



Recent Publications – Abstracts and Weblinks

British Academy and Guardian (2015) The seven big language learning issues facing the UK

In response to the longstanding concerns about modern language learning in the UK, the Guardian and the British Academy launched the Case for Language Learning. During a two-year partnership, the project generated hundreds of articles, discussions, public debates and online Q&A sessions to demonstrate the importance of language learning. This Living Languages report highlights many of the debates and thinking generated by the project, and brings together some of the dominant themes.

Press coverage and download report –

<http://www.theguardian.com/education/2015/apr/14/seven-language-learning-uk-multilinguism>

British Council (2015). World Class: how global thinking can improve your school.

Over recent years there have been a large number of studies conducted on the impact of international education work in UK schools. The authors have analysed these findings and drawn together the key benefits of implementing international education in primary, secondary and special educational needs schools in England, Northern Ireland, Scotland and Wales. The aims are to show how international programmes have improved literacy and learning, helped teachers' professional development and met inspection requirements.

<https://schoolsonline.britishcouncil.org/content/world-class-how-global-thinking-can-improve-your-school>

British Council Scotland (2015). Connection Scotland to the world.

This report aims to capture the range, depth and impact of British Council Scotland's work. The data and case studies were gathered by independent researchers and cover British Council Scotland's work over a three year period, from 2011 to 2014. The report demonstrates that using Scotland's cultural and educational assets to forge transnational connections enables the development of trust between nations and people for greater security and prosperity.

<http://scotland.britishcouncil.org/connecting-scotland-world>

CfBT Education Trust and British Council. (2015). Language Trends 2014-15: The state of language learning in primary and secondary schools in England.

Language Trends 2014/15 is the latest in the series of annual reports on language teaching based on online surveys completed by teachers in representative samples of schools from across the country. Surveys of secondary schools began in 2002 and cover both state and independent sectors. From 2012 onwards state primary schools have also been surveyed. This year's report focuses particularly on the initial impact of compulsory status for languages in Key Stage 2 which was introduced in September 2014, and on continuing concerns about the number and profile of pupils who study a language beyond the compulsory phase in secondary schools. Concern about the drop in

the number of pupils taking A levels in language subjects gave rise to two separate inquiries by national bodies in 2014. This report probes further into the issues raised.

<http://www.cfbt.com/en-GB/Research/Research-library/2015/r-language-trends-2015>

Rosetta Stone (2015). Multinational means multilingual (Infographic).

Commissioned by Rosetta Stone, research firm VansonBourne conducted a survey amongst 500 UK and Germany-based execs. 87% of executives state that their organisations rely on more than one critical language, yet 70% agree there is not enough training for staff. The infographic shows the research outcomes in detail.

<http://org.rosettastone.co.uk/content/INFOGRAPHIC-Business-Value-in-Learning-Report>

Scottish Government (2015) Scotland's International Framework

This Framework sets the direction for Scotland's international activity. As the summary says the world is increasingly global, and Scotland must remain internationally relevant. Our people must have the skills and attitudes to seize new opportunities and participate in a global world. This is integral to building a stronger, fairer and more prosperous Scotland. The Framework was developed collaboratively and identified the need for a shared understanding of internationalisation and strategic objectives to help align and prioritise international work.

<http://www.gov.scot/Publications/2015/03/3466>

UCML (2015). Report on language teaching in degree programmes 2014, UCML.

A summary of the current state of languages in universities across the UK, on the basis of a survey of contact hours, credit loads and progression routes through the main 'European' languages taught within named degree programmes.

<http://www.ucml.ac.uk/languages-education/he-languages>

UCML, AULC, et al. (2015). UCML-AULC survey of Institution-Wide Language Provision in universities in the UK (2014-2015) 22.

This survey, carried out by members of the University Council of Modern Languages (UCML) and the Association of University Language Centres in the UK (AULC), sought 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 they often have little background in foreign language learning, and the courses they study are not a compulsory component of the degree programme for which they are registered. This is the third year in succession that the UCML-AULC survey has been conducted. As there is no other mechanism or agency in a position to compile this data, the UCML-AULC survey is of particular importance.

<http://www.ucml.ac.uk/news/253>