



## List of Downloadable Articles

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NB: The Language Learning Journal has made some of its most popular articles available for downloading without a journal subscription (look for the green 'full access' button)<sup>1</sup>:

### Most read articles (<http://tiny.cc/LLJmostreadarticles>):

- Language acquisition **N Dwyer (2011)**
- Language learner strategy research and MFL teaching & learning **M Grenfell (2007)**
- The languages classroom: place of comfort or obstacle course? **M. Nicolson and H. Adams (2010)**
- Optimizing visually-assisted listening comprehension **Ahmad S Kashania et al (2010)**
- Score in French: motivating boys with football in Key Stage 3 **Ian McCall (2010)**
- The beliefs of two expert EFL learners **Sarah Mercer (2010)**
- Language learner strategies **Michael Grenfell & Lynn Erler (2007)**
- Motivation of UK school pupils towards foreign languages: a large-scale survey at Key Stage 3 **James A. Coleman, Árpád Galaczi & Lluïsa Astruc (2007)**

### Most cited articles (<http://tiny.cc/LLJmostcitedarticles>):

- The year abroad and its effects **Paul Meara (2007)**
- Strategic classrooms: Learning communities which nurture the development of learner strategies **Do Coyle (2007)**
- Learner strategies and self-efficacy: Making the connection **Suzanne Graham (2007)**
- Teaching in the target language: Problems and prospects **Carole E. M. Franklin (2007)**
- Teaching in the target language: a problem in the current orthodoxy **David Atkinson (2010)**

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Some or all articles in the following journal editions can be downloaded without subscription<sup>1</sup>:

### Language Learning Journal Vol. 39, Issues 1-3 (2011)

[http://tiny.cc/LLJ2011\\_Vol39\\_1](http://tiny.cc/LLJ2011_Vol39_1)

[http://tiny.cc/LLJ2011\\_Vol39\\_2](http://tiny.cc/LLJ2011_Vol39_2)

[http://tiny.cc/LLJ2011\\_Vol39\\_3](http://tiny.cc/LLJ2011_Vol39_3)

### Foreign Language Annals, Vol. 45, Issue s1 (Summer 2012)

<http://tiny.cc/FLAnnalsSummer2012>

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<sup>1</sup> Last checked: May 2013

## Recent Publications – Abstracts

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### **British Academy and Cumberland Lodge (2013) Multilingual Britain**

<http://tiny.cc/MultilingualBritain2013>

Key Points:

- The UK's multilingualism is an asset and a resource, but is not fully valued
- More data is needed to understand fully the nature and extent of multilingualism in the UK
- Businesses and public service providers would benefit if community languages were harnessed in a systematic and constructive way
- Multilingualism has direct implications for social cohesion
- Accreditation plays a central role in the value attributed to languages by society
- Education policy is central to the future direction of multilingualism in the UK
- New media forms and internationalisation offer opportunities for language learning

### **British Council (2013) Broadening Horizons: Overcoming Barriers to Overseas Study**

<http://tiny.cc/BC2013BroadHorizons>

The vast majority of UK students are still not considering studying overseas, and over three quarters of them feel there is not enough information to make an informed decision, according to new research by the British Council. [...] The difficulty in accessing information has meant that the most significant perceived barriers to studying abroad for UK students are lack of language skills and concerns about the cost. However, more than 80 per cent of those considering study abroad say they feel confident using a foreign language, and of the top ten most popular countries, seven are non-English speaking.

### **British Council and Education Scotland (2012) Sustainable International School Partnerships: Make the Difference**

<http://tiny.cc/SustainIntlPships>

The publication, developed in partnership between British Council and Education Scotland, draws on the experience of Scottish teachers who have been closely involved in developing international school partnerships. It highlights the challenges and opportunities experienced in sustaining successful international partnerships. Effective practices, challenges, opportunities and a framework for reflection combine to illustrate how the development of sustainable international school partnerships can 'make the difference' within Curriculum for Excellence. This new publication draws on the experience of practitioners who have been closely involved in developing international school partnerships.

### **Doughty, H. *et al* (2012) Evaluation of the FLA Project Initiative 2011-2012**

[http://tiny.cc/FLA\\_ProjectEvaluation2011](http://tiny.cc/FLA_ProjectEvaluation2011)

Since November 2010 the British Council Scotland and SCILT, Scotland's National Centre for Languages have worked collaboratively to improve the experience of Foreign Language Assistants (FLAs) based in Scotland. The initial focus was on the organisation of the national FLA training day, with additional support from other bodies such as Education Scotland, the cultural organisations and local authorities. However, despite the evident satisfaction with the support being given by all parties concerned we were faced with dwindling numbers of FLAs. We therefore decided to pull our joint expertise in marketing and promotion in order to raise the profile of FLAs and highlight the value they provide. At the FLA induction meetings in late August and early September 2011 we invited FLAs to consider doing a project. A separate FLA projects booklet provides further details of the successful projects by the FLAs themselves.

### **European Commission, (2012) Key Data on Teaching Languages at School in Europe**

<http://tiny.cc/KeyDataMLEurope2012>

Linguistic and cultural diversity of the European Union is one of its major assets, but also one of its main challenges. Throughout the last decade, European multilingualism policy has been guided by the objective set by the Barcelona Council of March 2002, which called for the improvement of mastery of basic skills, in particular, by teaching at least two foreign languages from a very early age. It has also been shaped by the Commission Communication 'Multilingualism: an asset for Europe and a shared commitment' (2008) and by the Council Resolution on a European strategy for multilingualism (2008). These strategic documents established language policy as a cross-cutting topic contributing to all other EU policies.

