

A Framework For Consultation on a Foreign Languages in Education Strategy for Ireland

Submissions Content Summary

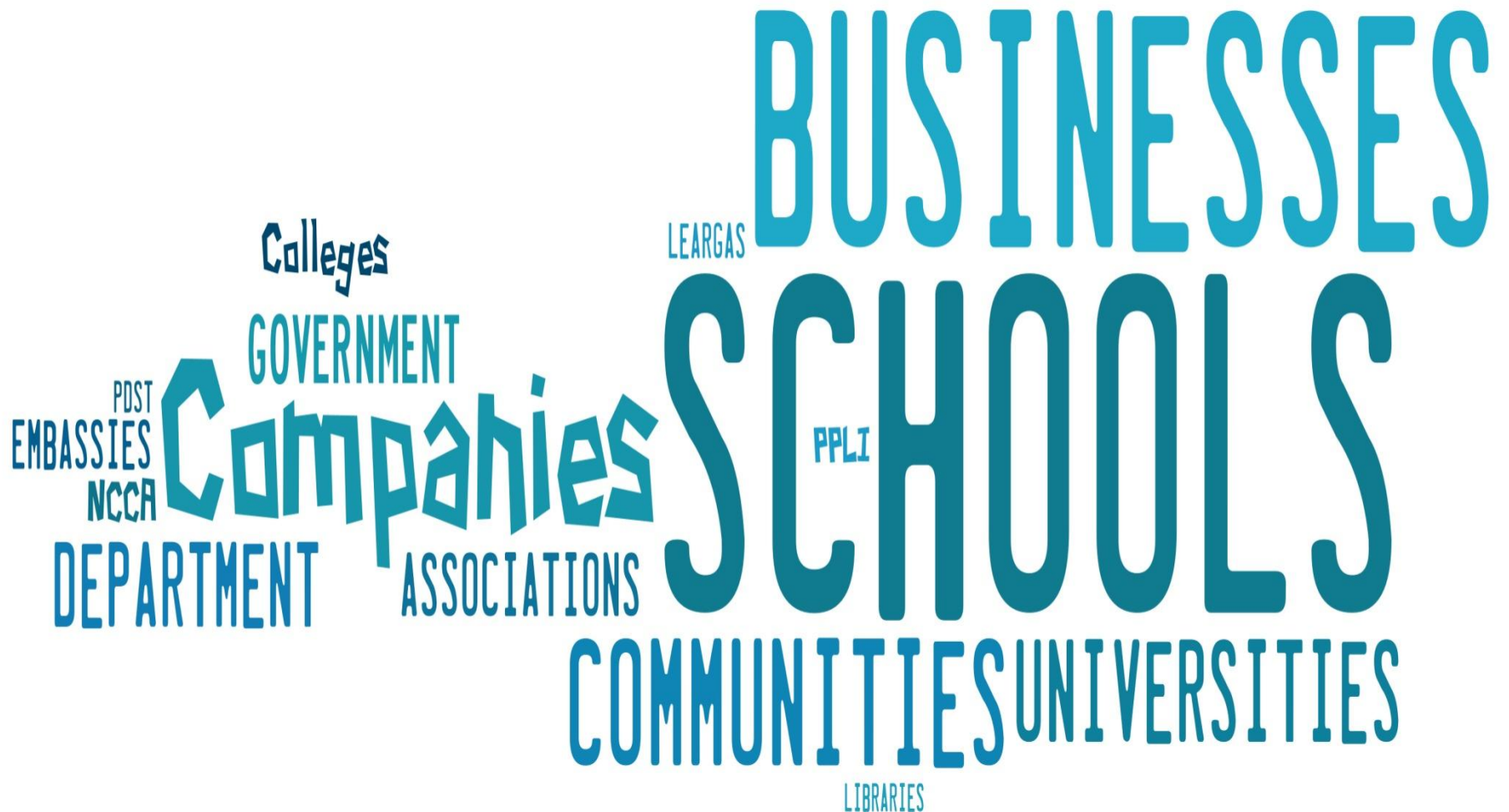
#FLStrategy

[illegible]

