



## Recent Publications – Abstracts and Weblinks

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### **British Academy (2014) Prospering wisely: how the humanities and social sciences enrich our lives**

<http://www.britac.ac.uk/prosperingwisely/>

The British Academy has launched *Prospering Wisely*, a multimedia publication and series of events that aim to kick-start a national conversation about the place of humanities and social science research in our society. *Prospering Wisely* argues that we need to think about the nature of 'prosperity' in much broader terms than its usual purely financial definition, and it explores the many ways in which 'prosperity' is dependent on the ways the humanities and social sciences enhance our lives, as individuals and as a society. This publication discusses the value of foreign language skills in opening up overseas markets but also in opening up cross-national and cross-cultural discourse, and the need for more people who can supplement their specialist knowledge in a particular professional, scientific or other disciplinary area with an understanding of other languages.

### **CBI, (2014). Education and Skills Survey: Gateway to Growth**

[PressRelease](#) (includes link to infographic, 'Languages rated as useful by employers' and two tables 'Foreign languages rated as useful to the organisation' and 'Need for employees who can speak foreign languages' or download full report [here](#)). Key findings include:

- 65% of businesses value foreign language skills among their employees, particularly in helping build relations with clients, customers and suppliers (28%) (p44)
- French (50%) and German (49%) are the leading languages in demand by firms, but those geared to business in China are increasingly seen as useful (with those valuing knowledge of Mandarin up from 25% in 2012 to 31% in 2014). (p44)
- 62% of employers are not satisfied with school leavers' foreign language skills (p49)
- 10% businesses would like to see foreign language skills as a priority area for action in primary education (p50)
- 11% businesses would like to see foreign language skills as a priority area for action in 11-14 education (p51)
- 8% businesses would like to see foreign language skills as a priority area for action in 14-19 education (p51)
- 3% businesses said foreign language capacity was the most important factor when recruiting graduates (p68)
- 1% employers said languages were a priority degree subject (p69)
- 5% employers said they were very satisfied with graduate employability skills in foreign languages; 44% were satisfied; 51% were not satisfied. (p70)

### **European Commission (2014) The Erasmus Impact Study: Effects of mobility on the skills an employability of students and the internationalisation of higher education institutions, European Commission**

Main conclusion: EU student exchange scheme boosts employability and job mobility. Young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by employers. The findings indicate that graduates with international experience fare much better on the job market. They are half as likely to experience long-term unemployment compared with those who have not studied or trained abroad and, five years after graduation, their unemployment rate is 23% lower. Compiled by independent experts, the study is the largest of its kind and received feedback from nearly 80 000 respondents including students and businesses. [Erasmus Impact PressRelease](#)

### **Higher Education in England: Analysis of latest shifts and trends**

Report: <http://www.hefce.ac.uk/heinengland/2014/>

Findings outlined in the report in relation to UK and EU students at publicly funded universities and colleges in England. Significantly, full-time undergraduate modern foreign language entrant numbers are in decline. Numbers of entrants to full-time modern foreign language first degrees fell by 22 per cent (1,200) between 2010-11 and 2012-13, with UCAS data suggesting that this decline is continuing in 2013-14. However, modern foreign languages were the most popular subjects in 2012-13 for UK students pursuing their studies in France and Germany.

### **University of Reading, (2014) Progress and preparedness in primary languages**

<http://pmlresearch.com/>

Presentations, documents and video contain details and findings from the Nuffield-funded research project into young learners of French in England. The website has been created to provide all those with an interest in primary modern language teaching, learning and research access to the findings of Nuffield Foundation funded research into the teaching and learning of French in English primary schools. The project details page contains details of the project design and research questions. There is also a webpage containing all of the resources used at the conference held at the University of Reading, Institute of Education on 5th June 2014, as well as the Final Report and Executive Summary.

### **Tinsley, T (2014) Language Trends 2013/14: The state of language learning in Primary and Secondary schools in England, CfBT**

Press release: <http://www.cfbt.com/Research/Research-library/2014/r-language-trends-2014>

The survey shows that teachers support the introduction of compulsory foreign language lessons in primary schools - but there is concern that (1) lack of communication between secondaries and their primary feeder schools is hindering the continuation of language studies beyond primary level, and that GCSE is the highest level of linguistic ability amongst staff in 24% of schools. Other key findings:

- French, Spanish and German remain the most widely taught languages in schools. 37% of state secondary schools and 48% of independent schools report an increase in Spanish rise.
- In 27% of state schools surveyed many lower level students aren't studying a language at all due to being taken out of class to get extra tuition in areas such as numeracy and literacy.
- The number of students choosing to study a language at A-level in the independent sector is declining with 43% of independent schools reporting declines compared to 35% in 2012 and 30% in 2011.

### **Vincent, N (2014) Why English isn't enough**

Article available for download from: <http://www.britac.ac.uk/review/24/>

On 24 June 2014, there was a British Academy/Guardian Roundtable on 'Is English Still Enough for Anglophone Countries? An International Debate on Language Education and Policy'. The article is an edited version of remarks made by Professor Vincent on that occasion, providing an overview of both the issues and the Academy's initiatives. He concluded by highlighting the:

- value of languages in business, diplomacy and security;
- importance of giving languages a central place in the school curriculum;
- need to ensure continuity of language learning from primary to secondary to tertiary education;
- inseparability of studying language and culture