language competence as an acquired skill than will the schools or the universities. On the other hand, there is no doubt that the earlier a child becomes accustomed to hearing and speaking more than one language, the more natural it will be for him or her to regard language proficiency as a normal part of life. Equally, lively and energetic language departments in the universities are essential to produce the language teachers of tomorrow.

So there is no one problem and no one solution. We need to consider how language teaching and learning can best be integrated in the life-long learning process from nursery onwards. This goes well beyond the remit of the Scottish Executive Education Department. It is a strategic challenge for the Scottish population as a whole, especially those who have influence in the public and private sectors.

The conference did not have time to consider a number of other questions that suggested themselves to us at the planning stage. For example, how important is an understanding of grammatical structure to a student’s capacity to absorb other languages? In this respect, it would be interesting to find out whether children from the ethnic minorities, many of whom speak a non-Indo-European language at home and English at school, find it easier than their classmates to assimilate French, German or Spanish.

Again, to what extent are Scottish researchers working with colleagues in other countries hampered by lack of language skills? Ideas are exchanged over coffee, lunch and dinner, as well as in meetings or the laboratory. Anyone who is accustomed to working with colleagues in other countries knows from experience how easy it is to be 'excluded' from an interesting conversation when the hosts, without intending to exclude, revert to their own language. We need to remember that, even if English be the universal medium of communication – a notion that was challenged at the conference – there is no inherent reason why others should find it easier to speak our language than we do theirs. Properly understood, language skills are an integral part of the so-called 'knowledge economy'.

We need to ask more questions and collect more data in order to understand the full range of the problems discussed at the conference. As a first step, the RSE proposes to collect the statistical data that are currently lacking in order to build an accurate picture of language teaching, language learning and language skills generally in Scotland. We welcome information and ideas from all those who are interested.

On behalf of the RSE, we would like to thank all those who were involved in planning and organising the conference and those who took time to prepare papers and to speak at the conference itself. Particular thanks are due to Professor Richard Johnstone, who was involved in all aspects of the event, to the Rapporteurs Hannah Doughty and Catriona Oates who prepared this report, and to the members of staff of the RSE, especially Frances Fowler, Jean Finlayson and Morven Chisholm.

RONA MACKIE

Convener

RSE International Committee

DAVID EDWARD

Convener

RSE European Policy Forum

Session 1: *Challenges and best practice*

Chair: Professor Rona MacKie, RSE International Convener

1. *A Curriculum for Excellence*; Dr Gill Robinson, Programme Director of *A Curriculum for Excellence*, Scottish Executive

Dr Gill Robinson gave a brief overview of current policy on modern languages in Scotland. She went on to discuss the current review of the curriculum, *A Curriculum for Excellence*, outlining the origins and foundations of review and the potential implications for the learning and teaching of modern languages.

A Curriculum for Excellence arose primarily out of the National Debate on Education carried out by the Scottish Executive in 2002. The debate highlighted a number of concerns with the current system, such as overcrowding, progression, assessment, the balance between academic and vocational content, and the lack of choice. *A Curriculum for Excellence* seeks to address these concerns, spelling out for the first time the values, purposes and principles of education 3-18. The key aspiration of the review is to develop a curriculum which enables all young people to develop as successful learners, confident individuals, responsible citizens and effective contributors to society and work.

Current language policy derives from recommendations made in the report of the Ministerial Action Group, *Citizens of a Multilingual World* (2002). The key recommendation of this report stated that 'All students should be entitled to an experience of learning a modern language which begins no later than Primary 6, builds on their prior experience of first language development, is continuous and progressive in the same language, and covers a minimum of 6 years of study.' *A Curriculum for Excellence* is an opportunity to revisit the curriculum and reaffirm the centrality of good learning and teaching. The review aims to build on the best of existing policy and practice such as that enshrined in *Citizens of a Multilingual World*. The review offers scope for innovative approaches to curriculum design, providing for opportunities to organise language learning to take account of new developments in IT and to think about how language learning can be consolidated through cross-curricular teaching. The greater emphasis placed on experiences and outcome in the curriculum review provides for broader opportunities for achievement in language learning. Specifically, the review group is examining the potential for the use of the Common European framework of Reference for Languages, which provides a basis for the mutual recognition of language qualifications and competencies across the European Union by setting out common reference levels and descriptors.

Dr Robinson invited members of the audience to visit the dedicated website at www.acurriculumforexcellencescotland.gov.uk.

2. *Modern languages in Scottish schools: HMIE Overview*; Mrs Jane Renton, HMIE

Mrs Renton gave a detailed update on the progress in addressing the recommendations of *Citizens of a Multilingual World*, examples of good practice, and outlined the opportunities and challenges lying ahead for modern languages education in Scotland. She outlined the key strengths of current provision, such as the effective use of national funding to support modern languages education as well as the high proportion of pupils studying a modern language from P6 to S4 and obtaining a national qualification by the end of S4.

However, to meet the challenges of the 21st century further action is required. This will include greater emphasis on proficiency, more relevant content, greater flexibility within the curriculum to meet the needs of individuals and a more coherent framework of attainment and assessment. Here again reference to the Common European Framework would be beneficial. There was also the need to

ensure that sufficient trained staff are available to teach modern languages in primary schools, and that all teachers receive quality professional development. Sufficient funds for modern languages should be targeted to support clearly defined outcomes related to learning, teaching and achievement in modern languages, and to monitor closely progress against defined targets of uptake, as well as levels of achievement. Mrs Renton also highlighted the distinctive language-learning situation in which Anglophone societies such as Scotland need to be considered in view of English being the consensual world language, at least for the foreseeable future. She suggested that it might be useful to commission a study into how other Anglophone societies have tackled this issue. Whilst high quality language learning should be part of every young Scot's education, 'partial competence' rather than 'a native speaker's level of fluency' is both a realistic and a valuable aim. Linking the purposes of *A Curriculum for Excellence* with modern languages, Mrs Renton stated that our aim should be to develop young Scots as confident and successful language learners and as responsible and active international citizens who can make an effective contribution. Monolingualism is curable!

The full report *Progress in addressing the recommendations of Citizens of a Multilingual World* (HMIE May 2005) can be found at:

<http://www.hmie.gov.uk/documents/publication/hmiecoaml.pdf>

The full report *Improving Scottish Education* (HMIE February 2006) can be found at:

<http://www.hmie.gov.uk/documents/publication/hmieise.pdf>

3. *English Next: why global English may mean the end of English as a Foreign Language;* Mr Roy Cross, Director, British Council Scotland

Roy Cross outlined the key findings of David Graddol's most recent publication for the British Council, *English Next*. He drew attention to the fact that contrary to popular belief, the dominance of English on the Internet is declining and highlighted the competition English is facing from other languages such as Mandarin Chinese and Spanish. This means that increasingly information will not be accessible to those who have hitherto relied on the belief that in the future most if not ALL material published on the Internet would be in English.

Further, as most pupils across the world learn English as a second language from primary school onwards, competence in English will become almost a universal basic skill. Thirdly, from a demographic perspective, the number of native English speakers is declining whilst numbers of speakers of languages such as Chinese and Hindi are in the ascent.

As a consequence of all these various factors, the competitive advantage that English has historically provided its (native) speakers and (non-native) learners on a personal, organisational and national level, would diminish. In particular, monolingual speakers of English would increasingly find themselves at an economic disadvantage. Already the number of people learning Chinese has increased tremendously since the early 1990s.

English Next provides a number of suggestions on the kind of bold steps that may need to be taken, not just to cure the affliction of 'monolingualism' but also to equip young Scots with the linguistic competences they will need in the 21st century.

A copy of *English Next* was made available to each delegate at the conference. The report can also be downloaded from the British Council website:

<http://www.britishcouncil.org/files/documents/learning-research-english-next.pdf>

4. A European Perspective; Ms Dorothy Senez, Principal Administrator Multilingualism Policy, European Commission

This presentation gave an overview of the European Commission's findings in the area of multilingualism, as published in *A New Framework Strategy for Multilingualism*. A number of items were highlighted. For example, according to a recent Eurobarometer, about half the citizens of the European Union are able to hold a conversation in a language other than their mother tongue. However, there were significant differences between Member States, ranging from 90% of citizens in one country being able to speak a foreign language, to less than 30% in another.

Ms Senez emphasised that in the context of the Lisbon agenda for growth and employment, languages are an important factor in helping citizens to secure jobs and in maintaining the competitiveness of the EU economy. To promote multilingualism amongst individuals and in society generally, the Commission has invited Member States to draw up national plans to give coherence and direction to their activities. It also called for further action on language teacher training, on early language learning and on Content and Language Integrated Learning (CLIL). To help Member States measure their progress in addressing these issues, the Commission is developing a new instrument known as the European Indicator of Linguistic Competence, which is to give an idea of the quality rather than quantity of language instruction. It will involve the testing of pupils at age 15 in the four main skills, and involve both first and second foreign languages. Further information is available on the languages portal of the EUROPA website: <http://europa.eu.int/languages/en/home>.

5. What are the key factors in success? Professor Richard Johnstone, Director of Scottish Centre for Information on Language Teaching and Research (Scottish CILT)

After a brief exposition of two competing notions of entitlement (entitlement to the specified benefits of learning additional languages during the required period, and entitlement to learning a language), Professor Johnstone identified four sets of general factors that have to be taken into account when considering languages education at school. These are **societal factors**, **provision factors**, **process factors**, and **individual or group factors**.

Several specific examples of each general category were given, and three specific factors were highlighted as being of particular importance if proficiency in an additional language were the aim. These were: 'time' and 'intensity' (both provision factors) and 'quality of teaching' (a process factor). He also drew attention to a range of possible outcomes of languages education at school that included outcomes for learners, for teachers, for schools and for Scottish society.

He argued that by its very nature the 'drip-feed' model of language instruction in the current Scottish curriculum could not be an efficient means of achieving significant 'languages proficiency outcomes' for many learners. He contrasted this with more radical models such as 'immersion in the primary school', 'content and language-integrated learning at secondary school' and the creation of 'virtual communities' of language learners and users. He argued that all of these maximised the factors of 'time' and 'intensity' and (subject to the provision of high-quality teaching) had the potential to achieve higher levels of languages proficiency than could be expected of the 'drip-feed' model. He also acknowledged that the 'drip-feed' model could not be abandoned across the whole of Scotland and therefore proposed several strategies that might enhance this model, such as:

- Taking account of different types of motivation;
- Encouraging learners to develop an explicit awareness of learning strategies;
- Helping young learners to develop a metalinguistic awareness;
- Building on the languages and literacy skills which learners already possess;
- Encouraging learners to engage regularly in modified output;
- Thinking carefully about which languages to introduce, and when.

Session 2: *Languages at work*

Chair: Mr Gerry Toner, Heriot-Watt University

6. *Why the speaking of foreign languages has proved successful in my business career;* Mr Cameron Buchanan, Harrison's of Edinburgh

Mr Buchanan gave a brief outline of the way in which languages had played an important role in his life, first on a personal basis, then through study at the Sorbonne and finally in his business of quality Scottish clothing to international brands such as Hermès.

He admitted that his interest in languages had been accidental, as he had not enjoyed language education at school and actually failed both his French and German O levels. However, for not wholly educational reasons, he decided to go to Paris and ended up studying at the Sorbonne for two years. Unfortunately, the student protests of 1968 resulted in the closing of all universities. He stayed on in France doing various jobs, all the while improving his language skills. Personal friendships first with a German, then an Italian girl, led him to spend time in these countries and learning these additional languages, too. He then realised that he was able to use his language skills in his family textile business, which he now runs himself.

Because of his experiences, Mr Buchanan has from the beginning encouraged all his staff to deepen their language skills and if possible, learn new ones. He has also frequently spoken to school pupils, encouraging them to keep their language learning going. In his view, it is important to inspire pupils to start language learning at an early age so that a positive attitude to languages is developed.

7. *Leith, Luxembourg and Little Peter Rabbit;* Mrs Diane Hansen-Ingram, TESOL Teacher

Mrs Hansen-Ingram explained how her knowledge of languages had led to her first job working for Mr Buchanan, and later for Sir David Edward, then British Judge at the European Court of Justice in Luxembourg. She had an early interest in languages, stimulated by frequent visits with her family abroad, and took Highers in French and German. She then completed a diploma course of secretarial studies with languages at what was then Napier College of Commerce and Technology. She chose to do this rather than pursue primarily literary language studies at university. She found that graduates of the programme were frequently headhunted by organisations such as the BBC and the Foreign Office. Her first job with Mr Buchanan led to her learning further languages (Spanish and Italian).

Her next job was as secretary to Sir David Edward, who had just been appointed to the European Court of Justice in Luxembourg. This position meant she had to move to another country and develop 'day-to-day' phrases in French as she had previously only used her commercial phrases. Working in Luxembourg, she frequently also used other less commonly used languages, such as Dutch and Italian.

Since moving to Denmark after marrying a Dane, Mrs Hansen-Ingram has embarked on a new career as an EFL teacher to Danish nursery children.

8. *Working for the European Union;* Mrs Elizabeth Willocks Delannoy, Council of Ministers

Currently an EU civil servant, Mrs Willocks Delannoy has worked for the EU institutions for sixteen years. The EU institutions aim to select officials of the highest standards in terms of ability, efficiency and integrity. In her accompanying paper (Paper E) she outlines in greater detail the kind of positions on offer, the minimum requirements and recruitment procedures.

Although the EU aims to recruit from as wide a geographical base as possible, the UK application rate for the selection tests is low compared to other countries. Language knowledge is considered to be the biggest hurdle, since potential candidates either don't have foreign language skills or they are too shy to put their acquired language competence into practice. Mrs Willocks Delannoy indicated that successful UK candidates had often had early contact with speakers of other languages through holidays abroad and/or participation in exchange programmes. They would normally have studied one or more European languages to Higher/A-level followed by a spell of work or study abroad, sometimes in one of the EU institutions.

The linguistic diversity at EU institutional level presents both challenges and rewards. Amongst the challenges, Mrs Willocks Delannoy pointed out that with 20 official languages, working for the EU demands openness and an awareness of language. She also cited the complexities arising from limited translation and interpreting services, e.g. at meetings other than the big formal sessions, and composing and responding to emails from colleagues with widely differing cultural backgrounds. On the other hand, the daily contact with these colleagues allows her (and them) to gain a deeper cultural understanding and awareness of why certain issues are sensitive, important or unimportant in different parts of the EU. This in turn leads to consensus building, which lies at the very heart of EU policy-making.

9. *How languages translate into business success; Ms Kirsty Whyte, Vianet*

Like Mrs Hansen-Ingram, Ms Whyte had developed an early interest in language learning, and after studying French took up German and gained an A level in that language. She then studied German and European Studies at university. As part of her course she spent a year in Germany and also a summer working in Italy. After completing her studies she did not want to follow a 'traditional' language graduate career, such as teaching or translating.

After a short spell in Austria as a ski-instructor, she returned to Scotland and through her university careers service found out about Target Export. This programme provides language graduates with the opportunity to use their language skills whilst also gaining experience within a commercial environment.

After her initial placement, Ms Whyte continued to work for Vianet, a software company, which has recognised the benefits of employing people with language skills. Through its multilingual staff the company can offer customer care in French, German, Italian, Spanish and Portuguese. Ms Whyte said that she now feels much better placed to move on to a career in European or international business.

Her background paper (Paper F) gives further details about the Target Export programme.

10. *Tomorrow's language learning is today; Mr Ewan McIntosh, Scottish CILT*

In his role as Development Officer with Scottish CILT, Mr McIntosh has been encouraging teachers to try out new teaching practices, and in particular using ICT. Teachers are often frightened by these new technologies because it seems that the pupils in their charge are often more knowledgeable about it than they are. At the same time, even though teaching involves many other skills far more complicated than connecting a computer to a projector, they know technology excites students. Thus it is important to make teachers feel more confident about the use of technology, and to encourage them to look ahead rather than backwards to 'old and trusted' ways of doing things.

Mr McIntosh then listed ten factors in the 21st century classroom that teachers should be aware of. He pointed to some technologies that could be useful for teaching languages such as personal websites, weblogging (or blogging for short), mp3 players-recorders and mobile phones. For example, it is possible to use simple, cheap, handheld digital recording equipment to turn a language lesson into a radio show, thereby giving the lesson a real purpose in the eyes of the students. The importance here is providing an audience for the tasks that pupils do and allowing the pupils to direct the way their learning takes place.

Since careers will change frequently in today's (and tomorrow's!) globalised economy, being able to select services and products from non-English-speaking sites will become more important. As such it is language teachers' duty to prepare their pupils for this world in a way that the pupils understand, even if it is still 'foreign' to the teacher.

Those interested in following developments on the subjects mentioned can follow Mr McIntosh's own blog: <http://edu.blogs.com>. The MFLE website can be accessed at: <http://www.ltsotland.org.uk/mfle/>

11. Engaging the learner: a student-centred approach; Mr Mark Pentleton, Partners in Excellence project

As co-ordinator of *Partners in Excellence* Languages and Technology, Mark Pentleton gave a brief synopsis of the project. It was set up in 2000 to address the issue of declining numbers in modern languages within three local authorities in the west of Scotland. Through the innovative use of creative technologies combined with a student-centred approach, the project has developed a community of language learners across a wide geographical area. Taking advantage of the fact that young people are surrounded by media, the dedicated website of Partners in Excellence, *LanguageZone*, is designed to provide opportunities for language learners to communicate with each other, to resolve any language learning problem they may have encountered, and to read authentic materials in the target language.

