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Language Trends England 2023 Report Launch

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Language Trends survey

Language Trends, which started in 2002, is an annual survey of primary and secondary schools in England, designed to gather information about the situation for language teaching and learning. Its aims are to assess the impact of policy measures in relation to languages and to analyse strengths and weaknesses based both on quantitative evidence and on views expressed by teachers.

Language Trends shows general shifts in data and seeks to provide a springboard for teachers, school leaders, academics, inspectors, policy makers, school pupils and the public to consider aspects of language learning more deeply.
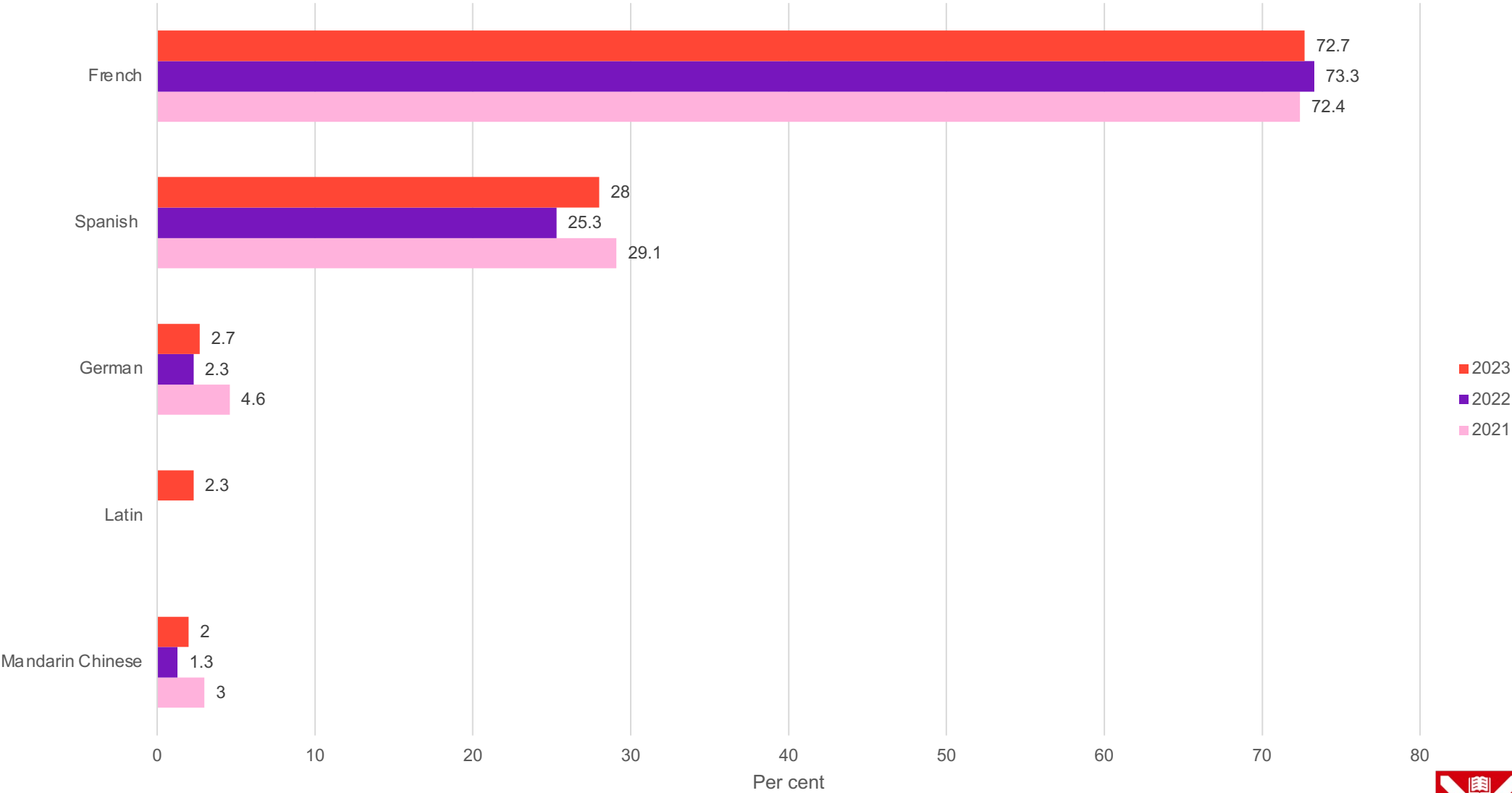
EAL pupils in primary schools

"[I have a] Ukrainian child in my class. I have a Spanish-themed classroom that really helps. I teach the Spanish language, get the child from Ukraine to teach us Ukrainian and then this reinforces her English. The majority of kids at my school also speak Urdu."

