

Recent Publications – Abstracts and Weblinks

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

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Association of University Language Centres (AULC) and University Council for Modern Languages (UCML) (2018) [Language provision in UK MFL departments 2018 survey](#)

Extract from Executive Summary [...] Of the 69 universities offering MFL degrees in the UK (about 80% of them located in England), 44 responded to the survey. Excluding language minors that are intended as an add-on to existing courses in the form of a single IWLP course per year, 52 languages are currently being offered as part of MFL programmes in the UK (6.4 languages on average per institution). Roughly, the ten most widely available languages (20%) occupy 80% of the current MFL presence at UK universities, while the remaining 42 lesser-taught languages (80%) represent only 20% of the current offerings, creating a typical Pareto distribution that raises questions about equal opportunities. This is relevant considering that 2018 A-level uptake and trends figures show the ‘other languages’ group (including new third place holder Chinese) is now the most popular choice ahead of French, Spanish and German [...]

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

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) [Language Trends Wales](#)

This fourth Language Trends Wales report finds that Welsh schoolchildren continue to turn their backs on international languages. Headline statistics from the report include, 37% of schools say that Brexit is having a negative effect on attitudes towards studying languages other than English. There are continued falls in the number of entries for A-level German -33%, Spanish -12%, French -6%. The decline in German GCSE numbers is halted, but entries for Spanish drop by 23%.

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 (2018) [Winning Worldwide: A four-steps growth plan for the UK](#)

The UK is at a pivotal moment, redefining its place in the world. Now more than ever, the country must put in place a framework that provides the right environment for businesses to grasp opportunities worldwide. Irrespective of the nature of the final settlement with the EU or future free trade agreements with other nations, there are actions that government and business can – and must – take now to improve the UK's export performance.

Key messages on language skills:

- Languages are an important tool in operating internationally and securing new opportunities. Government must work with businesses to review language curricula (p. 10)
- A new migration system after Brexit must facilitate easier access to workers from around the world. They bring a wide range of innate skills which British workers cannot acquire through training, including fluency in a native language; a key skill that helps British firms expand overseas and break into new markets (p. 32)
- Vital to future prosperity and export performance are STEM and language skills (p. 34)
- Foreign language study should also consider the cultural aspects of countries abroad and their related business conditions. Developing an awareness of the language of business can significantly improve the ability of UK firms to operate overseas in the years to come (p. 35)
- Contracts are sometimes detailed in foreign languages [...] The government should invest resources to provide adequate assistance to businesses that need support in winning contracts abroad (p. 50)

CBI/Pearson (2018) [Educating for the modern world](#): Education and Skills Annual Report

The need for languages has been heightened by the UK's departure from the European Union. To achieve the government's ambition for a 'Global Britain', we have to get language teaching in our schools right. The British Council predicts that the top five languages needed for the UK to remain competitive globally are French, German, Spanish, Mandarin and Arabic. If there is a lack of wider provision of foreign languages for children, UK business will suffer and will be unable to seize global opportunities effectively. (p. 31)

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.

Reform Scotland (2018) [Breaking the languages barrier](#)

The UK Government estimates £48bn is lost to the economy each year because of poor foreign language skills, yet the number of school pupils studying these subjects is continuing to fall. With Brexit imminent and the international power balance shifting towards Asia, Scotland's future economic success and influence will increasingly depend on having a global outlook and skills – the facility to use other languages is a critical part of this. As a result, the report calls for a major restructuring of our approach to language learning, suggests a new model focused on practical, everyday use of foreign languages, and advocates pilot schemes to explore this fresh approach [...]

[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', which is available in a wide range of languages.

SALT Conference 2018: Keep Calm and Carry On

You can read the [PDF versions of conference presentations](#) that have been made public. At time of publication, the following were available

K Herbst-Gray	German Higher: Rotkäppchen oder der böse Wolf?
M Payen-Roy	Transition P7-S1
C Struth	Language Classroom and Language Department Ideas
H Doughty / M Spöring	The Good News about Languages
H Doughty / M Spöring	What Pupils Want
C Mouat / L Whyte	Shared understandings of progression in primary and secondary modern languages
David Summerville	Getting Pupils to Germany

SCILT 2018 [Language Trends Scotland 2012 - 2018](#)

Headline findings:

- Entries at Higher in Modern Languages have recently experienced a drop in entries but are still above 2012 levels. Relative to the S5-S6 cohort, however, there has been an increase.
- Entries at Advanced Higher in Modern Languages are on an upward trend overall, with a slight decline in 2018. Relative to the S6 cohort, uptake has also increased.
- Entries at Advanced Higher in the lesser studied languages (Gaelic Learners, Italian and Mandarin) have been variable.
- Entries below Higher in Modern Languages dropped significantly after 2012, the year which marked the official end of the 'Languages for All' policy. However, relative to the S4-S6 cohort, languages have higher percentage uptake than two of the three sciences (Biology, Physics), with only Chemistry showing a percentage increase.