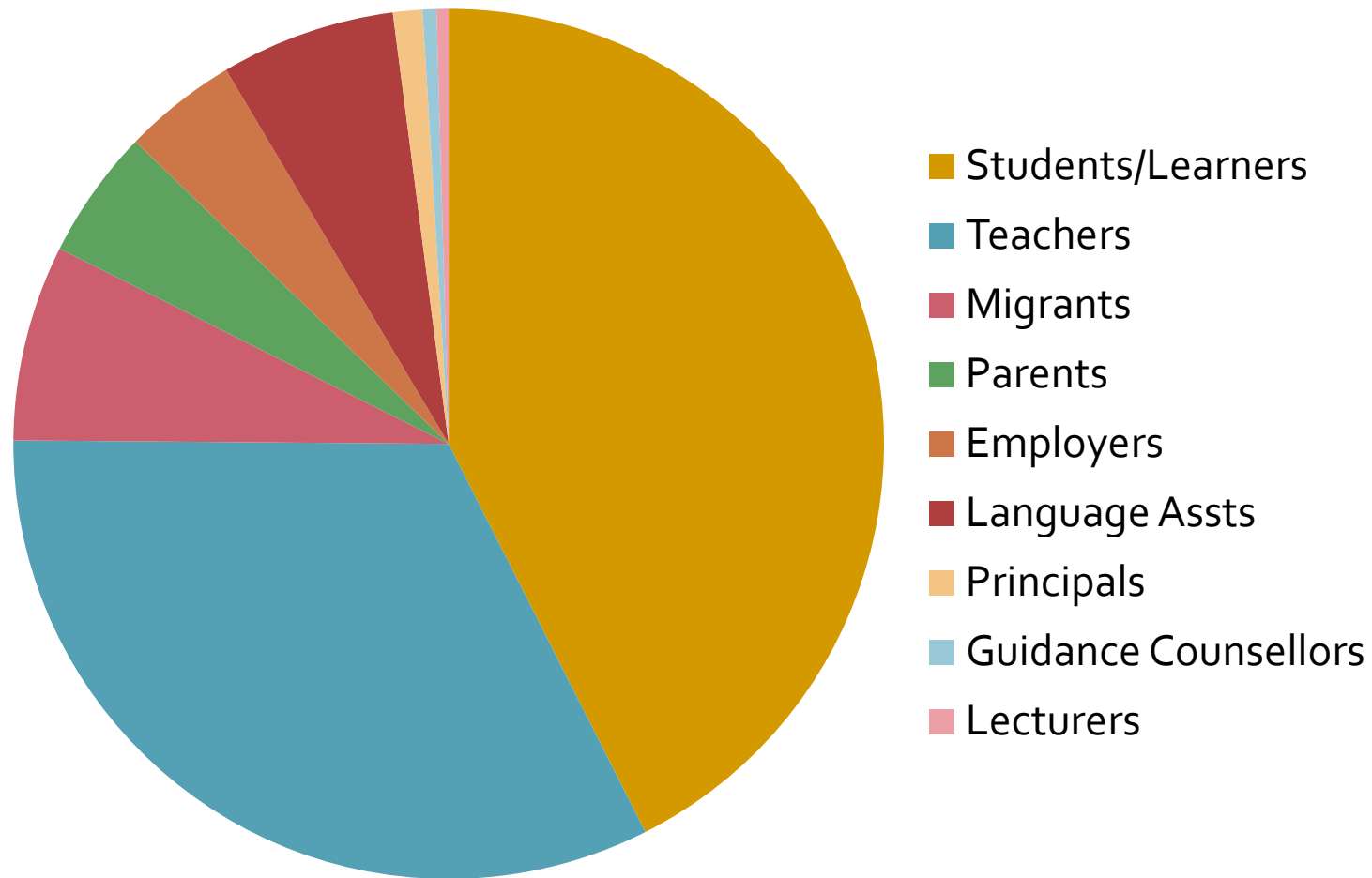
Number of submissions by sector

- Primary: 6
- Post-Primary 31
- Third-level 15
- Embassies/ Cultural Institutes 3
- Other individuals and organisations 15
- Enterprise and Business 5