Mr Pentleton showed video clips of students engaged in some of the other activities offered by Partners in Excellence, such as filming 'Blind Date' in Japanese, creating animation sequences or going on immersion visits to France, Germany and Spain. He indicated that by involving young people in the development of the project it had been possible to identify how their world of PSP, SMS, MP3, DVD, ipods and so on could be used to enhance their motivation for learning other languages, and to engage in activities they normally find difficult, such as listening.

With the overall aim of Partners in Excellence being about having fun with learning languages, being creative, and about expanding the horizons of the students, the project team feels that they are contributing to the development of the successful learners, the confident individuals, the responsible citizens and the effective contributors of tomorrow desired by the Scottish Executive. More information about the project can be found at: www.pie.org.uk

Discussion (1): Chair – Sir David Edward, RSE

- Gordon Howie (University of Edinburgh) endorsed Professor Johnstone's view of the vital role of metalinguistic skills in the development of language and literacy and sees it as a matter of urgency that these skills are further expanded and developed in teacher training programmes.
- Richard Johnstone (Organising Committee and Scottish CILT) added that improving languages in Scotland has much to do with lobbying. The experience and expansion of Gaelic learning owes much to the pressure put upon government by parental lobbying; other supportive voices in favour of enhancing language learning in Scotland would be helpful to this cause.
- Ingo Radcke (German Consul General in Edinburgh) agreed with Professor Johnstone on the importance of lobbying and politics in the improvement of the languages situation in Scotland. He saw the RSE event as a fine opportunity for networking and lobbying and congratulated the Society for organising the event.
- Karen Elwis (Lingo 24) applauded the development of ICT in language learning and teaching as exemplified by Ewan McIntosh and Mark Pentleton, and Elizabeth Grieve (languages teacher) suggested that further developments along these lines would be welcome.

- Alyn Smith, SNP MEP lamented the absence of MSPs. He suggested emphasising the additional language skills bring such as encouraging an outward looking attitude. He claimed that young people did know the value of learning another language but that their school experience determines their attitude to L2 learning. Unfortunately many young Scots who wish to work in Brussels are put off because of lack of confidence in language skills and a certain discomfort with the multinational environment, and thus are unable to take advantage of the benefits the EU offers.
- Tim Steward (Language Network Scotland) suggested more data is required to support the argument for the economic benefits of languages in Scotland; so far it is only available for other parts of the UK.
- Cameron Buchanan (Harrison's of Edinburgh) added that it is very important to highlight languages in schools as vital transferable skills for the 21st century, which are needed for all kinds of jobs from medicine to plumbing, not just for teaching and translation.
- Judith Sischy (Scottish Council of Independent Schools) raised the concern that there may be potential for the new technologies to create a barrier to language skills instead of enhancing them, through perceived lack of fluency, abbreviated orthography, and bad grammar. More linkage should be made between languages and other areas of learning, like careers for example, a learning area not confinable to 53-minute lessons.
- Caroline Higgitt (Freelance translator) suggested that there is work to be done on the issue of parental perceptions. Parents have no problems in accepting that subjects like English and Maths are essential components of the curriculum without having to be seen as “fun” subjects but this was not the case for languages. She also raised the issue of diversity in language learning since trained-teacher availability at primary level and the requirement of continuity P7-S1 has led to the dominance of French and the erosion of choice of L3 courses at secondary. This may not be serving pupils in the best possible way, as French is sometimes thought of as the most phonologically difficult of the four most commonly taught languages to acquire.
- Graeme Thomas (Foreign and Commonwealth Office) commented that he has seen a decline in French speaking, as the range of other languages such as Chinese and Japanese has increased.
- Duncan Ferguson (Plockton High School) remarked that *A Curriculum for Excellence* looks like a good opportunity to improve language provision, but there is much to be clawed back from the 1980s when dual languages were much more widespread. There are currently fewer than 20 schools in Scotland where two additional languages are offered in first and second year, and in Scottish schools more generally there has never been much support for a dual foreign language curriculum in S3 and S4. Parents are much more supportive of two or even three sciences than they are of two languages.
- Mark Pentleton (*Partners in Excellence*) added that *Partners in Excellence* gives learners an opportunity to learn transferable skills through the medium of a language.
- Ewan McIntosh (Scottish CILT) stressed that the technology is now being student-led. Teachers risk being left behind if they don't accept this. ICT projects give students the chance to use tools and skills they have at their disposal to produce useful products or outcomes they value which all helps to give a good reason for learning a language.
- Charles Courdent (Alliance Française, Glasgow) reminded the audience not to forget the **UN-usefulness** of things! Languages should be valued not only for the economic benefits they bring, they can also be enjoyed for their own sake, and help develop a new mind. This is borne out by the fact that one third of learners at the Alliance in Glasgow are of retirement age.

- Bruce Mackenzie (Langbridge Partnership) remarked that the enthusiasm towards languages displayed by the audience at the event might not necessarily be carried over into Government initiatives like *A Curriculum for Excellence*, since it only refers to communication, but not to languages specifically. There is also a need to persuade business support agencies like Scottish Enterprise and Visit Scotland of the importance of languages for them.
- Stewart Roxburgh (Scottish Enterprise, Dumfries & Galloway) explained that Scottish Enterprise did offer a number of products and services to companies to help enhance their international performance, such as the “export manager for hire” programme, which matches individuals with languages and business skills to companies. However, the companies must come forward themselves for the right solutions to be made available to them.
- Marta Smart (Scotland Europa) indicated, however, that languages could go further up the business development agenda and she would report this to colleagues in Scottish Enterprise at national level.

Session 3: *What is being done?*

Chair: Professor Richard Johnstone, Director of Scottish CILT

12. *A Language is for Life*; Mr Michael Doig, Headteacher, Bearsden Academy

Mr Doig took a very open view of language learning in his school; as a languages specialist and headteacher he had to be seen to have due regard for *all* subjects and not favour any particular one. Many initiatives had to be prioritised by school management, such as the *Teaching Science* initiative, and *Determined to Succeed*, both of which were accompanied by funding. Mr Doig felt that languages teaching might benefit from similar support, if its profile in the curriculum is to be raised.

Whilst pupils in the languages department achieved very well (top 10 or 20 % at Standard Grade), uptake was poor at 'Higher' level and staff were reluctant to try out new technologies. In spite of this, an international atmosphere had been achieved within the school. Thus even when the language department does not have a very high profile within the school, languages can a big part of the school culture. Features of this include:

- celebrating cultural and linguistic diversity by ensuring pupils speaking community languages are given the chance to sit certificate exams in their own language where possible;
- participation in international events, like Euroscola, Comenius Projects etc.;
- foreign trips, exchanges and an international committee to oversee activities and broaden horizons.

13. *Modern languages for all – barriers and consequences*; Mr Charles McAteer, Rector, Dumfries Academy

Mr McAteer raised concerns about the future of language learning in our schools. He raised the question of value for money from the £18.5m made available by SEED to local authorities since publication of the *Citizens of a Multilingual World* (2001) report. In terms of primary teaching, one vital recommendation of this report was to make languages a compulsory part of initial teacher training courses. There had been no progress on this, which has had consequences on the availability of trained teachers. Significant numbers of teachers who are trained by local authorities are often not deployed to deliver languages, and some involved in delivery have had no training.

He also stressed that concentrating language learning between the stages of P6 and S4 might not be the best strategy. At the other end of the learning cycle, universities seldom make a language a requirement of courses outwith the languages faculty, which brings consequences to bear on higher course selection.

In conclusion, he suggested that students needed richer and more rewarding, more exciting language learning experiences in order to tackle the problems of motivation and perceived non-value of modern language learning. The issues of training and the tension between curriculum flexibility and entitlement would also have to be resolved.

14. *Language provision in the independent sector; Mrs Helen Mackie, Depute Headteacher, St. George's School for Girls*

Mrs Mackie spoke as a representative of St George's School for Girls, not the Independent Sector as a whole. She started by explaining how the emphasis in her school is to give students as many chances as possible to interact with language and culture, and how communication in another language is valued as an essential skill as well as an intellectual discipline. She then detailed several examples of how students' horizons are widened through language learning experiences both in school and abroad, such as exchange visits; work experience abroad; on-line communications; Duke of Edinburgh Award projects abroad and partnerships with schools worldwide.

As part of the school's ethos of promoting cultural diversity, greater international understanding and delivering a curriculum that is relevant to the 21st century, Chinese has increasingly been developed as part of the languages curriculum over the last 10 years, which has by all accounts been very successful judging by the positive student feedback. Students learn Chinese from P5 upwards and the language is now offered as an option at S2 with a 20% uptake. The school has developed a Scotland-China education network in partnership with the British Council and with help from the Scottish Executive, which promotes and develops educational and cultural links between the two countries.

Mrs Mackie went on to say that support is required from business, educational and cultural bodies for the benefits of Scotland's relationship with China to be maximised. Cultural understanding cannot happen without language, and a strategy is necessary for Chinese to become part of Scotland's language learning agenda, involving all relevant partners.

15. *A Teacher's Perspective; Mrs Abi Adam, Curriculum Manager, Broxburn Academy*

Mrs Adam outlined her experience as curriculum manager spanning the Languages, English and Drama departments of Broxburn Academy. She explained how this role was created within her authority as part of a simpler, flatter management structure. Now that issues such as literacy, cross-curricular and collaborative learning lie within this remit, the languages curriculum and the role of languages within the curriculum has been enhanced. Great improvements have been made since adopting this system – pupils comment on their increased sense of achievement, enjoyment and enhanced motivation. There is clarity of expectation and of success criteria. Positive feedback given to students and further strategies associated with the 'Assessment is for Learning' programme are deployed to tremendous effect. Prior learning is acknowledged and built upon from primary experiences.

The Standard Grade course runs from P7 to S3 and ALL pupils participate and gain a Standard Grade award one year ahead of schedule. Diversification into L3 is reinforced at stage S4 and links have been established with other departments resulting in combined courses like Travel and Tourism with Spanish. Good use is made of ICT and further opportunities for pupils to do work experience abroad are being planned.

One concern Mrs Adam expressed was on the issue of course content. This had to improve and become more relevant if languages were to engage and regain credibility with the new generation of learners. Mrs Adam also discussed the need, as perceived by her and members of SALT (the Scottish Association for Language Teaching), for a 'refreshed' national languages strategy to be created.

16. *Gaelic Medium Education in Scotland*; Mr Murdo Maciver, Head of Service, Education, North Lanarkshire Council and Chair, Inter-authority Education Officer Group

In this talk, Mr Maciver expressed his personal views of Gaelic education, and opened with an appraisal of the Gaelic-medium education (GME) model, which he believes, like Professor Johnstone, should be an essential reference point for better learning of languages in Scotland, on account of its success. Since the early 1980s growth has increased from 0 to 2000 learners in Gaelic-medium education across 60 dual-streamed schools, and in many instances pupils in these settings out-perform their monolingual peers.

According to Mr Maciver, political will and parental pressure had brought about the sea change; many non-Gaelic speaking families had recognised the benefits of bilingual education and consequently requested this provision. Nevertheless, many challenges still remain if the language is to hold its own, far less reverse a decline, notably:

- the development of a new paradigm for GME which addresses international and contemporary dimensions;
- clear and unified governance and leadership to redress the fragmentation which has previously hampered the growth and development of Gaelic;
- strategic principles to inform the best practice and provision.

17. *Further Education, languages and business*; Mrs Barbara Beedham, The Adam Smith College

Mrs Beedham outlined the various initiatives she had developed to promote the vocational case for language learning. From a very low base of language learning, she developed a full range of language delivery, from the four main European languages (French, German, Italian and Spanish) to others such as Dutch, Portuguese and even Polish. Her most successful programme was 'Target Export' whereby graduates of modern language degrees were put into six-month placements, and also received training in export competence. However, the scheme also highlighted that there was an unfilled skill gap for Higher National graduates with fluent languages skills, much like the foreign language secretary qualifications that exist in other parts of Europe. She also referred to a recent research study into language provision in Scottish Further Education (Doughty, 2005). This showed that misleading assumptions in the collection of labour market surveys do not show up the need or use of language skills and thereby reinforce negative perceptions amongst young students. Further more, Further Education language statistics may be underestimating the actual amount of language learning taking place, thereby creating a vicious circle. Mrs Beedham also believed that the lack of self-confidence amongst young Further Education language learners presented an additional barrier.

18. “Languaging” in Higher Education: Passion, Power and Pedagogy; Dr Alison Phipps, University of Glasgow

Dr Phipps proposed that languages are suffering a crisis at various levels: at school level with falling uptake at Higher as well as at Higher Education level where departments are increasingly having to justify languages as part of a skills set, a marketable commodity or an add-on to some other more useful or significant skill. This has resulted in departmental closures in higher education as declining numbers of students are leading to declining numbers of staff. She also detailed some notable effects of this climate:

- the identity and meaning of what it is to be a linguist is changing;
- the social mix of language students is becoming increasingly skewed towards privately educated young women;
- the debate around global mobility is making no reference to language learning other than English;
- the advocacy of language learning as an intellectual discipline full of possibilities and as a source of understanding and insight which can empower and enrich life is in decline.

She then elaborated on how languages are more than an accumulation of skills, and how through languages communities of people engage with, make sense of and shape their world. There is huge growth in language learning for tourism purposes. In leisure time, people are taking up language learning in healthy numbers, yet their learning literally ‘does not count’.

Dr Phipps argued that we ignore the value of languages as a means of social exchange and interaction at our peril. She concluded by suggesting that if we could address the challenge of teaching language as a practice of life – doing the language, or “languaging” we could go some way to redressing the crisis.

Discussion (2): Chair – Sir David Edward, RSE

- Neil MacCormick (Organising Committee and University of Edinburgh) felt that the growing sense of crisis as evoked by Alison Phipps is not a problem of people, but rather of a community that doesn't value languages. Whilst there are individuals who value languages greatly, this doesn't spill over into society in general. Universities in particular have been ‘philistines’ in terms of their attitudes to sustaining languages.
- Flick Thorpe (Stevenson College, Edinburgh) called for greater optimism, since the languages faculty in her college was the second largest faculty in the organisation, with a thriving interpreting school and lots of “languaging” going on. There is a feeling of excitement, with multi-national students actively involved in multi-national language and cultural studies.
- Chris Dixon (Strathclyde University) claimed that the decline in uptake as described by Alison Phipps was not accurately reflecting the situation in more recent years. He claimed that since 1999 there had been a rise in uptake of Certificate of Sixth Year Studies (CSYS) and Advanced Higher of 60%. Strathclyde had experienced increased student numbers in languages courses year on year since 1999. The growing strength in areas such as ICT, SCHOLAR and vocational language education is reinforced in higher education with the certificate in applied language studies and apprenticeship awards with a languages element. Nevertheless, a strategy is required and the RSE would be applauded for any call they may make to government bodies. The next step for the languages community should be a call from bodies like the RSE for a lifelong languages strategy.

- Gerry Toner (Organising Committee and Heriot-Watt University) indicated that it was useful to be aware of strengths and an element of lobbying is still required, but was disappointed that no representative from the Scottish Parliament had been present, as this body is one of our determining agents. In any other country it would be risible to be monolingual and considered intellectual at the same time. Policy-makers need constant reminding of this and of the isolationism Scotland will be condemned to by monolingualism.
- Anna Rita Benedetti (Education Officer, Italian Consulate), talked of her involvement in a project to develop Italian in Scotland, taken up by 35 schools serving 5000+ students of Italian. She felt, however, that 45-minute lessons were not effective and that more time would be required in the Primary Curriculum. Political support would be beneficial here.
- Duncan Ferguson (Plockton High School) argued that languages were more important than legislation. The richness of the many native minority language speakers should be exploited and diversification should be a watchword.
- Caroline Higgitt (Translator) wondered which languages should be studied and whether this should be determined by the supply of available teachers or the needs of learners.
- One (unnamed) teacher commented that as German was increasingly left out of option columns it was becoming a minority language, and staff were being de-skilled since they are no longer allowed to teach the languages they were trained. This should be of grave concern.
- Lilo Börgmann (Goethe Institute) endorsed Alison Phipps' notion of languages allowing one to step into another's world, as she now prefers to go to a specific restaurant where staff speak in German. Emotional links can be formed through simple exchanges in ordinary contexts.
- Gordon Howie (University of Edinburgh) lamented that many foreign TV and radio channels were no longer easily available since national channels have stopped picking up foreign channels. He argued that reinstatement of this service would level the playing field in one small respect and provide helpful opportunities for language practice. (Andrew Wilkin, Strathclyde University suggested getting a Hotbird Satellite.)
- Tim Simons (International Education, Scottish Executive) had experience of the benefits multilingual television can bring through meeting English-fluent children abroad, who had no formal English lessons, but learned the language via television.
- Charles Courdent (Alliance Française) indicated that in France, two foreign languages are compulsory at school. Also, research suggests that we should study two compulsory foreign languages as a minimum. Scotland could lead the way in this sort of development, and if this were to happen, England would swiftly follow.
- Tom Wight (formerly Head of Languages, Napier University, now Langbridge Partnership) argued that the quality of language speakers had declined up to 2000, and that rationalisation and manipulation of statistics had resulted in the quality end of language learning suffering through the availability of courses and the confidence and efficacy of learners.

