

I feel that most pupils aiming to enter Higher Education should have a language qualification and many pupils wishing to enter service industries should also possess an appropriate language qualification. Unfortunately despite the range of languages GCSEs and Vocational Qualifications on offer, I still do not believe that we have any that genuinely encourage and assess the development of real language learning skills. Please tell me if you've found a qualification that raises children's perceptions of themselves as language learners and rewards them at all levels for their ability to manipulate language rather than rote learning large chunks of language! (In the era of mobile internet access surely memorising lists of nouns is a waste of time that could be better spent learning structures!)

On a more positive note, I am pleased to note the proposals about the shape of CPD. Lots more classroom based research and networks rather than 'courses' - good news for Linked Up projects! Attention to continuously providing high quality teaching and learning in languages was never so great until it became non-statutory! cue MFL framework, MFL strategy etc.....

I am pleased to hear that the Government now values the educational importance of language study.

I have some concerns:

- 1** Staffing issues, and recruitment to PGCE course will not be in line with the new "virtually compulsory" languages qualification
- 2** Two tier education - those with the golden 5 and those who have BTEC qualifications, and the so-called "dumbed down" subjects - how will recent year 11 students get on?

Overall I am very pleased as languages have given me fantastic opportunities over the years and not just because I am a languages teacher but because I am a linguist. Hopefully this move will resurrect some University departments and some flagging subjects such as German.

Now we need to make sure that the severity of marking issue is finally addressed to bring our qualifications in line with other subjects.

I am all in favour of the importance given to languages in the new proposals but am concerned that GCSE languages are just not suitable for all pupils. We have had success with NVQ and put a lot of work and spent a lot of money in developing NVQ languages in our school. I would be very disappointed if NVQ languages are now to be cast aside.

I have been part of a team teaching German to pupils working towards the International Baccalaureate in a 6th form college with an above average intake. The IB has been discontinued in this establishment because pupils found it too demanding to follow the course in the 6th form based on their achievements at GCSE level.

There is no focus on foreign language teaching at primary in the White Paper. There is a lack of coherent planning from primary to secondary teaching of foreign languages.

We must.... protect the NVQ qualification as an important part of our provision for students aged 14+. For too long we have struggled with a one size fits all approach with the GCSE and the sense of failure that it instils in students if they cannot achieve a Grade C or above. This country has a deep seated fear of language learning and to go back to a singular system that only recognises success by the measure of a single grade is to perpetuate the belief that languages are only for the academic and the most able. Many students, be they at school or as adults in employment, have followed the language units and have enjoyed the challenge and flexibility they provide. We cannot force our students back to a terminal exam that deals in abstract concepts whilst expecting our workforce to possess functional language skills. There is a clear difference between GCSE and NVQ in relation to knowledge and skill acquisition but both are equally rigorous in their assessment. NVQ however is always viewed as the poor relation and this should not be allowed to continue for the sake of our students and our need to be able to export our way out of the economic crisis we now find ourselves in.

Do we have.....

- any sense of the coalition's view on how to achieve a GCSE in a language, looking ahead to the Eng Bac?
- an inkling of how alternative L2 courses will be viewed e.g. Asset Intermediate/ NVQ in Business Langs/ CBLC?

I guess there will be no limit on which language, so would, for example, a school where a Somali speaker gained accreditation through Asset be able to claim that as one of the five making up the Eng Bac?

