



## Recent Publications – Abstracts and Weblinks

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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) Speaking the World's Languages Conference (18 November)**

PowerPoint Slides from the Keynote Speakers are available here:

<http://schoolsonline.britishcouncil.org/speaking-languages>

### **Churches, R (Ed) (2013) The Quiet Revolution: transformational languages research by teaching school alliances, CfBT**

<http://bit.ly/QuietRevolutionResearch>

This compilation of action research projects published by CfBT focuses on the teaching and learning of languages and covers topics such as understanding language structure, writing skills and finding ways to get pupils to speak in the target language. The reports, written by the teachers themselves, tell the story of their research in their own words. The 28 reports cover seven themes, although there is overlap between many of the areas:

1. grammar, writing and reading
2. memorisation and pronunciation improvement using body language and gesture in the classroom
3. motivation to learn a language, intercultural understanding, authentic materials and activity
4. special educational needs and less able learners
5. spontaneous talking strategies as the gateway to attainment
6. talk in the classroom, understanding the barriers to speaking
7. leadership of Modern Foreign Languages and whole-school approaches.

### **Doughty, H (2013) Language Trends, SCILT**

Trend of SQA language entries at SCQF Levels 4-5 (from 2009 and SCQF Level 6 (Higher) from 2008.

<http://bit.ly/sciltstats>

### **European and External Relations Committee (2013) Foreign language learning in primary schools, Scottish Parliament**

Report published by the Scottish Parliament following its inquiry and conference in the spring of 2013.

<http://bit.ly/mlps2013>

**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.

**Tinsley, T and Board, K. (2013) Languages for the future, British Council**

[http://bit.ly/Tinsley\\_Board2013](http://bit.ly/Tinsley_Board2013)

It is a widely held – if not undisputed – view that the UK is lacking in the necessary language skills for the future, partly because of the status of English as the language of international communications. This report seeks to provide a strategic analysis of the UK's long-term language needs, looking at a variety of economic, geopolitical, cultural and educational indicators and scoring different languages against these. It identifies a list of ten languages which will be of crucial importance for the UK's prosperity, security and influence in the world in the years ahead. (Extract from Executive Summary, p. 3)

**Language Strategy of the State of Victoria, Australia**

You might be interested in finding out more about the language strategy in another Anglophone setting, in this case the State of Victoria in Australia. You can read the final strategy document here [http://bit.ly/MLStrategy\\_Victoria](http://bit.ly/MLStrategy_Victoria). The state government of Victoria has also published more generic information about how their language vision for 2025: [http://bit.ly/LanguageVision2025\\_Victoria](http://bit.ly/LanguageVision2025_Victoria)