Concluding remarks: Sir David Edward, RSE

Sir David concluded the conference by expressing The Royal Society of Edinburgh's thanks to the organisers, speakers, session chairs and participants.

Appendix 1

Biographies of Speakers and Chairs

SESSION 1: *Challenges and Best Practice*

Chair: Professor Rona MacKie CBE FRSE, RSE International Convener

Biography:

Rona MacKie is convener of the International Committee of The Royal Society of Edinburgh, and was the first female to be appointed to a professorial chair in the University of Glasgow. She is a clinician scientist who works on skin cancer.

During her secondary education in Scotland she studied French and Latin to higher level and added German in her 6th year. As an adult she has learned operatic Italian.

Rona MacKie has extensive international research collaborations, in Europe through the European Organisation for the Research and Treatment of Cancer, and in other continents through the World Health Organisation. To date all collaborations and extensive publications arising from them have been in English.

She has four grandsons, three based in Scotland and one in Australia. Which languages should she encourage them to learn to enrich their adult lives?

Talk 1: *A Curriculum for Excellence*

Gill Robinson

Biography:

After research in chemistry at Aberdeen University, Gill taught at Heriot-Watt University, Preston Lodge High School, Telford College of Further Education and with the Open University. She subsequently became Director of the East of Scotland Consortium of the Scottish Wider Access Programme, which aimed to widen access to higher education for adult returners to education. She joined HM Inspectorate in 1992, holding a range of posts including, most recently, Chief Inspector with responsibility for early years, residential and independent school inspections. She was seconded from HMIE to the Scottish Executive Education Department in January 2004 as Head of Qualifications, Assessment and Curriculum. Gill is currently Director of *A Curriculum for Excellence*, the 3-18 curriculum review programme in Scotland.

Talk 2: *Modern languages in Scottish schools: HMIE Overview*

Jane Renton

Biography:

Jane Renton is HM Inspectorate of Education's National Specialist for modern languages. In this role she:

- monitors inspections in modern languages;
- provides professional advice, based on inspection evidence, within HM Inspectorate of Education (HMIE) and also for the Scottish Executive and others;
- works to develop partnerships with other relevant organisations;
- identifies and disseminates effective practice in modern languages education.

From 2002 to the present, she has been leading a task force, commissioned by the Scottish Executive Education Department, to monitor progress made with the recommendations of *Citizens of a Multilingual World*. A report was published in May 2005 and a brief update is due to be published soon.

Since joining HMIE in 1999, Jane's broader responsibilities have included inspection of nursery, primary and secondary schools and education authorities. She has been Lead Inspector for Continuing Professional Development within HMIE and for Independent Schools. She is currently Lead Inspector seconded to HMIE's senior management group.

Before joining HMIE, Jane was a principal teacher of modern languages in West Lothian, Fife and Edinburgh, working in primary and secondary schools, both education authority and independent. She was Chair of the Scottish Association for Language Teaching (SALT) and a member of the Ministerial Action Group on Languages.

Talk 3: *English Next: why global English may mean the end of English as a Foreign Language*
Roy Cross

Biography:

Roy Cross has been Director, British Council Scotland since September 2005, based in Edinburgh. His previous postings with the British Council include Baghdad, Berlin, Bucharest, Munich and Zagreb [twice]. Roy speaks German, Croatian, French and Romanian and has been involved with the learning and teaching of languages, including English, all his working life. One previous posting with the British Council involved world-wide responsibility for the development and evaluation of all English as a Foreign Language teacher-training projects and the ELTeCS teacher network. Roy is on the advisory panel of the European Centre for Modern Languages in Graz and has just finished a six-year stint on the management committee of the International Association of Teachers of English as a Foreign Language. The next language he'd like to start to learn is Gaelic!

Talk 4: *A European Perspective*
Dorothy Senez

Biography:

A graduate of the University of Edinburgh, Dorothy Senez continued her studies in Paris before moving to Brussels to work for the European Commission. She has been employed in various departments there throughout her career, all connected in some way with languages. Initially taken on as a translator and terminologist, she was seconded to the Commission's machine translation project, where she was also involved in the development of translation memory applications and other computer-aided translation tools. After setting up a post-editing service for machine translation users within the Commission departments, she moved on to the Directorate General for Education and Culture, where her first post was in the vocational training area. She has been working for a number of years now as a policy developer in the Multilingualism Policy unit, where she is responsible for information and communication on issues relating to language learning and linguistic diversity in the European Union.

Talk 5: *What are the key factors in success?*
Richard Johnstone

Biography:

Professor Richard Johnstone, OBE, is Director of Scottish CILT (Scottish Centre for Information on Language Teaching & Research) which receives core-funding from SEED (Scottish Executive Education Department). He has directed several research projects and written many articles, reports and books on the topic of the teaching, learning, policies and use of languages. He has represented the UK at meetings in the European Commission and Council of Europe and has given talks in several countries. His languages research and publications cover modern foreign languages, heritage languages and community languages.

SESSION 2: *Languages at Work***Chair: Mr Gerry Toner, Heriot-Watt University***Biography:*

Gerry Toner was a maths teacher in Lanarkshire and then worked as Schools/Industry Liaison Officer in Strathclyde Region where he developed a range of interests including enterprise education, simulation activities, management training and European projects.

He has worked on the Heriot-Watt University SCHOLAR programme since its inception in 1999. In addition to being involved in the development of the materials and the pedagogic model, he put together the consultation and management structures of the SCHOLAR Forum and was the inaugural Forum coordinator.

He organises a number of European projects, including visits targeted on the Euroscola debate in the European Parliament in Strasbourg and a range of activities for teachers mainly focused on Language for Work. He also organises the international maths competition *Mathématiques sans Frontières* with colleagues in North Lanarkshire Council. He was recently presented with the award of Chevalier dans l'Ordre des Palmes Académiques by the French government for his work in supporting the French language.

Talk 6: *Why the speaking of foreign languages has proved successful in my business career*

Cameron Buchanan

Biography:

Since 1997, Cameron Buchanan has been working for Harrison's (Lear Browne & Dunsford Group of Companies) as Director of Sales, Marketing and Buying for the European markets. He has responsibility for fourteen countries, where Harrison's – purveyor of fine quality tweed cloth – sells its wares. His interest in languages stems back to school days, when he became fluent in French, Italian and German. This enabled him to study Political Sciences at the Sorbonne in Paris. In 1992, he was elected Scottish Entrepreneur of the Year, has been the Director of the British Wool Marketing Board since 2001, amongst many other achievements, and intends to stand as a Member of the European Parliament during the elections in 2009 for the Scottish Conservative Party.

Talk 7: *Leith, Luxembourg and Little Peter Rabbit*

Diane Hansen-Ingram

Biography:

Diane Hansen-Ingram is 38 and lives in Copenhagen with her Danish husband and their two small children. She was born in Edinburgh and studied Secretarial Studies with Languages at Napier College (now University). Diane got her first job in 1986, working for Cameron Buchanan (see above). In 1989 she moved to Luxembourg to work for Sir David Edward, then British Judge at the European Court of Justice. In 1998 she moved to Denmark and qualified as an EFL teacher. Diane teaches children at the local Danish nursery for free, using her own programme of English songs, games and rhymes. She is assisted by Morag, the kilted teddy bear.

Talk 8: *Working for the European Union*

Elizabeth Willocks Delannoy

Biography:

Elizabeth Willocks Delannoy is an EU official (Administrator). She has worked for the EU institutions for sixteen years: previously as *Referendaire* (Law Clerk) to Judge Edward and to President Rodriguez Iglesias at the Court of Justice in Luxembourg, and more recently at the General Secretariat of the Council of the European Union in the Enlargement and Agriculture teams.

She has an excellent working knowledge of French, a good working knowledge of Spanish, a satisfactory knowledge of German and a basic knowledge of Dutch and Italian.

She is a qualified Solicitor and Notary Public and holds an LLB Honours Degree (Law) and the Diploma in Legal Practice from the University of Edinburgh.

At Park School, Glasgow, she gained Highers in French and German. Family holidays were often spent camping in France and Switzerland. At age 12 she spent three weeks with a French family in Paris; at age 16 she spent three weeks with a German-speaking family in Switzerland; at age 17 she spent two weeks on a school orchestra trip in Germany during which she was nominated “interpreter”. As a University student, she spent two summers as a “stagiaire/trainee” in a French- and Dutch- speaking Belgian law firm in Brussels. As part of her Solicitor traineeship, she spent two months as a “Praktikantin/trainee” at the Federal Cartel Office “Bundeskartellamt” in Berlin.

She is married to Olivier, a French speaking Belgian. His son Antoine (age 13) is studying in a French-speaking school which uses the CLIL programme whereby 11 hours of teaching a week is in English.

Talk 9: *How languages translate into business success*

Kirsty Whyte

Biography:

After studying for four years in Scotland, Germany and Italy, Kirsty graduated from the University of Edinburgh with a MA Honours degree in Modern European Languages and European Union Studies. She spent the six months after graduating working in Austria before returning to Scotland. Upon her return, Kirsty joined the Target Export programme, beginning a placement with the company Vianet in Dunfermline where she has now progressed to her current role as a European Account Co-ordinator. Her role involves all aspects of managing customers' accounts in the UK & Europe, including demonstrating Vianet's products and services throughout Europe, training and supporting customers and organising major European Tradeshows.

Talk 10: *Tomorrow's language learning is today*

Ewan McIntosh

Biography:

As a teacher at Musselburgh Grammar School, Ewan was involved in creating over 20 links with schools on three continents.

As a result of the prolific exchanges using weblogs and podcasts, Musselburgh Grammar School won a European Award for Languages in 2005. Ewan took part in the European conference in Krakow, Poland, where he was able to share and gain expertise from a wide variety of partners across the EU.

Ewan is now responsible for the delivery of the Modern Foreign Languages Environment, which offers, amongst other things, opportunities for schools to learn new ways to create links abroad. He has been invited to speak at various international conferences on the use of new technologies to create and maintain links between education and business organisations.

Talk 11: *Engaging the learner: a student-centred approach*

Mark Pentleton

Biography:

Mark Pentleton is the co-ordinator of the *Partners in Excellence* Languages and Technology project, currently underway in East Ayrshire, North Ayrshire and Argyll and Bute. Prior to working for the three authorities on the PiE project, Mark taught French and Spanish in Mearns Castle High School, East Renfrewshire, where he developed the LinguaWeb website as a national resource for language learners and teachers. Mark has also supported Scottish CILT in ICT developments.

DISCUSSION SESSION

Chair: Professor Sir David Edward, Convener, RSE European Policy Forum

Biography:

Professor Sir David Edward chairs the RSE's European Policy Forum. He practised as an advocate in Scotland (1962 to 1989) and was appointed Queen's Counsel (1974). He was President of the Committee of Bars of the EC (1978-80); Salvesen Professor of European Institutions and Director of the Europa Institute at the University of Edinburgh (1985-89); Judge of the European Court of First Instance (1989-92) and of the European Court of Justice (1992-2004). He now sits part-time as a judge of the Court of Session (Scotland's supreme civil court) and is Chairman of the Carnegie Trust for the Universities of Scotland.

SESSION 3: *What is being done?*

Chair: Professor Richard Johnstone, Head of Scottish CILT

(Biography as before, Talk 5)

Talk 12: *A language is for life*

Michael Doig

Biography:

Michael Doig's career as a modern languages teacher began some 35 years ago and he has been a Head Teacher for almost 14 years in two schools, latterly Bearsden Academy. Over the years he has been involved in many school exchanges to Germany, educational visits to France, Germany and Austria, and in working with school leaders and local authority managers in Germany on self-evaluation and school improvement.

Michael remains involved with his subject, having chaired the Higher Still Modern Languages Group that developed the curriculum for the new National Courses, and was the secondary Head Teacher representative on the national Modern Languages Action Group that produced the report "*Citizens of a Multilingual World*" in 2000. He also represented secondary Head Teachers on the national Assessment Action Group that developed the cross-curricular, cross-sectoral "*Assessment is for Learning*" initiative launched in 2004.

Michael was President of the Headteachers' Association of Scotland in 2003, and was a member of its executive body for nine years. In 2005 he was elected to the General Teaching Council Scotland, in which he is Vice-Convener of the Education Committee. Through these organisations he has engaged with representatives of all the major stakeholders in Scottish education, as well as developing contacts with school leaders in England and Wales.

Talk 13: *Modern languages for all – barriers and consequences*

Charles McAteer

Biography:

Charles McAteer began his teaching career in 1972 having graduated from the University of Edinburgh and Moray House College of Education. His first post was that of teacher of English in St Augustine's High School in Edinburgh. In 1974, he became Principal Teacher of English in St Kentigern's Academy in Blackburn, West Lothian. Having served nine years in that capacity, Charles was promoted to Depute Rector in Moffat Academy in 1983. He became a headteacher in 1988 when he was appointed to Dalbeattie High School and took up his second post as a headteacher in 1995 when he became Rector of Dumfries Academy, where he remains today.

Charles has been an active member of the Headteachers' Association of Scotland for many years both on its Council and Executive. He was elected Vice-President of the Association in November 2005.

His views on Modern Languages have been shaped by the experience of working in five very different schools and of seeing his own four children learning a language.

Talk 14: *Language provision in the independent sector*

Judith McClure and Helen Mackie

Biography – Judith McClure:

Judith has been a Headteacher for nearly twenty years, at first in England. In 1994 she moved herself, her portable husband and her pension to Scotland. Since then she has never looked back. She was born in Middlesbrough, the daughter of a policeman, and went to primary and grammar schools there. After a brush with careers in Law and as a nun, she went to Oxford and afterwards lectured and researched there. She entered the real teaching profession in 1981 and has been a teacher of history and politics, head of department and an assistant head in a co-ed school. She has grappled with curriculum development, information technology and educational reform since just before the Flood and now she is becoming a confident individual and a successful learner. She is Chairman of the Management Committee of the Scottish Council of Independent Schools, a member of the Court of Heriot-Watt University and of SEED's leadership and CPD advisory groups, Convener of the Scottish Educational Leadership Management and Administration Society (SELMAS) and of the Scotland-China Educational Network. She cannot resist asking questions at conferences and she loves to talk about leadership and indeed most other things. She thinks Headteachers are the most important people in the world. She is also passionate about the importance of languages, though she has to confess that her major language is early medieval Latin and she does not speak it well.

Biography – Helen Mackie:

As a Scottish émigrée Helen was educated mostly in England where she suffered the narrow confines of a sixth form curriculum restricted to 3 A Levels which she chose as French, German and Latin. In the '60s, daughter of a bus driver turned steelworker, there was little opportunity for travel and her knowledge of languages was based on text books and teachers. She opted to take a gap year before they had really been invented and worked in a hotel in Germany, in Bavaria in fact, where she discovered that in spite of her A in A level German she couldn't understand a word, but mastered "bayrisch" and went on to confuse university lecturers with it for the next four years. After a degree and teaching certificate from Birmingham interspersed with a cultural whirl in Paris and a spell of Marxist indoctrination at the University of Marburg (this was the early '70s!) she taught at a large comprehensive in Birmingham, before being enticed to Edinburgh through marriage. She has developed her career over the last 30 years at St George's where she has been Head of Department, Head of Sixth Form, Head of Lower School, Head of Nursery and Primary, Director of Studies and, for the last five years, Deputy Head. With a passion for languages, diversity, international experience and awareness amongst the young she has introduced a range of experiences at all ages and stages. She is committed to languages for all as an essential skill in the 21st century and also as part of a programme of international education where students can see their place not just in Scotland and Europe but in the wider world. When not in school she is overseas in Europe, Africa, China, Russia or somewhere else but usually accompanied by an enthusiastic gaggle of spirited students.

Talk 15: *A teacher's perspective*

Abi Adam

Biography:

Abi Adam started her working life as a professional musician. After 10 years freelancing with orchestras in Scotland and London she effected a change of career by attending The University of Edinburgh to read French, German, Italian and linguistics with a view to training as a teacher. As a teacher, she has worked in both private and state sectors and is currently Principal Teacher Curriculum managing the departments of English, Modern Languages and Drama at Broxburn Academy in West Lothian. In addition, she has been a member of the Executive Committee of the Scottish Association of Language Teaching (SALT) since 1999 and its Chair since 2001. SALT is a professional association for teachers in all sectors concerned with languages and its annual conference is attended by over 400 teachers. The conference and other events organised by SALT aim to share good practice and keep delegates up to date with current issues.

