

PART 2: QUESTIONS FOR CONSULTATION

The Department of Education and Skills is drafting a Foreign Languages in Education Strategy. The views of stakeholders are being sought to inform the development of this Strategy. Outlined below are a number of key questions. You are invited to provide your feedback on each question. There is also a space at the end of this template for any other more general comments you may wish to make that are relevant to the issue of foreign languages in education. It would be important to note that the submissions received will be available for general distribution.

Name of respondent:

[REDACTED]

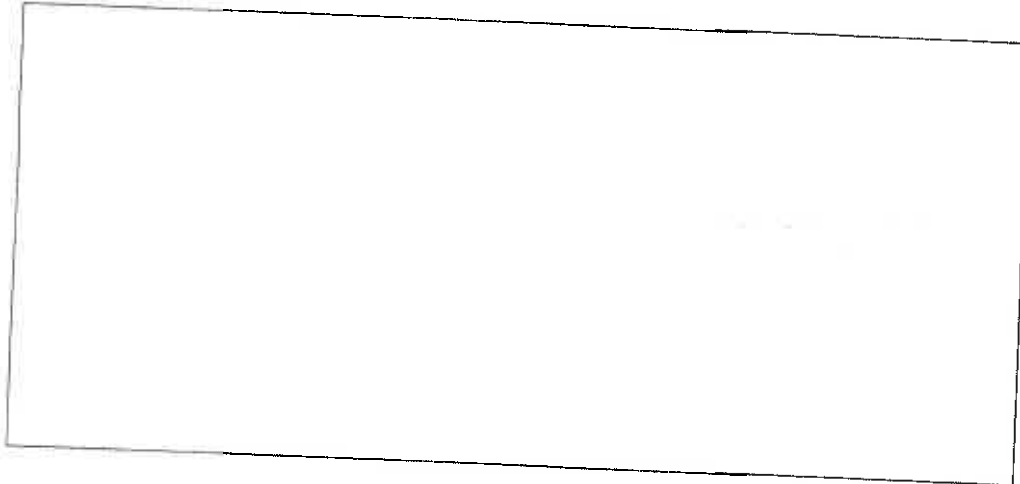
Organisation, if any, whose views are being represented:

Email address:

[REDACTED]

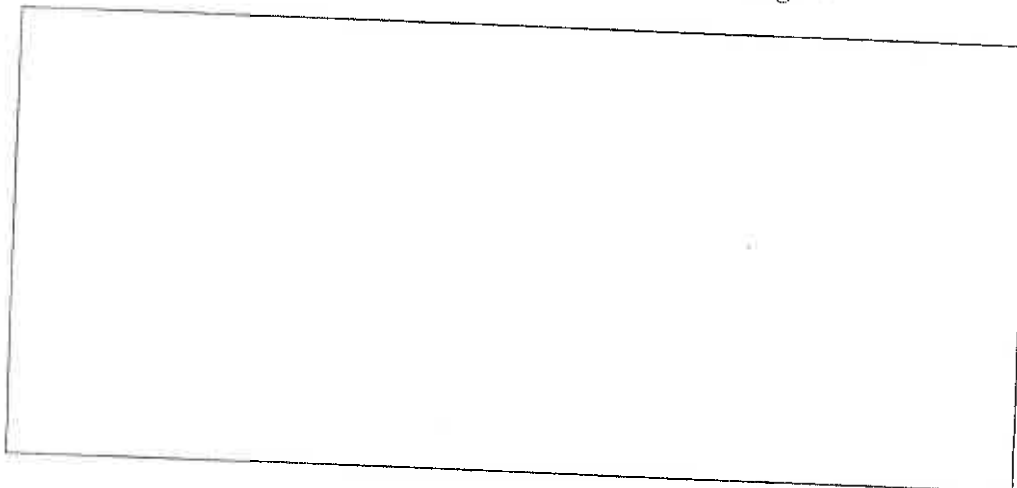
1. Raising Awareness

What measures should be undertaken to promote awareness, at national, community, enterprise and individual level, of the importance of language learning and to increase interest in and motivation for foreign language learning?



2. Supporting migrant languages in educational settings

How can we encourage our migrant children to become proficient in the language of their adopted community, while at the same time maintaining oral, written and cognitive academic language proficiency in their own mother tongue?



3. Learning and Teaching

How can foreign language learning be supported for students from post-primary educational settings and thereafter? You may wish to concentrate on one educational sector.

Important features to provide to secondary school students before they commence their first year of the Junior Cert

1= It is very important that a wider variety of languages becomes available to study in sec. schools. French/German + Spanish are no longer enough to satisfy a changing world.

2= Children need to be given the cultural background + also basic linguistic structure of a language before blindly commencing their studies in a language with no aim or direction. ~~not~~ starts driving on the road before trying in the field first.

3= The importance of language learning itself needs to be highlighted, and also the personal benefits which can be obtained from language learning. HOW TO DO ALL THIS? Put more languages up for grabs, and then make students informed of that they can.

4. Teacher Education
How can we ensure an adequate and ongoing supply of highly-skilled, professional teachers/trainers of foreign language at all educational levels to meet ongoing and emerging needs?

1= Provide more languages through education (primary/second + 3rd level)
i.e. Arabic, Chinese, Russian etc.

2= Provide incentives (scholarships/money grants) to students who study more than 4/3 foreign languages at exam level.

3= GET BETTER CONNECTED WITH THE WORLD. There are plenty of schools + language schools in the world who are looking for cultural/linguistic exchanges but Ireland remains in their box, as always. Just because we speak the lingua franca, English, this is no valid excuse for linguistic ignorance.

4= kill the love of learning languages. I study 9 languages @ an academic level. I study 9 languages in my spare time, all for the love of language learning.

