

## **BREAK OUT GROUP 3 - IMPORTANCE OF LANGUAGES**

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**Q1) What lessons can Scotland learn from other countries' experiences of the 1 + 2 model? Are there any other lessons on how should linguistic skills be developed in Scotland?**

- The Early Language Learning in Europe (ELLiE) project provides useful research on experience in other countries;
- CILT Cymru has links with Basque Country schools, where people learn three languages (Basque, Castilian and English) from a very early age;
- we could do more to use the language skills of those who have come here from other countries;
- as Scotland has more than one indigenous language, our culture may be more receptive to language learning;
- we could build on the experience of Gaelic education;
- more teaching time should be made available when people are beginning to learn a language;
- learning another language helps with learning one's own language;
- language learning facilitates brain development.

**(Q2) What would be the most effective means of creating greater links between academia and business to support language learning in schools?**

- Universities could give increased prominence to language learning by changing their entry requirements to insist that applicants have some ability in other languages;

- IBM in Greenock (which employs 700 people with native-language ability in many different languages—though few Scots are able to do those jobs) encourages its native speakers of other languages to go into local schools to share their knowledge and expertise;
- we need the right sales pitch to convince parents of the benefits of language learning, including the benefits for employment prospects;
- we should point out that many employers will view those who have lived abroad as having a wider experience that will be useful to their business;
- given that £500 million may be lost to the Scottish economy due to our lack of language skills, having better language skills would mean that we would be more able to take advantage of trade opportunities;
- we should highlight the fact that the multilingual brain is more flexible and is better at prioritising;
- initiatives such as e-twinning may help;
- we could combine language learning with STEM subjects;
- encourage take-up of online language learning modules, such as the one the NUS Scotland's Scotland goes global project developed for schools;
- delivery and presentation are important.

**(Q3) Which languages should be learned in schools with regard to business or cultural needs?**

- The quality of the learning and the breadth of opportunity are more important than the particular language that people learn—but don't forget Russian;
- we need more languages—but don't forget Esperanto;
- there should be a choice of languages in school;
- we should dispel the myth that only certain languages are important, as all language learning develops many different skills;
- over-dominance of one modern language in primary school can lead to demotivation among pupils in secondary school;
- the particular language learned is not as important as acquiring the skill of language learning;
- we should look at business requirements, such as where we export to—for example, the BRIC countries and others whose economies are growing;
- we should do more to support those who have some ability in Polish or Urdu;
- we should provide more support to councils for Gaelic provision;

- we should learn from existing good practice, such as the Chinese Confucius hub at Hillhead high school or the new Islamic secondary school in Glasgow;
- in some countries, people can choose which secondary school they attend based on which languages it offers;
- an audit by one council revealed that 25% of its primary school teaching staff have a qualification at standard grade or above in French, 2% have a qualification in German and the remainder have no qualification in any other language.

**(Q4) What would be the best approach to ensure students with additional support needs (ASN) are sufficiently supported in the 1 + 2 model?**

- Use interactive media and new technology;
- it is not true that children with special needs cannot cope with learning other languages—on the contrary, it can help them;
- we should seek to address the needs of each pupil within each school rather than come up with a programme at national level;
- the curriculum needs to be inclusive;
- look at existing good practice on language learning in the ASN sector;
- how the language is taught is what matters;
- learn from the pilot project in Langlands school, Forfar;
- children whose first language is not English may feel more included when everyone is learning a new language;
- use teachers from other countries who already have the skills.