Talk 16: *Gaelic Medium Education in Scotland*

Murdo Maciver

Biography:

Murdo Maciver is Head of Service in the education department, North Lanarkshire. His current responsibilities include the provision of schools, support services and Gaelic education. He has long experience in the education directorate in North Lanarkshire and Strathclyde Region and at various stages over the past 15 years has carried responsibility for all the main education service functions. Previously, he taught geography and was in secondary school management posts. Murdo is involved with a range of national education work. He chairs the BBC Education Broadcasting Council Scotland, the Scottish Education Authorities Gaelic Group and the Gaelic Storlann Board.

Particular interests are the Gaelic Diaspora and links with other minority languages in Europe. Browsing in galleries and museums, geriatric football and hill walking are occasional leisure activities!

Talk 17: *Further Education, languages and business*

Barbara Beedham

Biography:

Barbara Beedham is currently Business Development Coordinator at the Adam Smith College, Fife. Before moving to Scotland in 1985 she worked in England, Germany, France and Russia. She joined the (former Glenrothes) College in 1988 and set up the Language Export Centre to deliver professional business language programmes and services to Scottish and international clients. The Language Export Centre became a Regional Award Winner in the 1995 National Languages for Export Campaign and was a finalist in the government sponsored International Business Awards 2004 in the category "Services to British Exporters". Since 1998 Barbara has also been accredited by The British Chambers of Commerce to deliver Export Communications Reviews on behalf of UK Trade & Investment. In 2001 she completed a survey on The Language Capability of Scottish Companies – available at: www.cilt.org.uk/publications/pdf/audits/fullscot.pdf – and organised the Fife Language & Culture Fair – the only European Year of Languages project to gain funding in Scotland. She teaches German, Polish and English as a Foreign Language and is a published translator.

Talk 18: *"Languaging" in Higher Education: Passion, Power and Pedagogy*

Alison Phipps

Biography:

Alison Phipps is Director of Graduate Research and Development, for Arts, Humanities and Education at the University of Glasgow, where she teaches modern languages, comparative literature, anthropology and intercultural studies. Her books include *Acting Identities* (2000); *Contemporary German Cultural Studies* (ed. 2002); *Modern Languages: Learning and Teaching in an Intercultural Field* (2004) with Mike Gonzalez; *Critical Pedagogy: Political Approaches to Languages and Intercultural Communication* (ed. 2004) with Manuela Guilherme; and *Tourism and Intercultural Exchange* (2005) with Gavin Jack. She has recently completed a further book *Learning the Arts of Linguistic Survival: Tourism, Languaging, Life* (forthcoming 2006). She has published widely in the field of modern languages, tourism and intercultural studies and European anthropology as well as in the field of Higher Education Studies. She co-edits the journal and book series *Tourism and Cultural Change* and the book series *Languages, Intercultural Communication and Education* for Multilingual Matters. From 1999 to 2004 she was founding Chair of the International Association for Languages and Intercultural Communication (IALIC). She is a regular keynote and invited speaker in Europe and North America.

Appendix 2

Delegate List

Mrs Abi Adam	Scottish Association for Language Teachers
Ms Barbara Beedham	Glenrothes and Fife Colleges
Ms Sue Bell	
Ms Anna Rita Benedetti	Consulate General of Italy
Mr Martin Bennie	The High School of Glasgow
Ms Lilo Boergmann	Goethe Institute
Professor Geoffrey Boulton FRSE	Organising Committee
Mr Roger Breckon	Stevenson College
Mr Stuart Brown	The Royal Society of Edinburgh
Mrs Vivien Bruce	North Ayrshire Council
Mr Cameron Buchanan	Harrisons of Edinburgh
Mrs Alison Campbell	Gairloch High School
Miss Morven Chisholm	The Royal Society of Edinburgh
Ms Gillian Colledge	European Commission
Ms Helen Collins	European Parliament
Mr Denis-Charles Courdent	Alliance Française de Glasgow
Ms Hazel Crichton	University of Glasgow
Mr Roy Cross	Organising Committee
Dr Jim Currie	Royal Bank of Scotland
Mr Robert Dalzell	North Lanarkshire Council
Mrs Julie D'Eath	Shetland Island Council
Mr Chris Dixon	University of Strathclyde
Mr Michael Doig	Bearsden Academy
Ms Belinda Don	Struan Stevenson MEP's Office
Ms Hannah Doughty	Scottish CILT
Ms Valerie Drake	Institut Français d'Ecosse
Mr Alex Easton	Headteachers' Association of Scotland
Mr Richard Easton	University of Edinburgh
Sir David Edward FRSE	Organising Committee
Ms Sandra Elliot	Lockerbie Academy
Mrs Karen Elwis	Lingo24
Mr Duncan Ferguson	Plockton High School
Mr Laurence Findlay	Keith Grammar School
Ms Norma Findlay	Angus Council
Ms Linda Fleming	Scottish Enterprise Tayside
Sir Patrick Forrest FRSE	
Ms Frances Fowler	The Royal Society of Edinburgh
Ms Christine Frayling-Kelly	Institute for Applied Language Studies
Ms Hazel Gibson	The Scottish Executive
Miss Seonaid Gillies	Charleston Academy
Mr Ian Grant Deans	Community High School
Mr Martyn Greenan	Lingo24
Ms Elizabeth Grieve	Dalziel High School
Mrs Diane Hansen-Ingram	TESOL Teacher
Ms Lorne Heath	
Ms Amanda Henderson	Institute for Applied Language Studies

Mr David Henderson	<i>Times Educational Supplement</i>
Ms Caroline Higgitt	Translator
Ms Jane Howard	West Dunbartonshire Council
Mr Gordon Howie	University of Edinburgh
Mr Ajit Jacob	Perth College
Ms Meryl James	Perth & Kinross Council
Professor Richard Johnstone	Organising Committee
Ms Chantal Juge	Institut Français d'Ecosse
Ms Elizabeth Knox	Linlithgow Academy
Mrs Julia Kuksin	Russian Edinburgh – Russian Education and Support Centre
Ms Charlotte Ladret	Alliance Française de Glasgow
Sir Neil MacCormick FRSE	Organising Committee
Mr Gordon MacDougall	Careers Scotland
Ms Julia Macintosh	Centro Promozione Italiana
Mr Murdo Maciver	North Lanarkshire Council
Mr Bruce Mackenzie	Langbridge Partnership
Mrs Helen Mackie	St George's School
Ms Lis Mackie	George Heriot's School
Professor Rona MacKie FRSE	Organising Committee
Ms Jackie Maclean	St George's School
Ms Janey Mauchline	South Lanarkshire Council
Mr Charles McAteer	Dumfries Academy
Ms Julie McCallum	Organising Committee
Ms Marie McCarney	Central College of Commerce
Mrs Lyn McCartney	Madras College
Mr Brendan McCole	Douglas Ewart High School
Miss Catherine McCulloch	St Oswald's School
Miss Maria Teresa Madrid	University of Strathclyde
Ms Helen McFarland	University of Edinburgh
Mr Bill McGregor	Headteachers' Association of Scotland
Mr Ewan McIntosh	Scottish CILT
Mr Gerry McIntyre	University of Strathclyde
Mrs Margaret McKinney	Selkirk High School
Mr Robert McKinstry	Scottish CILT
Mr Jim Millar	
Ms Fiona Moffatt	Bannockburn High School
Professor Elizabeth Moignard FRSE	University of Glasgow
Ms Meg Morrison	West Lothian Council
Mrs Irene Muir	Belmont House School
Ms Una Murray	Authentik Language Learning Resources Ltd
Professor Anton Muscatelli FRSE	Organising Committee
Ms Gill Musk	CILT
Ms Catriona Oates	Scottish CILT
Ms Bethan Owen	City of Edinburgh Council
Mrs Elaine Pasternak	East Renfrewshire Council
Ms Christine Penman	Napier University
Mr Mark Pentleton	Partners in Excellence
Ms Linda Persson	University of Edinburgh
Mr Ian Perry	
Mr David Phin	Dumfries & Galloway
Ms Margaret Phin	Dalbeattie High School
Dr Alison Phipps	University of Glasgow

Mr Stephen Power	Napier University
Mr Brian Prosser	The Gordon Schools
Mr Ingo Radcke	German Consulate
Mr George Reid	City of Edinburgh Council
Ms Lesley Reid	NHS Lothian
Mrs Jane Renton	HM Inspectorate of Education (HMIE)
Dr Gill Robinson	Scottish Executive
Mr Derek Rogers	Independent Linguist
Mr Stewart Roxburgh	Scottish Enterprise Dumfries & Galloway
Ms Aura Sabadus	<i>The Scotsman</i>
Mr Kevin Schofield	<i>The Scotsman</i>
Ms Renate Schulz	Retired Teacher
Ms Dorothy Senez	European Commission
Mr Tim Simons	The Scottish Executive
Ms Judith Sischy	Scottish Council of Independent Schools
Ms Marta Smart	Scotland Europa
Mr Alyn Smith	Member of the European Parliament
Mr Struan Stevenson	Member of the European Parliament
Mr Tim Steward	Language Network Scotland
Ms Susan Stuart	University of Paisley
Ms Norma Tait	Tait Consultancy Ltd.
Ms Fiona Taylor	Glen Urquhart High School
Mr Brian Templeton	University of Glasgow
Mr Graeme Thomas	Foreign and Commonwealth Office
Ms Flick Thorpe	Stevenson College
Mr Gerry Toner	Organising Committee
Dr Heike Uhlig	Goethe Institute
Miss Maria Villegas	Perth & Kinross Council
Ms Kirsty Whyte	Vianet Group plc
Mr Tom Wight	Langbridge Partnership
Mrs Janet Williamson	Organising Committee
Mrs Elizabeth Willocks Delannoy	European Union, Council of Ministers
Mr Andrew Wilkin	University of Strathclyde
Miss Anna Zeng	George Heriots' School

Appendix 3

Supplementary Papers

PAPER A – A Curriculum for Excellence – Gill Robinson (Session 1 Speaker)

- Origins of *A Curriculum for Excellence* – The National Debate
- Areas to address:
 - Overcrowding
 - Progression
 - Balance between vocational and academic
 - Preparing young people better for lifelong learning and employment
 - Ensuring that assessment supports learning
 - Increasing choice
- National Context
 - Aspirational agenda
 - Children's Services Agenda
 - Partnerships
 - New understanding of learning processes
 - Potential of ICT
- Values
 - *'the curriculum should enable **all** young people to benefit from their education ...'*
- Design principles for the curriculum
- Purposes of the curriculum
 - Successful learners
 - Confident individuals
 - Responsible citizens
 - Effective contributors

Implementation of a Curriculum for Excellence

- Ministerial response
 - De-clutter the primary curriculum
 - Overhaul the curriculum S1-S3
 - Find new ways of recognising achievement S1-S3
 - Review relationship between S Grade/new NQs
 - Introduce Skills for Work courses for 14-16 year olds
 - Review curriculum content
- Programme Board established
- Curricular Area Review
- Looking across the curriculum, engagement and refinement
- Consider the implications of the review work for
 - The curriculum 15-18
 - Other areas of the curriculum
 - National Courses, Units and Qualifications

Next Steps in Review

- Launch of forward look document – Spring 2006
 - Progress to date
 - Direction for future travel
 - Curriculum Architecture
- Grant payments to Education Authorities to promote inter authority and cross boundary working.
- Autumn 2006 – Draft learning outcomes available

Policy Context of Languages in the Curriculum

1. Current policy context

- Citizens of a Multilingual world December 2000, Executive response September 2001
- Circular 3/2001
- A Partnership for a better Scotland – May 2003

2. Scottish Executive Support for Languages

- Languages Fund
- Innovation Fund
- Early Primary Partial immersion Project
- Staff Development CD Roms
- Languages and Assessment
- Modern Foreign Languages Environment
- Scottish Centre for Information on Language teaching and research
- Languages Ambassador Project

Language Teaching and *A Curriculum for Excellence*

- **HMIE recommendations to SEED following 2002 report**

1. More strategic approach to the teaching of Primary language teachers

CfE = De-cluttering of primary curriculum, communications with TEIs

2. Languages entitlement should be based on level of proficiency not time

CfE = Focus on individual, less prescription, new contexts for teaching and learning

3. Steps should be taken to encourage a greater proportion of pupils to continue languages study to Higher and beyond

CfE = Principles of curriculum design including depth and challenge

PAPER B – Summary of Relevant Policy Documents – Jane Renton (Session 1 Speaker)

Progress in addressing the recommendations of Citizens of a Multilingual World (HMIE May 2005)

For the full report see: <http://www.hmie.gov.uk/documents/publication/hmiecoaml.pdf>

Key Strengths

- effective use of national funding to support modern languages education
- some effective implementation of 5-14 guidelines, leading to improved learning, teaching & achievement from P6 to S2
- the high proportion of pupils studying a modern language from P6 to S4 and obtaining a national qualification by the end of S4
- pupils' learning experiences in modern languages in S5/S6

Points for Action

In the context of national development work to implement *A Curriculum for Excellence*, steps should be taken to:

- give more emphasis to the levels of proficiency which pupils are expected to achieve, rather than the amount of time they spend studying a language;
- revise programmes to ensure better progression, building on the prior attainment which pupils now have from primary;
- establish a more coherent framework of national attainment and assessment;
- monitor the levels of proficiency being reached by pupils by the end of their schooling.
- There is a need to ensure that sufficient trained staff are available to deliver modern languages in primary schools.
- Steps should be taken to encourage a greater proportion of pupils to continue their study of a modern language to Higher and beyond.
- Teachers of modern languages should receive high quality professional development to ensure continuous improvement in learning, teaching and achievement. Examples of good practice in learning and teaching in modern languages, including the effective use of ICT, should continue to be disseminated.
- Additional funding for modern languages should be targeted to support clearly defined outcomes related to learning, teaching and achievement in modern languages. Targets for uptake and, in particular, for levels of achievement should be set and monitored.

Improving Scottish Education (HMIE Feb 2006)

For the full report, see: <http://www.hmie.gov.uk/documents/publication/hmieise.pdf>

Main Themes

'Scottish education does many things well and some things particularly well.'

'This report identifies real strengths in Scottish education alongside areas which are priorities for improvement.'

'Our education system needs to build on its strengths to meet the challenges of an increasingly complex and uncertain future.'

Future challenges are:

- globalisation
- changing demographic balance
- increasing health inequalities
- impact of technology
- employers need for generic and ‘soft-skills’
- sustainability
- demand for quality and customisation
- moving up the ‘value chain’ – good is no longer good enough

Scottish education must respond with:

- curriculum and qualifications which are fit for purpose
- new ways of recognising achievement
- high quality learning and teaching / use of ICT
- focus on the individual
- high levels of teacher professionalism
- dynamic and visionary leadership

A Curriculum for Excellence (Review Group report)

For the full report, see <http://www.scotland.gov.uk/library5/education/cerv.pdf>

“the 4 capacities”

Successful Learners	Confident Individuals
Responsible Citizens	Effective Contributors

Case Study of a Secondary School Modern Languages Department: Developing the Four Capacities & Features of Excellence

- four languages taught
- very good attainment
- ethos of achievement/high expectations of pupils
- challenging learning experiences in S1/S2
- small group of able pupils in S3 successfully “fast-tracked” to Standard Grade, now doing Intermediate 2 in S4, with a particular emphasis on preparation for Higher – increasing breadth & depth of knowledge
- mixed menu of Standard Grade and other National Qualifications to meet pupils’ needs in S3/S4
- examination presentations in S5/S6 well above national averages
- broader achievements; work shadowing in Austria & Spain, European citizenship awards
- inclusion: S2 pupils with moderate learning difficulties doing Spanish
- pupils working independently & collaboratively
- pupils reading interesting texts about culture of countries where languages are spoken
- S4 pupils PowerPoint presentation in Spanish about Japan
- S6 pupils watching & discussing French TV news
- positive relationships: teacher/pupil & amongst teachers
- teachers are reflective practitioners – innovation & regular sharing of good practice
- effective use of wide range of teaching resources: ICT, published, from internet & in-house
- attractive, relevant, changing displays throughout department strongly supportive headteacher

PAPER C – A New Framework Strategy for Multilingualism – Dorothy Senez (Session 1 Speaker)

The term multilingualism refers both to a situation in which several languages are spoken within a certain geographical area and to the ability of a person to master multiple languages. As such, multilingualism is a key feature of Europe in both its senses.