Frequency of mention of relevant organisations



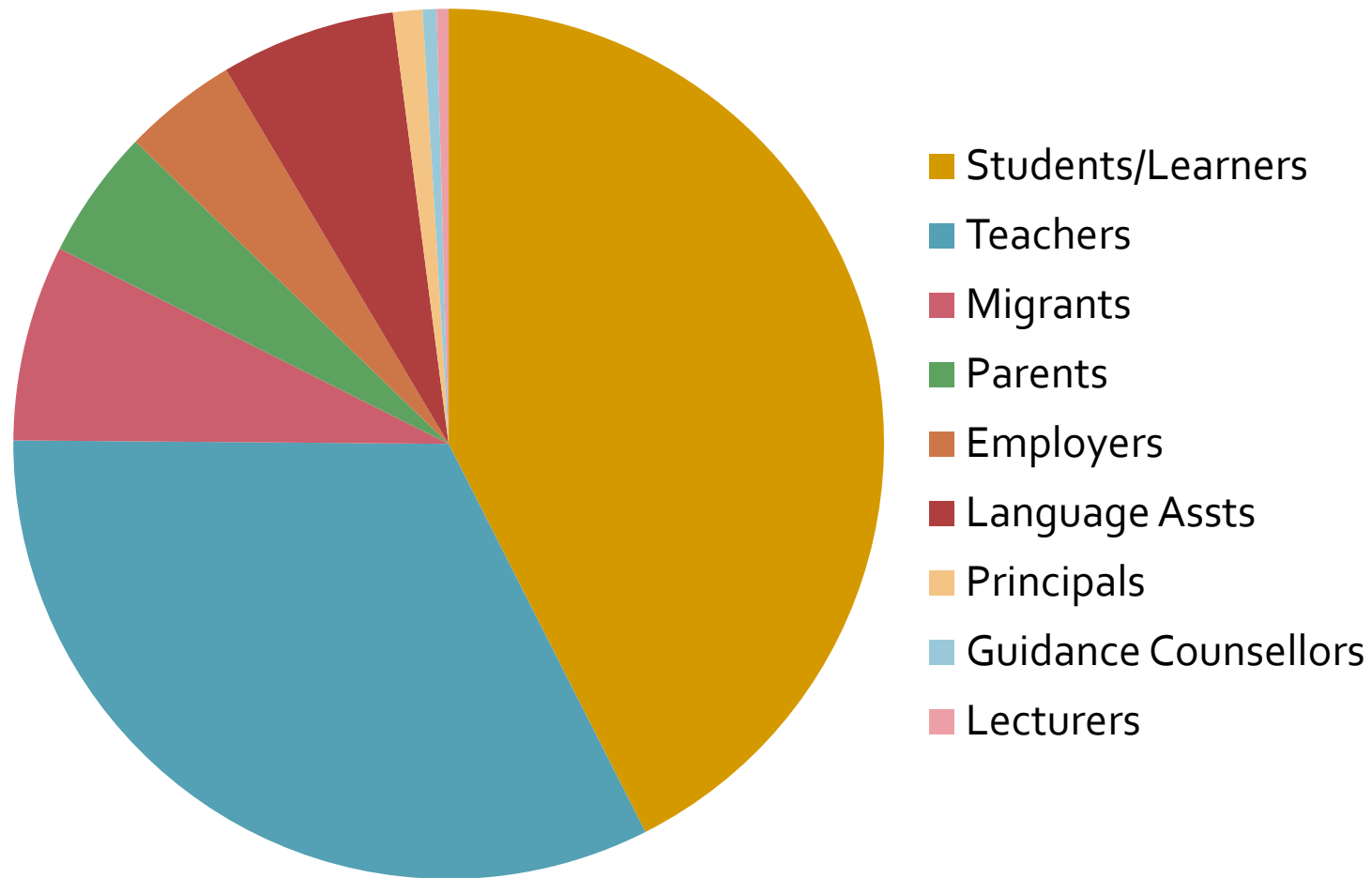
Which people were mentioned and in what order?