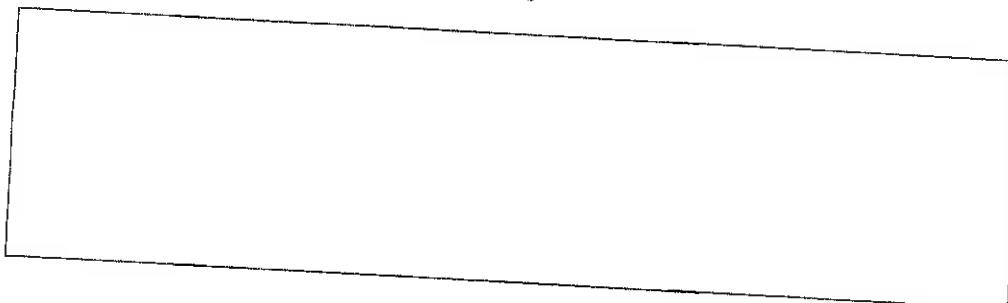
5. Assessment and Qualifications

How can enhanced flexibility, choice and continuity in foreign language learning programmes, their assessment and accreditation be provided, particularly at Further and Higher Education?

There needs to be a better linkage between primary/secondary + 3rd level education. i.e. Foreign languages are not at all compulsory @ primary level, we are probably the only country in Europe to be this backward. @ secondary level, ~~many~~ few languages are offered. @ 3rd level very few languages are also offered. The only languages offered @ 3rd level which aren't there @ secondary level are Polish, Arabic and Welsh. This is a disgrace. Then after this, in the job world, employers are looking for ~~speakers~~ of unusual languages and an Swedish, Danish etc. They are also looking for people who are proficient to actually do something, not just with ability to be able to speak in a language, in such a position I have found myself in the middle of an extra course, with no possibility even though I speak 12 languages.

6. Assuring Quality

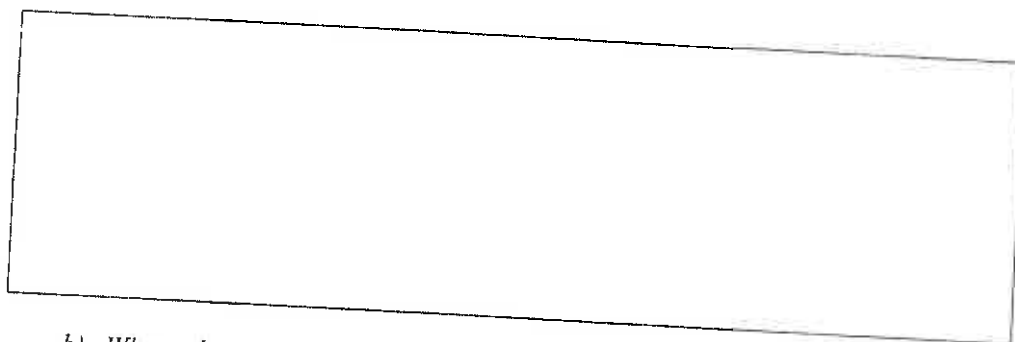
What measures should be in place to support quality assurance measures, evaluation processes and research projects and to provide a knowledge and evidence base for policy making in the area of foreign languages?



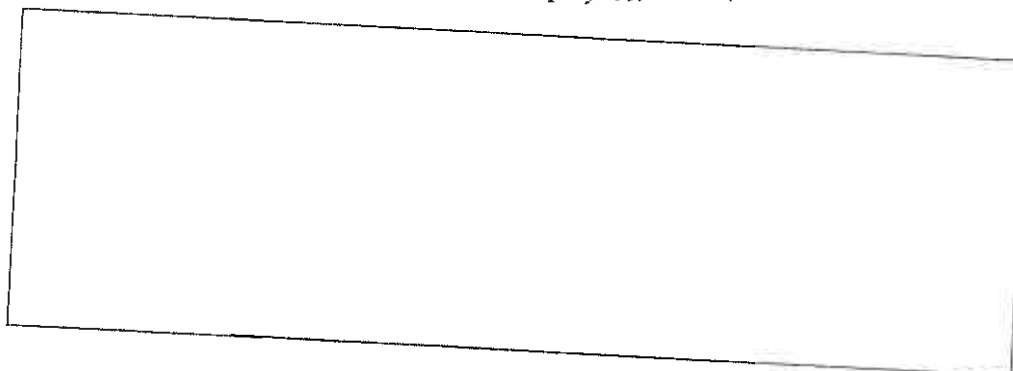
7. Supporting Multilingualism in Business and Society

How can we promote a multilingual society and support service providers, both public and private, in meeting emerging needs?

a) What role can the education system play?



b) What role can employers play in enhancing the linguistic skills of their employees, particularly their Irish employees?



8. Other Comments

Please add any other comments you may have below that you believe are relevant to the development of the Strategy.

Thank you for taking the time to complete this template. Your feedback will help to inform the development of the Foreign Languages in Education Strategy

Please email this template to foreignlanguages@education.gov.ie, or post it to: Tim O'Keeffe, Department of Education and Skills, Marlborough Street, Dublin 1

→ We need to have a system like the university system in Germany. I studied there for a year: Spanish, German, Italian, Russian, Swedish, Turkish, Polish, Portuguese and French were the courses I did there. I studied in a very small university, but their language center had 30 languages on offer, this is better than our whole country combined. Another problem we have @ 3rd level is that I: study, for example, Spanish + German, I'm not allowed to sit in to French or Italian classes for free purposes. It is an absolute disgrace that interest and passion is crippled like this.

Amek

P.S. if every ye need someone to write the strategy for ye, I'm all up for it. 17