- Today the European Union is home to 450 million people from diverse ethnic, cultural and linguistic backgrounds. The linguistic patterns of European countries are complex – shaped by history, geographical factors and the mobility of people. At present, the European Union recognises 20 official languages¹ and about 60 other indigenous and non-indigenous languages are spoken over the geographical area.
- The recent enlargement of the European Union and the globalisation of trade, information and intercultural relations make new demands on education systems. The challenges are twofold: on the one hand to enhance the international competence of citizens acting in a global society, and on the other hand to preserve and develop the cultural wealth and traditions that stem from the pluralism of the cultures and languages of Europe.
- There are those who consider that the multilingual nature of Europe acts as a barrier to economic development; but the real obstacle is rather to be found in ignorance of other languages. Knowledge of foreign languages brings with it unquestionable benefits. It is the path to understanding other ways of living, which in turn opens up space for intercultural tolerance. Furthermore, language skills facilitate travelling, studying and working across Europe. In the context of the Lisbon agenda for growth and employment, multilingual – and therefore multicultural – skills can prove extremely beneficial to the European economy, both at individual level (career, mobility) and at enterprise level (multinational workforce, international opportunities).
- The European Commission is a multilingual institution that fosters the ideal of a single Community with a diversity of cultures and languages. The Commission Action Plan for languages 2004-2006² lists a series of initiatives, ranging from exchange programmes to strategic studies, conferences and publications.
- The EU's main education and training programmes – *Socrates* for general education, and *Leonardo da Vinci* for vocational training – already spend more than €30m per year on language learning. The funds go towards practical projects that stimulate the enthusiasm of language learners and their teachers.
- In November 2005³ the European Commission adopted the first Communication ever to cover all aspects of multilingualism: in society, in the economy and in the Commission's own relations with EU citizens. The Communication is scheduled to be discussed in the Education Council in May 2006.
- Three themes stand out as determining factors in the promotion of a multilingual society:
 - the long-term objective for all EU citizens to speak two languages in addition to their mother tongue
 - lifelong language learning starting from a very early age
 - the importance of education.
- It is important to point out that in the fields of education, vocational training and culture, Community action is limited by Articles 149-151 of the Treaty to supporting and supplementing Member States' action while fully respecting their responsibility for the content and organisation of their educational systems, and their diversity. Hence, the Member States are the prime movers in these fields and the Commission's role is to back up their efforts.

¹ The official languages of the European Union are Czech, Danish, Dutch, Estonian, English, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Slovak, Slovene, Spanish and Swedish. Irish will become the 21st official language on 1 January 2007. After the accession of Bulgaria and Romania the Union will operate in 23 official languages.

² COM(2003)449 final http://europa.eu.int/comm/education/doc/official/keydoc/actlang/act_lang_en.pdf

³ COM(2005)596: *A New Framework Strategy for Multilingualism* <http://europa.eu.int/languages/en/document/74>

- With a view to promoting multilingualism amongst individuals and in society generally, the Commission invites Member States to draw up national plans to give coherence and direction to actions, calling for further action on:
 - early language learning,
 - content and language integrated learning, known as CLIL, which involves the teaching of another school subject through the medium of a foreign language,
 - the role of languages in higher education, in a lifelong learning perspective,
 - the development of academic field of multilingualism, with the creation of networks of multilingualism chairs.
- At present, only 56% of EU citizens declare that they are able to sustain a conversation in a foreign language (*Eurobarometer* data⁴). The Commission proposes that every citizen be offered the possibility to learn at least two languages in addition to his/her mother tongue.
- The Barcelona European Council of March 2002 called for further action to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age. At this time the Council noted that there was no reliable data on the actual foreign language skills of young people in the European Union. Hence, at the request of the Council, and in order to help Member States measure their progress in language teaching and learning, the Commission is developing a European Indicator of Linguistic Competence. This is an enormous challenge, the aim being to measure the linguistic skills of young Europeans in two different languages, in both productive and receptive skills.
- The indicator should provide an instrument for measuring the efficiency of our education systems in reaching their objectives in language teaching. At the same time, it should send out a powerful message, emphasising the importance that the Union attaches to the development of linguistic skills. The purpose is not to compile a league table, but rather to discover which systems work best in teaching languages, in order to transfer the best practices to systems performing less well. For the indicator to work it is essential that it be built upon a sound scientific basis and that it enjoys the consensual support of experts from all Member States.
- Communication (2005) 356⁵ sets out the Commission's proposal for the structure of this indicator and for the management and data-gathering arrangements. An Advisory Board of Member State experts would assist the Commission to devise a Call for Tender for the creation of language tests, which would then be administered at regular intervals to samples of school pupils aged 15 in each country. Each would be tested in his first and second foreign language. Tests would initially be made available for three language skills in five languages, with the intention eventually of making available tests in all four skills in all the languages taught as foreign languages in the European Union. Skills will be described using the Common Reference Scales devised by the Council of Europe, which are now the European standard. The Commission would cover the central costs of devising the tests, with costs for their administration being met by Member States. Because of the differences in educational systems, some differences of opinion remain about the age at which pupils should be tested, and the target languages.

⁴ Eurobarometer EB 64.3 Europeans and their languages http://europa.eu.int/comm/public_opinion/archives/eb_special_en.htm

⁵ http://europa.eu.int/comm/education/policies/lang/doc/com356_en.pdf

PAPER D – What are the key factors in success? – Professor Richard Johnstone (Session 1 Speaker)

Table 1 (overleaf) exemplifies four different sorts of factors which need to be addressed when we consider what may realistically be expected from foreign-languages teaching in Scottish schools. The societal factors can be very powerful and at least some of them cause us problems, e.g. lack of societal exposure to the target-language in question and limited societal perceptions of the need to learn and use any language other than English. The provision factors are generally the responsibility of national and local authorities, and to some extent of schools themselves. The process factors are those which teachers can most readily address. The individual and group factors (and those listed are only among the most obvious) provide a hint of the substantial variation which is to be found in most populations of learner at school.

These four sets of factors interact with each other in complex ways that are very difficult to understand, and these complex combinations of factors undoubtedly influence the sorts of outcome which are listed in the final column.

One message is clear. If foreign-language teaching were to be considered as being less than fully satisfactory in Scotland, then it would be very unfair to lay the blame on any one set of factors, e.g. process factors, and on one single agency, e.g. teachers. What we really need to do is to think of how we might maximise the impact of all four sets of factors which are listed overleaf.

But first, a word should be said about 'entitlement', a notion about which there has been confusion in the languages debate. Two understandings of this notion have competed with each other. One assumes compulsion (by schools, not through statutory legal requirement) and runs as follows: *'You should learn a modern language from P6 to the end of S4 or for 500⁶ hours from P6, and here are certain explicit benefits which you are entitled to expect which arise from this required process.'* The other notion assumes optionality and runs as follows: *'You are not required to learn a modern language, e.g. in S3/S4, but you are entitled to do so, if you wish.'* The view of the Action Group on Languages (2000) which produced the report *'Citizens of a Multilingual World'* favours the first of these views, and its section on entitlement states clearly what these expected benefits are. There is nothing in that report which favours a view of language as an optional subject. How could there be, when the group's given remit was 'to secure the place of a modern language in the school curriculum'? However, there is little doubt that following publication of the report the second notion of 'entitlement as optionality' has gained ground, and a number of schools, wishing to exercise flexibility in the early years of secondary education, are beginning to favour this notion.

It is my hope that the documentation arising from *'A Curriculum for Excellence'* will help clarify the general issue of compulsion versus optionality. What I can say with some confidence is that there is no evidence from the international research on languages at school of which I am aware which suggests that 'early choice' is necessarily motivating and that 'compulsion' is necessarily de-motivating.

In Table 1 a number of examples are provided for each of the four sets of key factors. I should emphasise that these are only illustrative and that in fact many more important examples could be provided for each category.

⁶ The 500 hours from P6 amounts to much the same time as from P6 to the end of S4, but allows for some flexibility in the distribution of that time, e.g. completing the 500 hours in a more intensive way by the end of S3.

Table 1: Factors influencing the outcomes of languages education at school

Societal factors e.g.	Provision factors e.g.	Process factors e.g.	Individual/Group factors e.g.	OUTCOMES e.g.
Political will	A coherent national policy	Teaching	Age	TL exam attainments
Exposure to TL	Supply of well-trained teachers	Learning	Gender	TL real-life proficiency
Perceived dominance of English	CPD support for teachers	Acquisition – Input – Interaction – Output – Noticing	Aptitude	L1 competence
Social disadvantage	Size of class	Planning	Prior attainments	Transferable skills
Perceived business needs	Starting age	Management	Attitudes	Intercultural competence
Influence of media	Amount and distribution of time	Assessment	Motivation	Sense of self
	Intensity of curricular model	Monitoring	Anxiety	Aspirations
	Appropriate materials, hardware, software	Evaluation	Self-efficacy	Citizenship
	School ethos	Team-work	Identity	Mobility
		Communication	First language	Entry qualifications
			Literacy	
			Ethnicity	
			Social background	

Is there reason to believe that any specific factors are particularly important? I offer three for particular consideration: a) ‘time’, b) ‘intensity’, both of which are provision factors, and c) ‘quality of teaching’, which is a process factor.

Immersion programmes (c.f. Johnstone, 2001) successfully combine the first two of these factors, in that they provide a substantial increase in the amount of time in which a learner engages with the target language; and they also entail a much higher level of intensity than is normally available in conventional subject-teaching, this because on an immersion programme the learner is not only

learning the language but is also challenged to learn vitally important other subject-matter through the medium of the target language. Provided that the third key factor (quality of teaching) is also in place, then it is highly predictable (see review of international research by Johnstone, 2001) that learners in immersion programmes will achieve substantially higher levels of proficiency in the target language without apparent loss in their knowledge of key subject-matter.

The foreign-languages curriculum in Scottish schools is largely based on a drip-feed model, i.e. limited amounts of time at fairly regular intervals. If the recommendations of the *Citizens of a Multilingual World* report were followed, then this drip-feed model would deliver 500 hours of target-language classroom learning between P6 and the end of S4, but the likelihood is that in many schools, adopting an 'optional' view of entitlement, the amount of time-provision will be less than that. In fact, 500 hours of foreign-language drip-feed provision, even if fully implemented, would be unlikely to be a sufficient amount of time for the development of a robust target-language proficiency in the case of most learners, particularly where this is not supported by a societal factor of 'TL exposure' outside school.

In short, the drip-feed model lacks the 'time' and the 'intensity' to deliver general levels of satisfaction, even where the teaching is good. For evidence of this, I refer to the Foreign Languages in the Upper Secondary School (FLUSS) research (McPake *et al*, 1998) which showed clearly that very good students, gaining the highest grades at Standard Grade, nonetheless felt lacking in real-life target-language proficiency when compared with their continental counterparts.

Does this mean that the drip-feed model should be abandoned? It would be unrealistically to expect this, though I do believe that schools should consider carefully how they might strengthen it and what particular positive outcomes might realistically be expected from it.

Below are set out six suggestions whereby target-language provision within the drip-feed model might be strengthened:

- thinking carefully about motivation (e.g. Graham, 2002; Nikolov, 1999), and accepting that there are several different types of motivation, e.g. 'integrative', 'instrumental', 'intrinsic', 'extrinsic', which might appeal to different sorts of learner, and taking careful account also of other affective factors such as 'confidence' and 'anxiety';
- encouraging learners to think explicitly about 'learner strategies', in particular about how they may acquire and use 'metacognitive strategies';
- helping learners from an early age to develop their 'metalinguistic awareness', or their underlying 'knowledge about language' (including of their first language), since this is fundamental to the learning of any additional language;
- seeking to build on the languages and literacy skills which learners already possess, including their prior knowledge of languages additional to English;
- encouraging learners to engage regularly in 'modified output' (c.f. Ellis & He, 1996), e.g. expressing themselves freely and spontaneously in their target language but at the same time learning to monitor and refine this through the application of explicit 'knowledge about language'. This is very different from simply being exposed to lots of target-language input on the assumption that learners will somehow spontaneously internalise the structure of the language to which they are exposed;
- thinking carefully about which language to introduce and at what point. I believe, for example, that there is good reason to assume that the introduction of Chinese could become highly motivating for many students. For obvious and proper reasons, this would probably take the form of Mandarin but we should not forget either that Cantonese is at present Scotland's most widely used Chinese community language, and that both are served by a highly similar system of written characters.

I have to come clean, however, and argue that even when the quality of teaching is high, the drip-feed model is unlikely to deliver adequately the expectations which Scottish society can reasonably put on schools in respect of foreign languages.

To achieve real, striking success, I believe that alternative models will need to be developed which go beyond the drip-feed model. Below, and in conclusion, I briefly mention three:

- early (total or partial) immersion, as exemplified in Gaelic-medium primary education and to some extent in French at a primary school in Aberdeen (Johnstone, 2003);
- content and language-integrated learning (CLIL) whereby students, often at secondary school, learn other subjects or parts of other subjects through the medium of their target language. CLIL is officially recommended in the EC Action Plan for Languages and is widely adopted across continental Europe (for several languages, not only for English) but so far as I know has had no significant uptake in Scotland thus far;
- creating virtual communities of languages-learners, as very well exemplified in the *Partners in Excellence* project (Johnstone & Doughty, 2004). There, a virtual community of senior secondary students has been created across 29 secondary schools and this virtual community links in turn to communities of similar learners in other countries.

The future for languages in Scottish schools could be good if the limitations of the drip-feed model are understood and if steps are taken to strengthen this model within itself, and also if schools develop their own more powerful models, possibly along the lines suggested briefly above.

Action Group on Languages (2000). *Citizens of a Multilingual World*. Edinburgh: Scottish Executive Education Department

Ellis, R. & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meaning. *Studies in Second Language Acquisition*, 21, 2, 285-302.

Graham, S. (2002). Experiences of learning French: a snapshot at Years 11, 12 and 13. *Language Learning Journal*, 25, 15-20.

Johnstone, R. M. (2001). *Immersion in a second or additional language at school. Evidence from international research*. Scottish CILT for SEED.

Johnstone, R. M. (2003). *Evaluation Report: Early Partial Immersion in French at Walker Road Primary School Aberdeen. The first Two Years: 2000/1 and 2001/2*. Edinburgh: Scottish Executive.

Johnstone, R. M. & Doughty, H. (2004). *Partners in Excellence: Evaluation Report*. University of Stirling: Scottish CILT.

McPake, J., Johnstone, R. M., Low, L. & Lyall, L. (1998) *Foreign languages in the Upper Secondary school: a study of the causes of decline*. Edinburgh: Scottish Office. Interchange Series.

Nikolov, M. (1999). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3, 1, 33-56.

PAPER E – Working for the European Union – Elizabeth Willocks Delannoy (Session 2 Speaker)

“Learning one *lingua franca* is not enough. The construction of a Union in which citizens are able and willing to communicate with their European neighbours and the development of a workforce with adequate mastery of basic skills mean that every citizen needs to be able to communicate in a minimum of two languages in addition to his or her mother tongue. The goal is for every European to have meaningful communicative competence in at least two other languages, not necessarily native-speaker fluency ...”

Commission Staff Working Paper “Promoting Language learning and Linguistic Diversity”
(document SEC(202) 1234) 13 November 2002

Working languages at the EU institutions

The EU has currently 20 official languages. As of 2007, it is expected that this will increase to 23 with Bulgarian, Romanian and Irish. In November 2005 an administrative arrangement was agreed upon between the Council and Spain for the official use in certain instances of Catalan, Valencian Basque and Galician.

At the *Commission* – everyday work is carried out in English, French and German with documents translated and interpretation available in these languages; official documents are produced in all languages.

At the *Council* – everyday work is carried out in English and French, official documents are produced in all languages. Interpretation so that delegates attending high level meetings are able to speak and listen to discussions in their mother tongue can be in up to 20 languages.

At the *European Parliament* – official documents in all languages; interpretation into all languages.

At the *Court of Justice* – everyday work in French, court hearings in any of the Community languages with the appropriate interpretation, official opinions and judgments in all languages.

The minimum requirements for EU officials

The EU institutions aim to select officials of the highest standard in terms of ability, efficiency and integrity, recruited on the broadest geographical basis from among citizens of the EU

European Personnel Selection Office “Careers at the EU institutions” booklet

- Officials are either
 - Administrators with “administrative, advisory⁷, linguistic⁸ or scientific duties” who have at least a three-year University Degree (although very often a good Honours degree with relevant professional experience is required), or
 - Assistants with “executive, technical or clerical” duties who have at least a post-secondary education or equivalent profession experience.

⁷ Administrative and advisory functions are typically held by those with degrees in economics, law, political science, accountancy, and the arts.

⁸ See Translators and Interpreters headings overleaf.

- **Appointment** as an English language official regardless of function requires
 - a thorough knowledge of English, and
 - a satisfactory knowledge of a **second** EU language to the extent necessary for the performance of duties.

Satisfactory knowledge” is described as at least:

Speaking ability:	you can take part in a conversation without preparation on common topics or topics you are interested in; you are able to tell the story of a book or a movie and to give your opinion on it.
Writing ability:	you are able to write a simple yet structured text on common topics or topics you are interested in, to write personal letters or describe experiences and impressions.
Reading ability:	you are able to understand non-technical texts or texts related to your work, descriptions of events, personal letters expressing feelings and wishes.

- For **first promotion** once having completed two years of employment, officials are already required to demonstrate their ability to work in a **third** language.

Extra Requirements for Translators

- Appointment as a translator requires
 - a perfect command of English i.e. of all aspects and stylistic levels of English and an ability to communicate the text in a similarly suitable register to the source document;
 - a thorough knowledge i.e. excellent reading knowledge, of at least two other official EU languages, preferably French or German, or if only one of those of one of the other official EU languages
“Excellent reading knowledge” is described as
 “you are able to understand long and complex documents or literary works and to assess various styles of writing, to read detailed technical documentation even where not related to your work, to read any text even if abstract or complex such as handbooks, technical documents or literary works”
 - a very sound knowledge of another Community language (current EU preferences are Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Maltese, Polish, Romanian, Slovak and Slovenian⁹. Thereafter Greek, Irish, Italian and Spanish are considered an advantage. Note no mention of Danish, Dutch, Portuguese, Swedish or Finnish).