Focus on students/learners

- ... **learners'** language acquisition (English as an Additional Language (EAL))...
- ...vocationally oriented language training for adult **learners** (ETBs)
- ...meeting the needs of all **learners**...
- ...shift from teachers to **learners**
- ... **learners** want new methodology *but*
- ...incredible pressure by parents and **students** to 'teach to the exam'

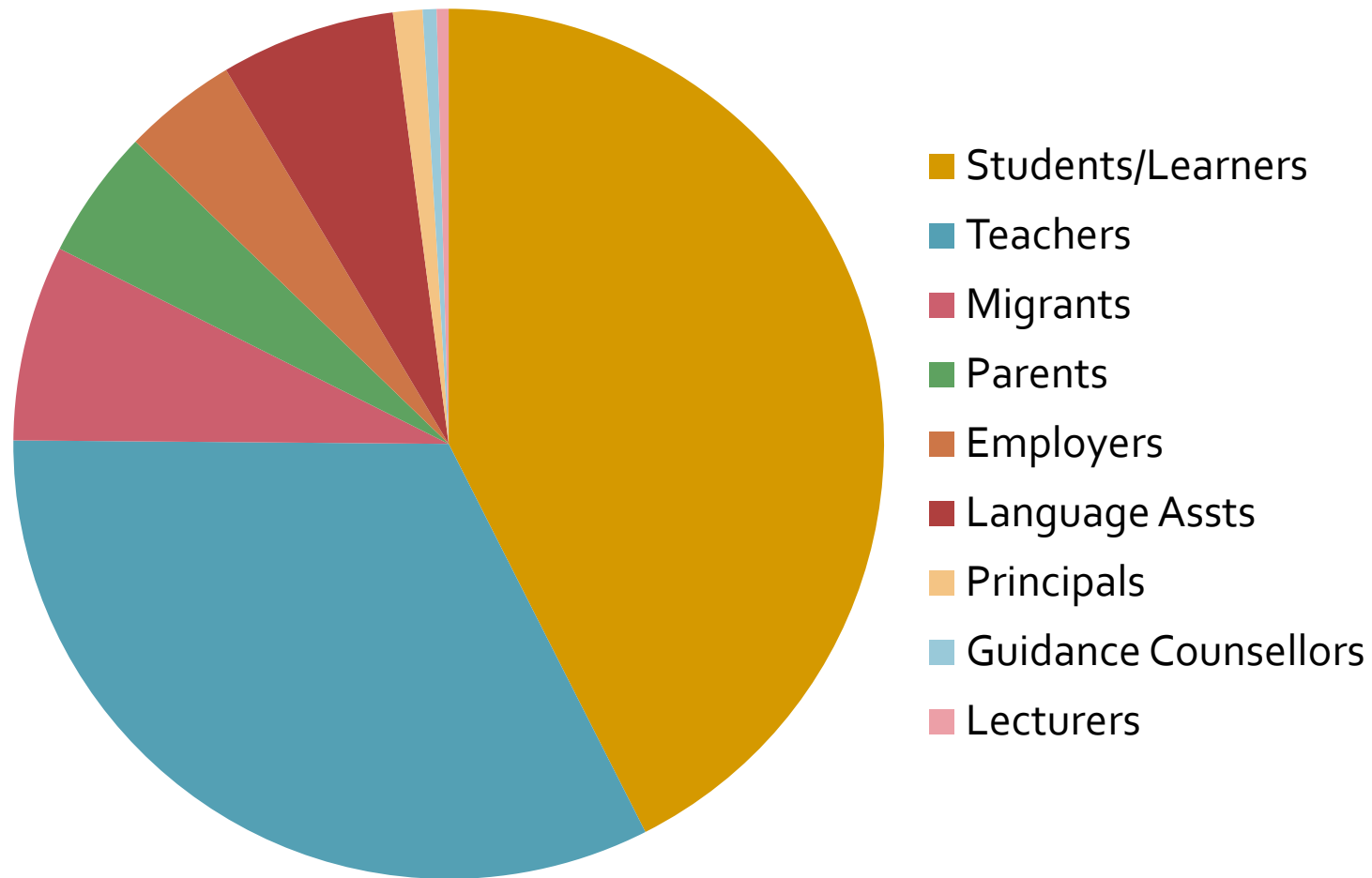
Which people were mentioned and in what order?



