

Recent Publications – Abstracts and Weblinks

ACTFL (2018) Foreign Language Annals Vol 51, Issue 1.

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Beinhoff, B., Rasinger, S. and Sheehan, M. (Eds.) 2017. [Taking Stock of Applied Linguistics](#).

This link takes you to the proceedings of the 49th Annual Meeting of the British Association for Applied Linguistics, Anglia Ruskin University, September 2016.

British Council (2018) [Language Trends 2018](#)

The annual Language Trends report is a survey of primary and secondary schools in England, designed to gather information about the current situation for language teaching and learning. The 2018 research responds to an ongoing concern about the level of participation in language learning since the subject was removed from the compulsory curriculum at Key Stage 4 in 2004.

British Council (2018) [Wales Soft Power Barometer: Measuring Soft Power Beyond the Nation State](#).

Press Release: Wales should do much more to raise awareness of the Welsh language and its own culture in order to differentiate the country from the rest of the UK. That is one of the recommendations of a new report from British Council Wales published today. The report says Wales should better use the appeal of its 'soft power', its culture, education and sport sectors, to gain more recognition and influence on the world stage. "We feel there is much that could be done with the language outside of Wales, effectively using it as a way to both raise interest in Wales and differentiate it from the rest of the UK," the report says. "As such, we recommend Wales make greater efforts to share the language with international audiences, incorporating it in tourism promotion campaigns."

CBI/Pearson (2017) [Helping the UK thrive: Education and Skills survey 2017](#)

The report finds that 47% of employers were dissatisfied with graduates' foreign language skills, a decrease on 2016 (48%), and 2015 (54%). In the same time, their dissatisfaction with the foreign language skills of school and college leavers has risen (in 2017 66% of employers were dissatisfied with these skills). As in 2014, 2015 and 2016, French, German and Spanish continue to be the European languages most in demand - rated as useful to their business by 51%, 47% and 45% of employers.

Creative Multilingualism (2018) [We are the Children of the World: Teaching Resources](#)

Creative Multilingualism wants to shine a spotlight on the many languages spoken in the UK's schools and communities. We commissioned a choral piece by composer Lin

Marsh, who has done a lot of work with schools, to celebrate these languages. She created *We are Children of the World*, which was performed for the first ever time at a concert on 27 June 2018 at the Sheldonian Theatre in Oxford by 500 pupils from ten different local primary schools. The piece features folk songs in seven different languages: Arabic, Mandarin, Polish, Portuguese, Punjabi, Swahili and Urdu.

Creative Multilingualism would like as many schools and choirs, across the UK and beyond, to teach this song to their pupils and members to help start a conversation about the languages spoken in their schools and communities and to have multilingual fun with singing! The link takes you to all the resources you need to teach the song, including musical score, backing track and PowerPoint guides to learning the piece, which teach you each section of the song line-by-line. You are free to use and perform the song – all that Creative Multilingualism ask is that you let them know when you do use it by emailing the team (creativeml@mod-langs.ox.ac.uk)

Languages Group of the Scottish Council of Deans of Education (2018) [National Frameworkd for Languages](#)

The **NFFL** (Initial Teacher Education) sets out guidance for the integration of languages into ITE programmes and the school curriculum. Created by the Languages Group of the SCDE and funded by a group of Scottish local authorities, the NFFL is linked to the General Teaching Council (Scotland) Standards for Registration and Career-Long Professional Learning (CLPL). There are three parts: the NFFL framework, and two resources **LENS** (Languages Education Network Scotland) and **LEAP** (Languages Education Academic Portfolio).

LENS is a resource bank of studies and research findings from national and international contexts. These findings help us to unravel the complexities of language teaching and learning and why things happen the way they do in classrooms. Key messages from over 300 studies have been organised according to specific themes relating to language teaching and learning in the curriculum. **LEAP** is a reflective tool to support implementation of the NFFL. Its suggested format is a portfolio for ITE. LEAP can also be used and developed further for CLPL purposes. It is built on CEFR and GTC(S) recommendations. LEAP is linked to the LENS resource, which provides detailed information and guidance.

Salzburg Statement on a Multilingual World (2018)

The Salzburg Global Seminar on 'Language Learning and Integration in a Globalised World' took place in Salzburg, Austria, from 12th to 17th December 2017. Participants included Tony Capstick, Mohamed Daoud, Francois Grin, Kathleen Heugh, Gabrielle Hogan-Brun, Joe Lo Bianco, Robert Phillipson, Loredana Polezzi, Tariq Rahman, Tove Skutnabb-Kangas, and many others. The participants produced a 'Statement for a Multilingual World', and is available in a wide range of languages.