UK applicants need to have a good Honours degree in at least one of the Community languages or a high level of knowledge acquired through formal study, as well as prior professional experience in translation or in the teaching of languages.

Extra requirements for Interpreters

- Appointment as an interpreter requires
 - a very solid knowledge of English with a very wide vocabulary and an ability to render what is said into good, succinct and clear English giving the flavour, tone and convictions of the speaker,
 - a very solid knowledge of at least two other Community languages with a very wide vocabulary (current preference for French and especially German – for which there is a shortage).

UK applicants must have a good Honours degree in at least one of the Community languages together with certified training or experience as a conference interpreter or hold a University level diploma for a course of training as a conference interpreter.

⁹ Only 90 English language candidates in the EU have applied for the selection procedure requiring these languages.

The selection procedure for EU officials

The EU selection procedure is run on the basis of competitions. These vary according to the posts for which recruitment is taking place. They are usually in three stages:

- multiple choice pre selection tests,
- written tests and
- oral tests.

Candidates must pass each stage before they go on to the next. Knowledge of at least the second language is tested at each stage.

The success rate in the selection texts across the EU is somewhere between 1% and 10% and commonly around 4-7%.

The *Pre-selection* test in a second language forms about 33% of the test. A *Pre selection* test question in another language could look like this:

“Lequel des critères n’est pas mentionné parmi les critères de convergence dans le traité de Maastricht?

- a) déficit public
- b) taux d’inflation
- c) croissance économique
- d) taux d’intérêt à long terme”

“Welches der folgenden Kriterien ist nicht als « Konvergenzkriterium » im Maastricht Vertrag aufgeführt?

- a) das öffentliche Defizit
- b) die Inflationsrate
- c) das Wirtschaftswachstum
- d) die Langfristigen Zinssätze”

Written test questions in another language (probably about 20% of the test) are likely to be based on a subject related to the field of the competition e.g. law, economics, accountancy, but may also be general such as asking the candidate to describe where he would like to live. They are designed to test drafting ability.

Oral test questions in another language are designed to test ability to construct an answer to a question related to the subject of the competition and communicate it in the other language; a willingness to speak and an ability to get the point across, perfect grammar is less important.

The UK application rate for the selection tests is low – see table overleaf. Language knowledge is considered to be the biggest hurdle since potential candidates either

- don’t have foreign language skills at all, or
- they are too shy to put acquired Higher/A level knowledge into practice and are generally uncomfortable in foreign language oral comprehension and communication.

Ideal UK candidates will often

- a) as schoolchildren have spent holidays abroad in e.g. France, participated in exchange programmes in e.g. France/Germany and taken one or two EU languages to Higher/A level; and **topped this experience up** with
- b) having lived, worked or studied¹⁰ outside the UK, or
- c) having spent time in Brussels or an EU administrative centre¹¹, or
- d) having undertaken an internship “stage” in one of the EU institutions.

The success rate of UK candidates in the selection procedure is considered on the whole to be satisfactory.

¹⁰ A one-year course at the College of Europe in Bruges or Warsaw for which a working knowledge of French is required.

¹¹ European Fast stream programme for UK Civil Servants. All UK candidates can get very helpful assistance from the UK EU-Staffing Branch of the Cabinet Office in preparing for the selection procedure.

APPLICATIONS BY CITIZENSHIP

	AT	BE	CY	CZ	DE	DK	ES	EE	FI	FR	UK	EL	HU	IE	IT	LT	LU	LV	MT	NL	PL	PT	SK	SI	SW	TOTAL
EPSO/AD/25/05																										
European Public Admin.	797	2445	152	288	2045	1021	2373	75	393	3419	762	1911	456	217	5236	253	70	96	139	481	814	964	265	173	692	25537
EPSO/AD/26/05																										
Law	553	914	38	117	1441	272	1221	27	127	1626	229	737	198	73	2306	103	14	44	40	301	244	597	88	40	272	11622
EPSO/AD/27/05																										
Audit	53	426	11	23	169	21	201	4	15	390	20	194	30	14	458	23	9	9	9	31	64	231	22	7	39	2473
EPSO/AD/28/05																										
Managmt of fin.resources	66	484	7	22	132	34	257	5	42	478	19	213	43	11	428	16	14	10	9	38	54	203	34	11	69	2699
EPSO/AD/29/05																										
Economics/statistics	173	501	26	49	458	113	386	12	65	644	62	496	85	27	916	31	18	17	10	114	133	241	58	24	132	4791
EPSO/AST/7/05																										
Fin. managmt/acctg	61	852	13	22	157	46	277	10	39	567	61	178	36	27	515	23	13	13	12	52	69	126	30	19	79	3297
project/contr. managmt	39	741	9	24	77	10	221	2	23	333	22	153	25	8	383	19	12	10	5	23	38	119	16	5	31	2348

PAPER F – How languages translate into Business Success – Kirsty Whyte (Session 2 Speaker)**What is the Target Export programme?**

Target Export is an established graduate training scheme run by the Institute of Business Management at the Adam Smith College in Fife and supported by a number of Local Enterprise Companies.

The aims of the programme are:

- to increase export activity amongst Scottish companies and SMEs in particular
- to increase jobs in the Scottish export sector
- to train graduate linguists in exporting skills

Through Target Export language graduates are trained in exporting skills for long-term placements with local exporting companies with a view to improving the companies' communications with non-English speaking markets. Participants also have the opportunity to complete a recognised export qualification through distance learning with the Institute of Export. This qualification is called the Advance Certificate of International Trade (ACIT) and focuses on the practical aspects of International Trade.

It consists of four modules:

1. The Business Environment
2. Finance of International Trade
3. International Marketing
4. International Physical Distribution

For language graduates who have little or no previous experience of business, this course provides a valuable background to conducting business in an international environment. It develops a broad knowledge and understanding of the conditions under which international traders must operate their business and how business is affected by changes in the political, economic, social, and technological environment, both nationally and internationally. In addition students are also provided with a basic knowledge of the law relating to international trade with a focus on the law of contract, sale of goods and agency law.

For further details about the Target Export Programme, contact the Language Export Centre Manager (BarbaraBeedham@adamsmith.ac.uk).

PAPER G – Issues for Modern Languages – Charles McAteer (Session 3 Speaker)

Following the recommendations of the Mulgrew Report '*Citizens of a Multilingual World*' (SE, 2001) one would have expected to see modern languages included as a compulsory part of the Initial Teacher Education programmes in universities. This has not materialised.

Other recommendations from the report have been addressed by local authorities in different ways appropriate to local circumstances.

Modern Languages in the Primary School

The majority of schools have taken Modern Languages in the Primary School (MLPS) on board with great enthusiasm and dedication although some teachers have done little or no previous language work but still tackle the challenge.

- Training for primary teachers is expensive; various methods are employed in authorities ranging from twilight training; time during the school day; combination of both; coaching in schools; MLPS Staff Tutor support.
- Continued funding is required to meet all training needs.
- Many teachers were trained in the SOEID 27-day training which concentrated on speaking and listening only, therefore many are not confident in reading and writing and the introduction of grammar/knowledge about language.
- Local training and refresher training have to be funded.
- Some primary teachers have a modern language as part of their degree but may not be teaching in P6 or P7 or involved in a 'drop in' basis.
- Despite widespread and ongoing training, nationally only 68% of MLPS trained staff were actually being used to teach languages in 2003-04. (*In Dumfries and Galloway in 2004- 33% of teachers delivering MLPS are not trained but many of these teachers have experience/qualifications/competence in the modern language.*)
- There can be annual losses of trained teachers in schools due to change of school, change of stage within the primary school, long-term absence etc.
- Some teachers are trained in one language but have to deliver MLPS in another.
- Some head teachers are teaching heads and are often called away on other duties during time allocated to modern languages.
- Interruptions to the primary curriculum for swimming, visits etc. often mean language time is missed.
- Missed visits by tutors or secondary teachers who input to primary can mean that the pace at which the language learning progresses can be slowed down. It is also difficult to re-schedule missed or cancelled visits.
- Many schools see the language slot as another addition to an already overcrowded curriculum and time can be compromised.
- Cluster planning P6-S1/S2 should ensure progression of language and continuity in the language learned, but parental choice can often mean that pupils go to a secondary school and have to change to another language.
- A good primary experience is essential for engaging pupils in language learning and has an effect on subsequent enthusiasm for continued study.
- Ideally a partnership arrangement should exist between the primary teacher and the MLPS Staff Tutor or secondary teacher so that the class teacher can continue the work between visits (*which in Dumfries and Galloway can be weekly, fortnightly, every three weeks depending upon the level of support required. This changes each session.*)

Secondary

Despite authority policy statements and recommendations, we are beginning to see a relaxation of the 'Languages for All' approaches adopted in most secondary schools in the 1990s and recommended further in the Mulgrew Report. This trend may continue, given flexibility of age and stage in the curriculum and developments in *A Curriculum for Excellence*. Departments in secondary schools will have to work harder at justifying their position in the curriculum!

Some of the issues include:

- Cluster planning with associated primaries can be very productive but often there is a number of pupils who attend other secondary schools.
- Uptake in S3 and again in S5 has begun to fall.
- Modern languages are often perceived as being difficult. Many students believe they can gain higher qualifications more easily in other subjects.
- Many pupils do not see the immediate relevance of speaking a foreign language. We need to reinforce the importance of learning a second/third language.
- Few universities have any requirement for a modern language for admission to courses other than in modern languages.
- Although the ability to use a second language is something which the world of business says is very important, pupils and their parents do not tend to be convinced that it is necessary for the vast majority of jobs and the world currency of English adds to their view that a modern foreign language is not a necessity.
- The numbers of pupils studying two foreign languages has dropped considerably, which contributes to fewer pupils going on to become linguists at university. The tendency is to study a language along with another subject.
- There may have been a reduction in the amount of promotional guidance for languages in S2, as it has been a core subject for most pupils till the end of S4. We now need to concentrate more upon giving pupils the information required to help make an informed choice and to point out the increased and enhanced career opportunities to be gained through having studied a modern language.
- The number of language teachers coming through university has decreased in recent years.
- As in many other subject areas, the average age of language teachers will mean a mass exodus due to retirement in the next few years.
- Parents remember their own language learning experience and pass on negative attitudes to their children, not taking account of the fact that methods and approaches have changed considerably in classes where best practice is to be seen.
- The imaginative use of ICT in teaching and learning in modern languages is not as widespread as it might be.
- Although methods and approaches have changed in some classes, there is evidence that many staff have not changed their teaching styles sufficiently to make the experience of the learner more rewarding.
- Lack of finance to fund regular Foreign Languages Assistants and other native language speakers in our schools has led to an inconsistency or an absence of provision.
- Need to introduce more cultural aspects relating to countries where the languages are spoken.
- Include languages in vocational learning.
- Learning a second language should be a natural progression from the study of the first language.
- In one Authority the teaching and learning of a modern language is to begin in nursery and early primary school. This is an initiative which is worth watching. It might just be the case that the emphasis on modern languages at P6 – S2 which arose from national policy is not the best strategy for improving language proficiency and progression.

PAPER H – The Chinese Initiative – Dr Judith McClure (Session 3 Speaker)

There is a consensus in Scotland, as in the UK generally, that too few school, college and university students learn languages to a high enough level and that consequently the language skills of the population are too low. The report by HM Inspectors of Education on progress in addressing the recommendations of *Citizens of a Multilingual World*, published in March 2005, shows that while the numbers of pupils from P6 to S4 studying a modern language were high, a disappointingly low proportion went to obtain an award at Higher. In 2005, there were only 7,772 Highers in Modern Languages taken in Scotland, 58% in French and 99% in Western European Languages. The consequences for business, research and the professions are manifest: too few Scottish adults, whatever their standing, are able to communicate in the language or languages necessary to sustain their position in the global economy.

Clearly the dearth of students in Modern Languages is resulting in an awareness of the difficulty of securing teachers now and even more in the future. However, it has to be recognised that in the 21st century the ability to speak at least one additional language is necessary for as many citizens as possible, preferably for all. There needs to be a focus on communication in other languages, rather than on examination perfection, and on introducing a second language as early as possible, from the first year of Primary education if not in Nursery. As the global economy develops there should cease to be the emphasis on Western European languages which has dominated for so long.

There is beginning now in Scotland, as in the UK generally, the recognition that Chinese should be taught in schools. It is the language spoken by far the most people in the world, and as China's economic, political and cultural influence develops in the 21st century it becomes increasingly important that we should increase our understanding of Chinese culture and our Chinese language capability. In practical terms, our scientists and our business people need to communicate in Chinese and we need to increase Chinese activity in Scotland and Scottish activity in China. There is much support for this generally in Scotland, from the work of the Scottish Qualifications Authority in China and that of HEIs to the efforts of the Scottish Executive to secure inward investment and the British Council to facilitate links between institutions. The First Minister has made his own commitment clear. The Royal Bank of Scotland has now announced the formation of a strategic partnership with the Bank of China, with an agreement to establish close co-operation in key operational areas.

The argument that we should introduce the teaching and learning of Chinese into our schools is very strong. The British Council is supporting this initiative with the help of the Scottish Executive by facilitating links with Chinese schools, promoting Headteacher and student visits and summer schools, and in 2005-2006 by sending four Chinese teachers over to Scottish schools in the role of language assistants. Thus many of us in Scotland are committed to the importance of Chinese in the education of our children and young people: we need to work together and to learn from each other. The new Scotland-China Educational Network, of which I am the Convener, aims to promote educational links between Scottish and Chinese schools by bringing together those involved to support each other and to share experiences and good practice. We need to maximise the backing that is being given by the Scottish Executive and the British Council and to work out strategies to introduce the teaching and learning of Chinese into our schools as speedily as possible. All interested organisations need to support this initiative and those who are able need to supply funding and expertise.

St. George's School in Edinburgh has encouraged the teaching and learning of Chinese for the last ten years, both for students whose first language is Chinese and for interested Scottish students. The School has offered Chinese GCSE and Advanced Levels for native Chinese speakers and, working with the Scottish Qualifications Authority, has encouraged Scottish students who wished to take Chinese outside the curriculum to gain unit assessments at Access 3, Intermediate 1 and Intermediate 2 levels. In 2005-2006 Chinese has been introduced into the primary school. It has also become a language option in S2, with a view to students being enabled to take GCSE in S4 or, as the SQA is developing new qualifications in Chinese, at Intermediate 2. This could mean candidates for Higher Chinese in the year 2008-2009. If the Scottish Executive is to reach a target of 200 candidates by 2010, then it is important that a comprehensive strategy is devised which will enable schools across Scotland to teach Chinese and to support each other. St. George's has a full-time teacher of Chinese on its permanent staff and two Chinese Assistants. It is unlikely that all schools who may wish to teach Chinese could sustain that level of staffing, so it is essential that a learning network be formed, on-line resources developed and existing teachers provide a service for clusters of schools. The Scotland-China Educational Network is hoping to bring together interested parties to work on these arrangements.

It is clear that Chinese schools are willing to enter into mutually-supportive relationships with Scottish schools. St. George's has three partner schools, Yunnan University Secondary School, Chongqing Bashu Middle School and Tsun Tsin Christian Academy in Hong Kong. Other Scottish schools are also in the process of developing partnerships. These links should prove of immense value to the development of cultural understanding, but if they are to prove effective in the longer-term then the teaching and learning of Chinese must sustain them and become embedded in the curriculum. The excitement of learning this new language with its obvious 21st century relevance may indeed revivify the teaching and learning of languages generally by a focus on communication.

To bring about this speedy change in the curriculum in schools it is essential that all those involved work together. State and independent schools should work in partnership, universities should find ways of supporting the school curriculum and lending their expertise, business and the professions should become involved. Organisations which are able, such as the Royal Bank of Scotland, should contribute funding to support that committed by the Scottish Executive. Networks such as the Scotland China Association and national bodies such as the Royal Botanic Garden and the Royal Museum, which have substantial Chinese interests, should become involved to support schools. The CHEER Foundation, which promotes university links between China and Europe, organised a Sino-International Conference on secondary education in Shanghai in April last year and a second Forum is being held in April 2006 in London. By these means, and by the good offices of the British Council, Scottish Education can benefit from developments taking place in England and elsewhere. The Royal Society of Edinburgh's Chinese initiative would also be important in this venture. Although Scotland is a small country, its history, values and culture together with its emphasis on education are proving attractive to Chinese institutions and businesses. It is important that we prepare sufficient numbers of our population to seize these advantages and only a radical approach to language teaching and learning in our schools can make this happen.