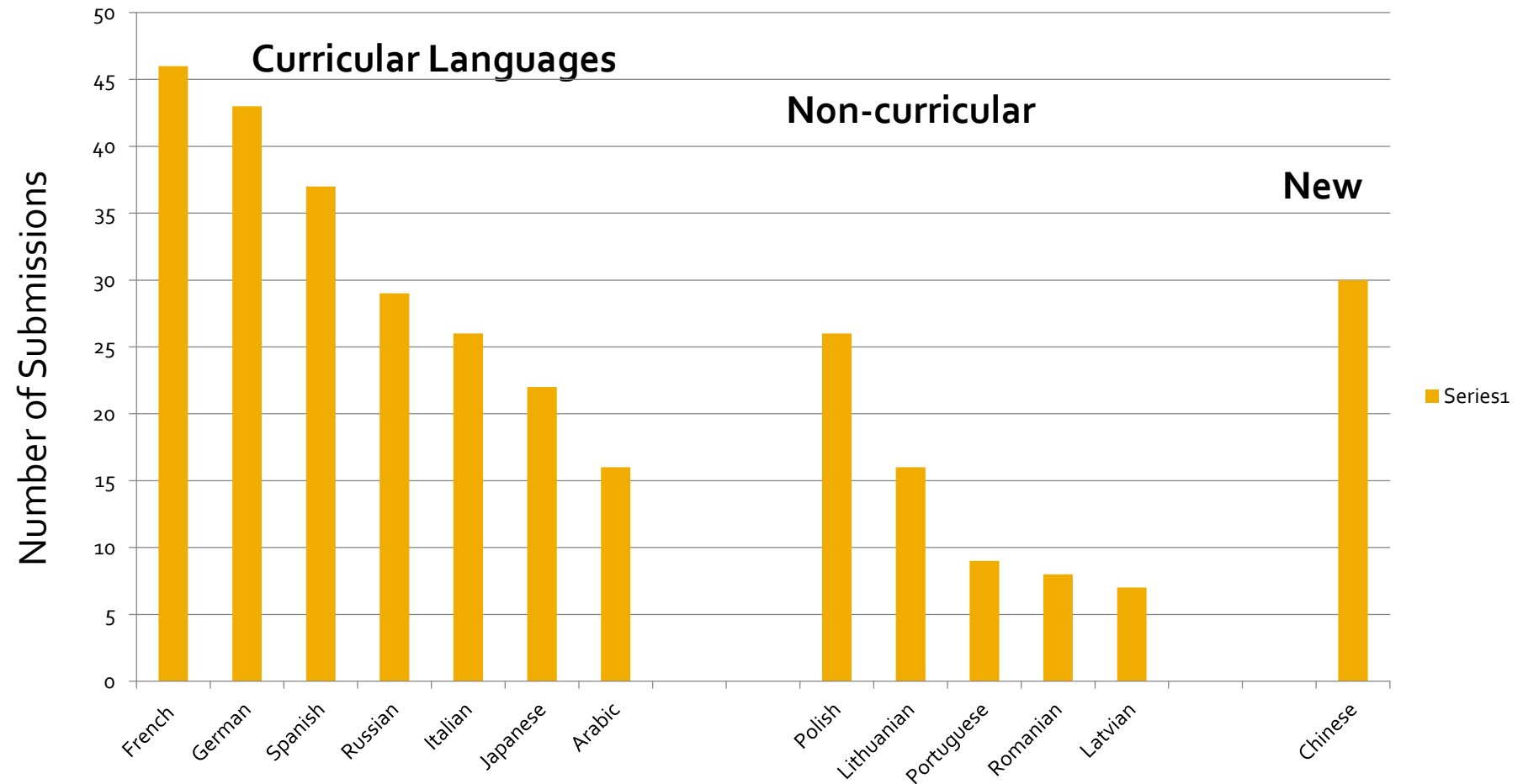
Why teachers get high mention

- Huge emphasis in the submissions on:
 - a need for better ITE for teachers
 - minimum criteria for language proficiency entry levels to ITE programmes
 - a need for CPD for teachers both in terms of language upskilling and teaching methodology

Which people were mentioned and in what order?



Which foreign languages?



Context for mention of different languages

- French, German and Spanish mentioned as the traditional curricular languages
- French also in the context of migrant families of African origin who speak French as L1
- Languages other than French & German

■ Japanese:

- In the context of the challenges associated with diversification and the difficulties that remain/have not yet been addressed

■ Russian:

- Provision of Russian in the context of PPLI
- Call for different curricula for foreign language learners and home language speakers
- Call for funding for more out-of-school hours classes

- An additional point mentioned in the case of Arabic:
 - An important language not being championed by central government

- Non-curricular languages mentioned in the context of:
 - the benefits of bilingualism
 - the capital of multilingualism
 - complementary schooling

- New languages - Chinese:
 - Junior Cycle Short Course
 - As a migrant language
 - Concern in relation to teacher qualifications and job prospects
 - The need to develop a teaching profession

Key themes in submissions

- Languages not Foreign Languages
- Teacher Education
- Role of employers and Higher/Further Ed
- Migrant languages
- Benchmarking all languages across all sectors with the Common European Framework of Reference (CEFR)

Addressing the questions...

Raising Awareness - General