### **EUNoM (2012) Globalisation, Modernity and Language: New Perspectives on Language in Education**

[http://tiny.cc/EUNoM\\_Final2012](http://tiny.cc/EUNoM_Final2012)

This is the final report of the EUNoM project, co-funded by the European Union under the Lifelong Learning Programme from November 2009 to October 2012. The **European Universities' Network on Multilingualism**, which has over 25 members from all over Europe, first met in Barcelona in 2007, to discuss how the process of globalization makes changes in the way universities, and indeed society as a whole, approach multilingualism, both as a challenge and, above all, as an opportunity.

### **Gillespie, J. H. et al. (2012) Languages for the Future: Northern Ireland Languages Strategy, DENI**

[http://tiny.cc/NI\\_LangStrat2012](http://tiny.cc/NI_LangStrat2012)

The Languages Strategy for Northern Ireland was created against a background of profound change. Globalisation, the continuing development of the European Union, the growth of low cost air travel and demographic change are factors that are already affecting Northern Ireland's society and its economy and will continue to do so for the foreseeable future. The Strategy team focused on three areas: education (Languages for Life), business (Languages for Prosperity) and social life (Languages for Understanding). It was developed over a number of years by an extensive process of consultation with the public, key interest groups, language experts and stakeholders both on-line and at a series of targeted events held throughout the Northern Ireland.

### **HE Academy (2012) Languages and Entrepreneurship: A Guide for Students**

[http://tiny.cc/ML\\_entrepreneurship](http://tiny.cc/ML_entrepreneurship)

The time spent studying, working or volunteering abroad during a degree programme is an excellent opportunity to identify and start up a new business. However, too few students are aware of entrepreneurship before or during their international placement. This report shows that students who speak foreign languages, travel and understand other cultures have a unique entrepreneurial opportunity. It encourages students to look at placements abroad in a more critical and innovative way, to be aware of business opportunities and to make use of the start-up support, networks and services available when starting a business.

### **Scottish Government (2012) Response to the Languages Working Group Report and Recommendations - Language Learning in Scotland: A 1+2 Approach**

<http://tiny.cc/ResponseLWGR2012>

Scottish Ministers have welcomed the Language Learning in Scotland: A 1+2 Approach report and its 35 recommendations, either in full or in part, while recognising that taking these forward will require discussion, collaboration and partnership with local authorities, schools, parents and other key stakeholders.

**Scottish Government (2012) Working with China: A Five Year Strategy for Engagement between Scotland and the People's Republic of China**

<http://tiny.cc/SG2012EngageChina>

This high level strategy sets out the Scottish Government's ambitions in developing Scotland's relationship with China over the next five years. The strategy is intended for all Scotland and has been developed after extensive engagement with key stakeholders. It provides a framework for any Scottish organisation that wishes to work with China. The strategy will be subject to an internal Scottish Government review and updated annually (where appropriate) to ensure the targets remain relevant.

**Tinsley, T. and T. Comfort (2012) Lessons from Abroad: International Review of Primary Languages**

[http://tiny.cc/Lessons from abroad](http://tiny.cc/Lessons_from_abroad)

Lessons from abroad: International review of primary languages provides an evidence base on language learning within various primary curricula across the world. The report's findings challenge the assumption that English-speakers do not need to learn other languages, not only on economic grounds but also on educational ones. Evidence discussed within the report, gathered from various education systems around the world, highlights that English-speaking education generally provides less resource and encouragement for language learning than other high-performing education systems. Part 1 of the report reviews international research and development in early language learning, presenting evidence on the benefits of starting foreign language learning in primary school or earlier. It also looks at current international developments in policies and approaches to language learning. Part 2 focuses on the issues and challenges common to all education systems that need to be addressed if primary language teaching is to be a success.

**Tinsley, T. (2013) Languages: The State of the Nation, British Academy**

[http://tiny.cc/ML\\_StateOfNation2013](http://tiny.cc/ML_StateOfNation2013)

Languages: The State of the Nation presents both a longitudinal perspective on the UK's supply of graduates with high language competencies into the labour market and future-scoping of emerging strategic needs. It highlights a 'vicious cycle of monolingualism', which in turn is causing market failure in the demand and supply of skilled linguists across all sectors of the UK economy. The report calls for concerted and joined-up efforts across government, education providers, employers, language learners and the wider community to ensure that language policies respond to new economic realities. It spells out the strategic need to further diversify, rather than replace, existing language provision and stresses the requirement for more applied and inclusive language courses at all levels. Demand within employers must be stimulated and support should be provided in the management of multilingualism. These actions will support the UK's aspirations for growth and global influence.

**UCML-AULC survey of Institution-Wide Language Provision in Universities in the UK (2012-2013)**

[http://tiny.cc/IWLP\\_Report2012](http://tiny.cc/IWLP_Report2012)

The survey aimed to obtain a picture of the current availability and demand for Institution-wide Language Provision (IWLP) across the higher education sector in the UK. Also sometimes referred to as 'Languages for All', IWLP typically comprises elective language course units taken for academic credit and language courses studied in addition to and alongside a student's degree programme. Students taking these courses have been referred to as 'non-specialist language learners' since the courses they study are not a compulsory component of the degree programme for which they are registered.