**PAPER I – A Teacher's Perspective: A Brief History of the Concerns about Modern Languages –
Abi Adam (Session 3 Speaker)**

- In 1998, Her Majesty's Inspectorate of Education published a document entitled *Standards and Quality in Modern Languages (SQML)* in which strengths and weaknesses of teaching and learning modern languages in Scottish school were outlined.
- The SQML document appeared to be negative about the experience that pupils had in school
- 1996 also saw the publication of research *Foreign Languages in the Upper Secondary School (FLUSS)*
- FLUSS alluded to the negativity that some perceived regarding ML.
- An Action Group was convened to investigate concerns
- A climate of negativity prevailed
- Numerous recommendations were listed by the Action Group – *Citizens of a Multilingual World*
- Review of 5-14 programme for modern languages
- Review of Standard Grade for modern languages
- Money was allocated to all local authorities for them to fund innovative projects to support languages in school
- Diversification of languages in some quarters was challenged
- Pupil numbers have drifted in some quarters
- Curriculum Flexibility – questioned the notion of Languages for All
- The Action Group stated that pupils should be entitled to study a language but not compelled to do so

The current picture:

- Much good practice in the classroom has been identified and shared
- The drive for quality must not stop
- We have an opportunity to create a learning experience of a high quality
- *A Curriculum for Excellence (ACfE)* – a major area for schools
- Will not be 'top down' – and neither should it be
- But, there is an urgent need to make ACfE work for all stakeholders
- Pupils' needs, how they learn, the quality of their experience should be a focal point, but all stakeholders should be considered so that what pupils learn is also relevant and transferable
- Stakeholders include: teachers, pupils, parents, the business world, all education sectors, all sectors which reflect a need for languages – an ever-growing sector – some sectors might not be aware that they need languages
- Native speakers of English need to consider learning more than one language
- The result of *ACfE* must not be piecemeal and fragmented
- It must be coordinated, coherent, consistent and implemented strategically
- It will take time, but there must be a drive to ensure that this takes place so that languages are a dynamic part of Scotland's future and all benefit from a high quality programme of learning experiences – throughout their lives
- The aim: pupils will gain a quality experience, gaining in confidence from [varying but useful degrees of] mastery of a subject which is perceived by them as achievable and, finally, relevant
- It must be stressed that this ought to be strategically coordinated

PAPER J – Further Education, Languages and Business – Barbara Beedham (Session 3 Speaker)

- Languages at The Adam Smith College, Fife
- Language Export Centre
- Decline in in-company language training – “business critical” training
- Export Telemarketing Project
- Target Export Graduate Placement Programme
- Export Communications Review
- Skills gap: business administrators with fluent foreign language skills
- Foreign language provision in the Scottish Further Education sector
- Rapid rise and fall of HNDs (and degrees) with a significant foreign language component
- Negative perception of languages
- Reluctance of learners to do work placements abroad
- Fewer full-time programmes with languages
- Research by Dr Hannah Doughty – ‘*Critical perspectives on modern languages in Scottish further education 2000-2002*’ <http://hdl.handle.net/1893/40>
- Labour Market Intelligence – not reflecting actual multilingual recruitment
- Flawed language statistics in Further Education
- Buoyant uptake of foreign language classes in Adult / Community Education
- Language & Culture Fair – Languages in the Global Economy
- Developing confidence and speaking skills
- Job mobility

PAPER K – Languages in Higher Education: The Crisis – Alison Phipps (Session 3 Speaker)

There is a crisis in Modern Languages. The number of students applying for undergraduate courses is declining, and the siren voices asking what 'use' such courses are grow more shrill by the minute. Emergency conferences, such as this one, gather to define the origins of the coming disaster, and to justify the continuing existence of Modern Languages in terms of the values that prevail throughout higher education. Mergers of departments across institutions are offered up on the altar of 'viability' and 'efficiency' – the twin shibboleths of a new managerial layer trained in the ethics of consumption and profitability. An alternative response is to justify the survival of their departments by reference to a university-wide 'market' for languages; new degree courses marrying languages with management or law or engineering, for example, are enthusiastically offered as a way forward.

Every year new figures for those studying languages, and those engaging in student exchange are published and scrutinised, useful tools for an internationalising higher education sector to claim that its work can be done through the medium of English, because that is what the market desires. The common feature of these, and other similar responses to the current emergency have two features in common; they are defensive, and they concede without a fight the concept of languages as 'skills', technical adjuncts to the real business of ... managing, engineering, drawing up contracts and so on. A principled advocacy of modern languages as an intellectual discipline full of possibilities, a source of understandings and insights that can empower and enrich human life, is rarely if ever heard.

Students are voting with their feet and are doing so under conditions which force them to make their choices in the framework of utilitarian criteria which directly link decisions about education to the shape of the labour market. The universities, and modern languages departments under such a framework, become little more than glorified careers services. What kind of job will you be able to get with this or that qualification is the sole consideration in many cases. Recent initiatives in higher education have sought to provide a sense of where learning a language might lead, giving hundreds of attractive examples of things people who speak other languages are doing with their lives.

What we hear in the soundscape of modern languages is that 'Languages don't matter'; 'Languages are skills' (difficult/menial); 'Languages will get you jobs'; 'Languages are in crisis'; 'English is the global language'; 'Language labour is cheap'; 'Some languages should be sacrificed for the greater good'. Modern language professionals in universities now chase evidence to support the claims in the list above which may help them safeguard the discipline for the future. Consequently, we are faced with large doom and gloom surveys, press releases and pamphlets which suggest there are seven hundred reasons to learn a foreign language or to trumpet modern linguists as being at the top of the employment league tables.

We can hear the desperation in this work. We know other truths about it. Seven hundred is just too many, and in actual fact we know what kinds of jobs our students do during their studies and for a while after graduation; they have jobs in bars, and teaching English as a Foreign language because very, very few employers actually pay for languages, and many of our students' 'first destinations' are in temporary jobs, abroad. But still we try and make these other 'truths'. And so the research into higher education in modern languages becomes performative. It creates the very worlds we are attempting to prevent eroding the fabric of our disciplines. From being professionals able to twist our tongues around the most delightful of words – *olio d'olivo*, *Gumütlichkeit*, *les correspondences* – we have become professionals speaking the same dominant, market-driven, statistical language as absolutely everyone else.

It is all too easy to spend time bemoaning the current state of affairs, or seeking to turn the endeavour of language study as an intellectual activity into a marketable commodity that can be sold in the higher education market. But there is an alternative to languages as skills, career-add ons. There is an alternative story to be told about the so-called crisis in languages and in higher education.

Languaging in Higher Education: The Possibility

More people are studying languages than ever before. More people are studying languages in universities – we think – though we haven't actually taken the time to do *this* survey as the people doing this kind of studying are just 'learning how to order a cup of coffee' and therefore, literally, don't count. There is no better shorthand for what are seen to be the worst excesses of language learning than the generalised contempt for those who 'just want to order a cup of coffee'. Those who are learning at this level, and on the many courses which offer survival level language taught by hourly paid staff in higher education, are largely from socio-economic backgrounds not traditionally represented on mainstream modern language degree programmes. The crisis in modern languages in higher education is real – but it is largely a crisis of privileged disciplines which attracted students from the higher end of the socio-economic scale.

Languages are more than skills; through languages communities of people engage with, make sense of and shape the world. Through language they become active agents in creating their human environment; this process is what I – together with my co-author Mike Gonzalez – have called 'languaging'. The term emerged for us out of the process of struggling to find a way of articulating the full, embodied and engaged interaction with the world that comes when we put the languages we are learning into action. We make a distinction between the effort of using languages that one is learning in the classroom contexts with the effort of being a person in that language in the social world of everyday interactions. 'Languagers', for us, are those people, we may even term them 'agents' or 'language activists', who engage with the world-in-action, who move in the world in a way that allows the risk of stepping out of one's habitual ways of speaking and attempt to develop different, more relational ways of interacting with the people and phenomena that one encounters in everyday life. 'Languagers' use the ways in which they perceive the world to develop new dispositions for action in another language – beginning often with that cup of coffee – and they are engaged in developing these dispositions so that they become habitual, durable.

In using this term, we are attempting to begin to open a space for a different way of imagining the possibilities. This purpose is incontestably profound, humane and educative; its 'profit' is existential, personal, social and the 'return' on what is given or exchanged with other cultures and languages are immense. In these terms, the consequence of the study of modern languages can be the evolution of intercultural being – the understanding of the varied and multiple reality of which we are part. It is hard to imagine a richer harvest. It involves human engagement with passion, power and possibility.

Phipps, Alison & Gonzalez, Mike. *Modern Languages: Learning and Teaching in an Intercultural Field*. (Sage 2004)

Phipps, Alison. *Learning the Arts of Linguistic Survival: Languaging, Tourism and Life*. (*Multilingual Matters* – forthcoming)

PAPER L – Caroline Higgitt (Delegate – Independent Translator)

The opinions that follow are based on conclusions I came to when carrying out research for an MSc at Edinburgh University in 1998.

If there is concern about the learning and teaching of modern languages in Scotland today, it would appear that there is also a will to do something about the problem. Unless we are to carry on as before, hard decisions have to be made.

When policies about modern languages in the curriculum are formulated, two main criteria generally seem to be applied.

1. National requirements for a population skilled in languages needed for commercial or political reasons.

Examples of languages falling into this category have been Russian (in the Cold War period) and, today, Arabic, Japanese and Chinese. While it is clearly a good thing to have people able to speak these languages to a high level, by the time the languages have percolated down to school level (with the necessary teachers trained and in post), the original need may have changed. Russian is a good example of this problem. The numbers of young people emerging from schools and universities with sufficient skill in these languages for high level use will always be small. While an Italian child of 14 or 15 will readily understand the need to speak a smattering of tourist English – many jobs in the service industry there requiring just this type of linguistic proficiency – a Scottish child will not feel the same way about French.

If this criterion is applied, decisions about which languages should be taught need to be made by national bodies.

2. Popularity of the foreign language (pupils and parents as customers)

Where this criterion is applied, a secondary school will have a range of languages that it is able to offer. This will depend on the availability of teachers, books etc. The range of languages is limited (and is becoming increasingly more limited). Pupils and parents generally choose their preferred option. While appearing to offer choice, in reality this system of supply and demand perpetuates the dominance of French to the gradual exclusion of most other languages. The teaching of modern languages in primary schools has done nothing to improve this situation – if anything the opposite is true.

A new look at an old problem

If it is accepted that, firstly, it is not always possible to forecast 20 years in advance what foreign languages our population will need, and, secondly, the majority of the population will never speak a foreign language at the highest level, I would propose that efforts be directed at giving school children a grounding in the foreign language that they can acquire most rapidly. It has long been accepted that once one foreign language is acquired, a second and third can be learned quite easily. It follows then that it does not matter which that first foreign language is.

As a result of the research I conducted in 1998, I demonstrate in my dissertation that, of the four modern languages most commonly taught in Scottish schools (French, German, Spanish and Italian) French is the least suitable.

PAPER M – Derek Rogers (Delegate – Independent Linguist)

The focus of the conference papers is very much on public policy, and on adults' experiences in using a foreign language; there is almost nothing on what a Modern Languages curriculum should contain, and why learners might be expected to find languages intrinsically interesting. If they don't find them intrinsically interesting, then the falling uptake is perhaps not surprising. I should like to comment on this from my perspective as an independent teacher of adult language-learners.

Most of my pupils say that what was missing from their school syllabus was rigour and hard facts. This lack shows up in Richard Johnstone's somewhat surprising list of things that we don't do in the current "drip-feed" model: we don't help learners to develop knowledge about language (which he says is fundamental to learning any foreign language); and if they do acquire knowledge about the structure of the language we don't encourage them to apply it, but instead assume that they will "somehow spontaneously internalise" it. We should be concerned about this lack of requirement for explicit knowledge. No-one, for example, would say that we could teach driving without explaining the controls of the car or giving instruction on the Highway Code – it would be a recipe for disaster. In the less physical world of language learning, this removal of any serious language-manipulating content disadvantages the students in two ways.

The first is that it demotivates pupils by giving them nothing to grapple with. There is no set body of knowledge to master, no specified route through the material, no way of knowing whether you're succeeding or not: it all turns into a lottery. The second effect is that we leave pupils with no insight into how language works, and no ability to continue learning by themselves. For example, I sometimes ask my prospective pupils, Why does "Mary loves John" mean something different from "John loves Mary"? What is it that creates the difference of meaning? Those who say that the difference is created by word-order understand something about how language works, and are more likely to succeed than those who say (for example) that it all depends on the emphasis. This is the sort of knowledge we are losing when we throw out rigorous learning. Language is not just an accumulation of things you can say; if it were, it would be impossible to learn, since we can't predict what we're going to want to say. Language is also, and primarily, a system that creates meaning by combining comparatively few phonetic, syntactic and lexical items, and what we should be teaching is the ability to manipulate these items to create any meaning the pupil might wish to convey. There is no reason why we shouldn't use the pupils' first language to demonstrate that language works like this, no reason not to use an interlanguage to describe how the foreign language does it ("I brush to-myself the hairs"), and no reason why we shouldn't call all this "grammar". At the end of the day it is this body of "knowledge about language", and the application of it, that creates proficient users of a foreign language. Moreover, it's by showing them how to learn and apply this body of knowledge that we enable pupils to continue learning languages on their own account, and it's that opportunity that we're denying them if we don't teach these techniques.

One of the problems with rigorous material may be that it polarizes students, separating rather clearly those who can do the stuff from those who can't, and this may make it unwelcome to learners as well as to educators. The desire to avoid this problem has produced a disconcertingly unhelpful body of adult language-learning materials – glorified phrase-books and conversational CDs – that imply that the learner can just listen and absorb. It's as if the producers of these materials are afraid of frightening their customers with any real challenges. The ducking of challenges also perhaps accounts for the minimal demands and low standards found in adult leisure classes.

One of my students, a young plumber, had a terrible shock when he found that French verbs not only take pronouns in front but also change at the end. He exclaimed "What a sh*te language!", and gave up. But this was surely the beginning of wisdom – he'd discovered that different languages work in different ways. If he'd known that from schooldays, he might have got on better as an adult.

PAPER N – Jennifer Carr (Delegate – Honorary Secretary, The Scotland-Russia Forum)

In response to the Royal Society of Edinburgh's request for views/comments on the topic of language learning and teaching in Scotland I would like to contribute the following. These are my personal views not those of The Scotland-Russia Forum.

1. There should be more diversification of languages taught.

- Worrying trend to increasing dominance of French which seems supply-led (supply of teachers) rather than demand (of pupils, parents, the country's needs etc).

2. Languages other than French which should be particularly encouraged:

- Spanish: relatively "easy" in early stages and so rewarding for pupils as first language and clearly relevant to them
- German: the main European language; appeals to boys who need all the encouragement they can get
- Russian: pedagogical, cultural and politico-economic benefits summarised below
- Italian
- Chinese: cultural and economic reasons for study

3. Russian:

This has all but disappeared from secondary schools in Scotland although demand for *ab initio* courses at universities is healthy and growing.

- Pedagogical benefits: a phonetic language so benefits pupils who like a logical approach (boys, dyslexics ...)
- Cultural benefits: different and interesting. (eg) The SQA History syllabus covers 20th Century Russian history which attracts the interest of many pupils. Learning the language would help study of the history and vice versa.
- Politico-economic benefits: we are increasingly involved with Russia so it helps to be able to communicate with the Russians! (eg) energy supplies; Russian tourists were highest spending group in Scotland last year.

PAPER O – Judith Sischy (Delegate – Director, Scottish Council of Independent Schools)**Modern Foreign Languages (MFL) in Schools**

It seems to be a fact that MFL has rapidly declined in schools and is no longer a 'popular' subject, particularly for boys. Apparently it is perceived by young people to be difficult, not relevant and not useful.

The Executive has to come to terms with these facts, accept ownership of the position and take responsibility for finding a solution, assuming that MFL is seen as a subject and skill to be developed and encouraged in Scotland.

The Executive is encouraging schools to think globally, to promote diversity and to embrace equality. It wants us to work in partnership with our EU compatriots and to encourage immigrants to Scotland. How can these aims be achieved or even tackled without improving communications in other languages? The Government must practice what it preaches and show an example to young Scots.

There are different ways in which MFL can be approached and taught in schools and perhaps more imagination could be used in presenting MFL to pupils. MFL could be differentiated by distinguishing and identifying aims for each stage at school and teaching accordingly. For example:

- For primary children, the aim may be to enable them to converse comfortably in another language at a level suited to their age and so introduce them to different cultures;
- As they move into secondary, the young people may wish to continue with their language at a more mature but not necessarily more academic level. This should be achieved and recognised as a skill in their portfolio.
- A third category could be those who wish to study the language at a deeper level or levels and acquire qualifications. This group should be taught to talk, listen, understand and write the language at certificated levels up to Advanced Higher if they wish. The examinations should not be diluted and should incorporate all elements. Those who do not wish to learn to write the language but who become proficient in other aspects would have their achievements recognised in their portfolio. This would maintain the rigour of the MFL qualifications.

There are many ways in which the relevance of languages in our world can be illustrated to young people – and to parents, teachers and careers advisers. More imaginative approaches are needed in the classroom – experts from the worlds of business, commerce, finance, science, medicine, research and the arts should be brought into school to explain to children how and why languages are important. Enterprise and citizenship could embrace a similar approach.