- Run a campaign. Think successful ones:
 - Seachtain na Gaeilge
 - STEM initiatives
 - BT Young Scientists
 - German Connects
- Broadcast TV programmes, films and music in foreign languages
- Increase Town Twinning

Raising Awareness

- Make the population understand that:
 - there are benefits of varied language capacity for intercultural understanding and positive citizenship
 - there is a competitive advantage in terms of job opportunities with languages and cultural awareness at varying levels of proficiency
 - learning a language is a life-long process

Raising Awareness

- Re-introduce modern languages in primary schools, since research confirms that early learning not only enhances awareness of languages but fosters readiness to acquire other languages later in life

- Deal with the negative legacy of Irish which impacts on attitudes to foreign languages
 - “I hold an honours degree in Irish, have spent many years assisting at Irish College and continue to promote the language and culture but I can see the damage we are doing by wasting hours each week on a subject that is not fit for purpose and that is being taught by many teachers whose standard of the language is not far ahead of their students” (Primary school principal)

Supporting migrant languages

- Maintain this capacity
- Get the message across to schools and parents that mother tongue is an asset rather than a hindrance

How to support migrant languages

- Provide guidance and training for teachers on:
 - Teaching bilingual children
 - Methodologies for encouraging L1 maintenance
 - Implementing differentiation & co-operative learning
 - Using Content & Language Integrated Learning (CLIL) techniques
 - Dealing with diversity
- Increase and extend English as an Additional Language (EAL) support for children