Similarly there are many ways in which the teaching of languages can be made exciting. Teachers can use the expertise of other subjects – first and foremost English language, particularly for those who wish to continue to certificated levels, history, geography, IT media, art and design – to enliven the subject and link it to the real world. Travel and communications are accessible to most and there should be no reason why pupils cannot experience a live language, either in reality or through a virtual medium.

Depending on the approaches agreed, there should be direct consultation with the teaching of MFL at the initial teacher education stages. Indeed this should perhaps be a starting point to help re-vitalise the MFL programme for teachers. All partners involved should work closely together to ensure that Scotland becomes a country that promotes and encourages MFL for its young people.

PAPER P – Sue Bell (Delegate)

I would like to raise a point for consideration in the future.

European Union Workers in Scotland: there are now 20,000 new Polish residents in Edinburgh, who arrived after the expansion of the EU. There are also a lot of others from Eastern Europe, and these people need to improve their English in order to work and more importantly to integrate properly.

This is also a similar issue for the women who accompany Asians and other Islamic immigrants to live here. Their children learn the language at our schools, their husbands at work, but the women also need these teaching opportunities.

The Scottish Executive may wish to consider the implications of this population shift, which is likely to continue.

For retired people and for those without full-time employment, language speaking opportunities would be more important than language teaching as such. They probably would enjoy watching foreign DVDs together and discussing them in that language, ie less formal than a classroom situation. Public library buildings might be able to offer a venue for such activities to take place.

PAPER Q – Classical Languages in School and in Teacher-Training: Adapting the Remit (with an Appendix on Modern European Languages in association with the Classics Department at the University of Edinburgh) – J. Gordon Howie MA, MITI (Delegate – the University of Edinburgh)

Six years ago a major Scottish electronics firm advertised for a graduate. The final candidates, equally well qualified, were a Scot and a German. The German got the job – because his English was better. A Scot had to make that decision; and told the story at a conference as a symptom of a widespread condition. As a Classicist and Professional Translator of German and Modern Greek, I offer for discussion some suggestions on aetiology and remedies. I am not promoting materials or a scheme.

I have taught Classical Greek for 40 years. A university Classicist is perforce a modern linguist, albeit often a passive one. Major work comes out in other languages, especially French, German, and Italian. Like others, I endeavour to impart that added dimension in teaching and occasionally through translations. Following Greece's accession I was for 15 years a freelance translator of Modern Greek for the European Commission. I ploughed this experience back into a course in Modern Greek for Classics students, with native-speaking assistance, and have also tutored Greek postgraduate students of Translation Studies. This is a very modest demonstration of the "valency" of a Classical education. Teachers and senior colleagues bore major responsibilities in WW II, the Cold War, and Cyprus, through mastering German, Japanese, Russian or Modern Greek. My views are tempered and leavened, however, by learning, as well as teaching, *ab initio* and by my wife's experience in Drama, Primary Subjects, and Primary Learning Support at a variety of schools in Scotland.

For over 20 years the Butler Education Act of 1944 widened entry to Grammar Schools, where Latin, Greek, and modern languages were taught to a high standard. The generation that fully benefited, born from 1933 onwards, supplied linguists during the Cold War, among them conscripts with no privileged background such as Alan Bennett and Dennis Potter. Had the UK's application to join the Common Market in 1962 – 63 succeeded, they and their younger contemporaries would have been ready for the opportunity and challenge; and our entry would also have had a different impact socially and culturally then and thereafter. By 1973, when the UK entered, great changes in the linguistic culture had set in. The government elected in 1964 keenly felt the unfairness of consigning children at 11 or 12 to different educational, occupational, and social prospects. The teaching of English at Primary level was also caught up in a current of change. The result was that Modern European Languages declined in uptake and importance at a time when the country had to come to terms with being in the European Community. In my own view, the most serious changes occurred not in Secondary but in Primary Education. Out along with the Grammar Schools went the grammar of English. In Scotland by the early 1970s visiting Inspectors were forbidding Primary Teachers to teach any grammar. By the early 1980s phonics were being banned by many head teachers; and the effects of those policies have now worked their way into the teaching profession itself. Nor did reading fare any better.

The Grammar Schools' achievement was founded on the quality of English-teaching in Primary Schools, and that basis was now progressively undermined. In the 1940s and 1950s all children were taught parsing and analysis of sentences; and comprehension was further fostered by regular reading aloud with appropriate expression. Frames of reference for any subsequent acquisition of inflected languages were already opened up through paradigms of English verbs and adjectives. I cannot, therefore, claim that prior experience of learning Latin, as recent work of some Classicists in the US might suggestⁱ, was responsible for success in language-learning in my own day. The way English had been taught at Primary level to all children prepared some of us for other languages, *including* Latin. The same foundations could have been built on generally within the Comprehensive system. **I therefore urge that this approach should re-introduced and should be imparted in initial Primary teacher training and in in-service training for teachers in post.** It would accord with the Mulgrew Report's concern for "the basic principles of learning any language";ⁱⁱ and a prior introduction of that approach by Class Teachers would prepare children for the Modern Languages in the Primary Schools initiative.

On the other hand, Primary education offered no insight into structure of words, origin of words, and related words. Nor was there any systematic treatment later, only occasionally ad hoc. Here is one aspect of recent work in America by Classicists that deserves to be followed up: the use of Latin words (and presumably) prefixes and suffixesⁱⁱⁱ to build up English vocabulary and aid a greater range of children overcome the *lexical bar* which is already satirised by Shakespeare to the detriment of the less educated in his Constable Dogberry in *The Comedy of Errors*.^{iv} Yet how are pairs like *receive* and *reception*, *conceive* and *conception* to be understood? The history of English surely comes into play here. The point is simple enough in the light of the Norman Conquest, simple enough indeed for Primary schoolchildren. The real importance of Latin, and to a limited extent, Greek emerges from that fuller picture, which reveals, for example, that the French input is very considerable but sometimes consists of individual words which may be supplemented, as *receive* is by Latin cognates like *reception*. Compare [blood] *vessel* and *vascular*. Here the history of science also comes into play, with the term antedating and surviving Harvey's discovery of circulation. The *productive* element, providing words and components for new formations, is *Latin* in a development that gathered momentum from 1600, as English replaced Latin in scientific and intellectual discourse.^v Yet it is also arguable that it is as useful to look up the English word in the course of reading and check the etymology as to know the Latin word through reading Latin and looking it up. Nor are all the words concerned actual Latin or Greek. Turning to another French and Latin coupling, *conceive* and *concept/conception*, the sense of the borrowing requires further explanation: it comes from the literal sense of the Latin word, used **metaphorically**, like *grasp*, in English, which in turn, is a probably a *calque* based on the Latin; compare German *Begriff* (cognate with *grip*).

Learning another language, such as Latin has been shown to enhance vocabulary generally and to encourage higher-order skills. Thus: “[T]he primary effect of Latin study on vocabulary may not be an increased ability to recognise Latin derivatives, but in *fostering a more general word-awareness*” (*my italics*). Again: “[T]he use of interlingual cues (derivations, loan-words, cognates) can contribute to the cognitive process of inferencing.”^{vi} Those benefits could also arguably accrue from a wide, historical view of the child's own language. Latin-learning has also been successfully employed in the UK with 10-year-olds “as a way of teaching young children English grammar [and enlarging their vocabulary].”^{vii} In areas where Standard English speech cannot be taken for granted this would be “a long road for a shortcut”. Grammar could be more usefully acquired by reading progressively more challenging English in the light of instruction in parsing and sentence-analysis.

Other factors reinforce the relevance of an English-based historical approach. A resurgence of interest in Gaelic and in Scots also has to be taken into account. A historical view would help children understand the differences and similarities.^{viii} An appreciation of the Gaelic heritage could be acquired by all children through the explanation of the meaning, where clearly established, of place-names, which often turn out to be verbal pictures, especially those in the children's own environment. Movements of population and the contributions of other cultures could also be appreciated and history made more real through place-names and through words and concepts from other cultures, such as those of the Indian Subcontinent (from *chit* and *bungalow* to *guru*) or the Arabs (notably *algebra*, but also *alchemy*, *azimuth*, and *azure*). For primary school children wall charts and time-lines could provide a visual link, and cross-curricular links with History and Geography would occur naturally.

This approach could be continued in Secondary I and II, where there are likewise natural cross-curricular links in the terminology of different subjects, which could be explained with reference to concept, origin, metaphor, and structure; and here the input from the productive Classical vocabulary would be fundamental.

In Primary schools sample materials prepared by specialists, a dictionary that includes etymologies, such as Chambers’, one of the histories of English available, *The Oxford Dictionary of Word Histories*, and *Brewer’s Britain & Ireland* (for place-names and miscellaneous lore associated with the names and places) would go far to meet a Primary teacher’s needs. At Secondary level a Classics graduate teaching Latin and the (non-linguistic) Classical Studies or an English or Modern Language Teacher could take an in-service course and could then provide in-house training for colleagues in their own schools.^{ix} The initiative must come from the Head Teacher, and “whole school policy” must be agreed with appropriate distribution of emphasis which will meet the particular school’s needs.

The approach outlined is intended for enrichment and not as a subject for a separate pass. Latin, of course, can lead to a pass. It is also the passport to beautiful and moving poetry that one can sometimes still hear like living speech. However, I would stress that Latin ought not to be the sole language provided or opted for by a pupil. It should not have that status. The experience of being professionally taught a living language is vital. For me French was as important as Latin and Greek and together they equipped me to use other languages with much less help. And in any case, the study of Latin is likely to stimulate in studying a modern language, as one Latin programme in Los Angeles revealed.^x

At present, teacher training for Classics graduates in Scotland is only available at the University of Strathclyde, in alternating years. Significantly, the teaching practice placements will be provided by private schools. Clearly the private sector and parents paying fees see an advantage for their children in that subject. I propose that a comparable advantage for all children would be created by securing the post at Strathclyde and extending it to include the planning and organisation of schemes, the devising of graduated materials for Primary and Secondary schools along the lines suggested here, and the provision of modules for teacher- and in-service training for Primary and Secondary teachers and that, in particular, this approach should be included in the syllabus for intending Classics teachers.

Appendix: Classics and Living Languages at Edinburgh and Beyond

The importance assigned to modern European Languages in the study of Classics at Edinburgh and the opportunities to acquire an appropriate language at any stage of study emerge strikingly from enquiries made in preparation for the Conference.^{xi} These developments are not only producing graduates with greater linguistic skills. They will also furnish a growing body of experience of purpose-driven adult acquisition and employment of language involving a whole range of modern European languages and a variety of modes of acquisition.

Arts undergraduates at Edinburgh and certain other Scottish Universities have long been able to combine Classics with a living language either as an “outside” subject or in a Joint Honours degree in a classical language and a living language. Since the 1960s, Classics and an increasing number of language departments have offered *ab initio* courses capable of leading right to Honours without the necessity of an extra year’s study; and there is no doubt that the Scottish four-year Honours degree enables *ab initio* students to achieve parity or distinction in an Honours class. Over the last fifteen years or so, however, the ERASMUS scheme has also made it possible for Honours students of Classics to integrate the learning and effective use of a modern European language within the Honours degree in Classics itself by studying at a European University for a year and having work undertaken and assessed there in the European language included in the Final Honours assessment. Moreover, the latter scheme is open not only to students of Latin or Greek who may study either language and its literature at a European university but also to students who have opted for non-linguistic pairs drawn from (a) Greek and Roman Literature in translation, (b) Ancient History, (c) Classical Art and Archaeology. In the Edinburgh Classics Department both types of Honours course involving Classics account, on average, for three students each every year, and of those 25% are Scots. The European countries opted for are France, Germany, Italy, and, to a lesser extent, Spain. The same arrangement is

also possible with Norway and Russia. In the case of all those countries other than France and Germany, the ERASMUS scheme provides an intensive *ab initio* course in the country for two or three weeks before the beginning of the university year. This is not possible in the case of France and Germany, but it should be noted that it is open to students interested to take the standard one-year *ab initio* course in French or German as an outside subject in their first or second year.

Postgraduate training in Classics at the University of Edinburgh now includes a module on German for Academic Purposes, in which students acquire the reading skills particularly associated with their own needs as Classicists. Such is the prestige of German in Classical Studies that every serious Classicist requires a good reading knowledge of the language. Plans are in hand to extend this provision both to other modern European languages and to the rest of the School of History and Classics. In the case of Classical Archaeology, postgraduate students studying in Thessaloniki, including those with no knowledge of Classical Greek, attend the excellent course provided there in Modern Greek for foreign students, and achieve an effective competence both in speaking and in reading research materials in Modern Greek.

As student numbers in Classics, including *ab initio* students, have risen substantially, it is to be expected that an increasing number of Honours graduates combining Classics and an effective knowledge of a living language will enter employment or postgraduate training or study over the next few years.

From the point of view of educational methodology, it is interesting to note that all such students may be said to exemplify at a significant level of difficulty the process known as CLIL, *Content and Language Integrated Learning* (for a definition, see Paper C). At the same time, proceeding from Latin (and possibly some French) in the case of Italian and Spanish involves advantageous *metalinguistic* skills (see Professor Johnstone's paper, Paper D) through familiarity with the complexity of accidence and syntax exhibited by Latin and Greek, and the ability to draw on Latin, as the parent language, for whole words and elements of compound words. This metalinguistic contribution of Classics is, incidentally, also exemplified by a recent Edinburgh Classics graduate who, with the additional benefit of a course in Classical (Comparative) Philology has been working as IBM's representative in Nepal.

Experience in the teaching of Modern Greek for an Honours optional paper in Classics over 15 years, before the retirement of the Classics Lecturer working with native-speaking assistance, has likewise demonstrated the effectiveness of prior study of a Classical language as a source of such metalinguistic skills.

Graduates with these various combinations of Classical and living languages have been successful in obtaining employment in work commensurate with their qualifications. One Classics graduate with a knowledge of Italian through the ERASMUS scheme now works with Marconi in Italy, and one Honours graduate with Modern Greek as an Honours Option obtained employment in Greece with an Arab-owned bank. Another graduate with optional Modern Greek proceeded from a stint as a *stagiaire* in Brussels to work with a private firm of transport consultants there, and thence, as a Civil Servant, to the Department of Transport in London. A graduate in Greek and Arabic won a JET (Japanese Educational Trust) scholarship to Japan, and was followed after a year by his fiancée, who had studied Classical Greek, Modern Greek, and EU Studies; she worked in a Japanese kindergarten for a year. Both obtained employment with British Airways. While the present writer most readily calls to mind students he has taught, the success colleagues report as achieved by the many other students passing through the Department tallies with his own experience.

At every stage, therefore, of the study of Classics at Edinburgh, there is the opportunity, frequently availed of, to use or learn to use a living language, and thereby to acquire more broadly transferable skills, in the widespread common field of endeavour and forum comprised by the Greek and Roman languages, literatures, and culture.

NOTES

- ⁱ Alice K. DeVane, "Efficacy of Latin Studies in the in the Information Age" *Readings in Educational Psychology* <http://chiron.valdosta.edu/whuitt/files/Latin.html> , pp.4, 8. Thomas K. Sienkewicz, "The Role of Latin in American Education: A Position Paper from the National Council of State Supervisors of Foreign Languages (NCSSFL) <http://department.monm.edu/classics/CPL/PromotionalMaterials/FLSupervisors.htm>, p.2.
- ⁱⁱ John Mulgrew (Chair) *Citizens of a Multilingual World* (Edinburgh 2001), *Key Issues*, p.46.
- ⁱⁱⁱ Davidson's Mains Primary in Edinburgh does excellent work on common prefixes etc.
- ^{iv} C. Barrett, "Why Study Latin?" *Keys to Language and Cultural Awareness* WWW.PROMOTELATIN.ORG: "Thousands of students in big city schools benefit from courses on Latin roots in English words. These courses also teach them Roman Culture and Greek myths." Lexical bar: D. Corson, "The Graeco-Latin lexical bar".
- ^v Corson, p.51
- ^{vi} Devane, pp.5 and 7 resp.
- ^{vii} Barbara Bell's *Minimus*, a first Latin course primary schools, as reported in the *Electronic Telegraph* (3 May 200).
- ^{viii} Origin: Mairi H. Robinson *The Concise Scots Dictionary* (Edinburgh 1996) ix-xvi.
- ^{ix} *Other materials*: David Crystal, *The Stories of English* (London 2004); Ernest Weekley, "Influences on the English Language" in: *English Language and Literature* (London, n.d.; a brief and helpful introduction to history of English up to 1950), pp.6-29. For *English Words from Latin and Greek*, see D.M. Ayers (Tucson 1986).
- ^x DeVane, p.9.
- ^{xi} Thanks are due to Mr Allan B.E. Hood, Senior Lecturer in Classics, Dr Brian Barron, Dean of Undergraduate Studies in Humanities and Social Science, and Prof. Douglas L. Cairns (Classics), Dean of the School of History and Classics.

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For further information, please contact Miss Morven Chisholm, International Relations Officer:

22-26 George Street
Edinburgh
EH2 2PQ

Tel: 0131 240 5000
Email: international@royalsoced.org.uk
www.royalsoced.org.uk

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