How to support migrant languages

- Support and fund schools that wish to offer L1 support and give guidelines to schools on establishing criteria for teaching migrant languages
- Introduce additional languages through Short Course facility
- Promote non-curricular languages
 - Introduce two levels at Leaving Cert (LC)
 - Provide online support
- Develop language curriculum that can be delivered online from Infants to Leaving Cert
- Introduce multilingual primary schools

How to support migrant languages

- The complementary education sector
 - Provide official recognition and regulation
 - Widen Teaching Council criteria
 - Provide school buildings for after-school and week-end migrant language classes
 - Provide multilingual summer camps
 - Support and inform migrant parents in their L1 via networks and statutory bodies dealing with migrant issues

Learning & Teaching: Post-Primary

- Make MFL core & compulsory & abolish exemptions
- Reform Curricula and Exams
 - Introduce Compulsory Oral in Junior Cycle (JC) and increase percentage for oral at LC
- Increase no of language assistants
- Make better use of European programmes e.g. Erasmus+ and etwinning
- Have Foreign Language (FL) work placements for Transition Year (TY) students

Learning & Teaching: Third-level

- Address serious underfunding of language courses
- Favour permanent lecturing staff over assistantships to maintain high standards
- Address budgetary reductions which threaten assistantships
- Encourage more students to engage in international exchanges & work placements through the Target Language
- Recognise international students as a linguistic resource who can engage in tandem learning

Learning and Teaching: Asian languages

- Develop a co-ordinated strategy for the teaching of Asian languages
- Create centres of excellence for the teaching of Asian languages
- Fund the training and development of a cadre of teachers and incentivise schools to diversify
- Fund springboard programmes on a more permanent and strategic basis

Teacher Education

- Initial Teacher Education (ITE)
 - Introduce minimum standards for entry to PME programmes
 - Provide more teaching methodology on PME programmes
 - Provide opportunities on PME programmes for continued development of TL competence
 - TC should monitor PME programmes regularly
 - Enable qualified & practising teachers to contribute to PME programmes

Teacher Education

- Continuing Professional Development (CPD)
 - Stipulate mandatory pre-service & in-service language upskilling
 - Provide CPD on ICT and MFL, and using the CEFR and ELP
 - Incentivise and accredit CPD
 - Create language teachers' assoc. in favour of subject teachers' assoc.s like ALL in UK

Assessment and Qualifications

- Benchmark all exams with the Common European Framework of Reference (CEFR) and use the accompanying European Language Portfolio (ELP)
- Accredite third level language modules as part of degree
- Increase possibilities for doing foreign languages as electives at third-level and in combination with other degree programmes

Quality Assurance

- Establish Languages Advisory Board which would:
 - Collaborate closely with European Centre for Modern Languages (ECML) and European Commission
 - Co-ordinate a broad awareness campaign
 - Achieve coherence among stakeholders and agencies
 - Commission research on missed business opportunities in the absence of languages policy

- Establish business-education partnerships
- Establish awards for companies in recognition of outstanding multilingual performance
- Assess Ireland's long-term strategic needs for languages

Supporting multilingualism– the role of the education system

■ Post-Primary

- Lengthen school day to increase time available
- Give bonus points for higher level Foreign Language Leaving Cert exams
- Support retention of Foreign Language matriculation requirement
- Increase range of languages provided
- Increase profile of initiatives such as European Language Label, Comenius school partnerships, Erasmus +

Supporting multilingualism– the role of the education system

- Tertiary:
 - SOLAS should encourage the development of specialised language training modules & methodology for teachers and trainers in FET (Further Education and Training)
 - Give languages greater credit rating on Further Ed courses to compensate for extra time involved

Supporting multilingualism – the role of employers

- Detail career opportunities available to graduates with language skills
- Invest in philanthropy on third-level campuses
- Create national database of job opportunities with languages
- Make FL competence an important criteria in graduate recruitment

Supporting multilingualism – the role of employers

- Provide internships abroad
- Provide in-house language training
- Incentivise language upskilling by staff