"We have lessons where we share the home languages and have workshops on cultural day where pupils teach their home language."
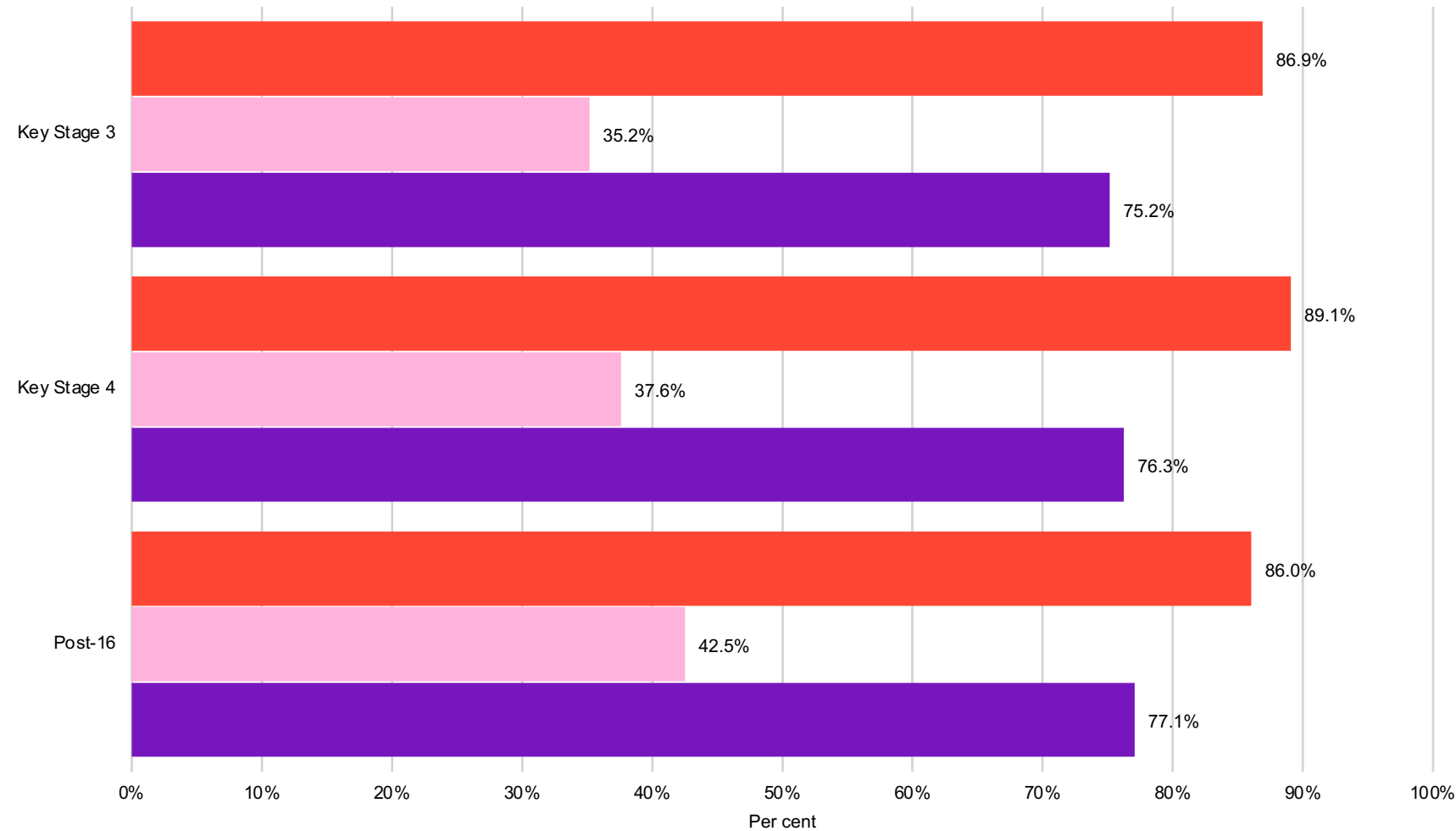
"Encourage the pupils to share words from their languages; if relevant, draw out similarities/differences; encourage class teachers to do the same, get the children to teach the class some of the language for the register, [we also] have a celebration display board."

QUEEN'S UNIVERSITY BELFAST

International Engagement – State Primary Schools in England

	2018	2019	2020	2021	2022	2023
The school has one or more partner schools abroad	35%	27%	19%	18%	19%	20%
Online / digital links with schools outside the UK	-	-	-	-	-	14%
Involvement in international projects	22%	16%	10%	8%	10%	10%
Host a language assistant	5%	5%	3%	2%	2%	2%
None	46%	51%	61%	64%	67%	62%

QUEEN'S UNIVERSITY BELFAST
ESTP1845

Source: British Council Language Trends England

State secondary – The 'big 3'

Languages other than the 'big 3'

	KS3 full curriculum subject Independent Schools (n=155)	KS3 Extra-curricular activity Independent Schools (n=155)	KS3 full curriculum subject State Secondary Schools (n=586)	KS3 Extra-curricular activity State Secondary Schools (n=586)
Arabic	*	8	*	*
Chinese (Mandarin)	34	18	37	31
Italian	9	13	9	24
Japanese	*	7	7	17
Polish	0	0	0	10
Russian	7	11	*	8
Urdu	0	0	5	*
Latin	79	12	8	37
Ancient Greek	33	19	*	14
Other	*	*	7	23

Raw numbers for teaching of languages other than French, German and Spanish at Key Stage 3 (* = less than 5, number hidden to protect identity of responding schools)

QUEEN'S UNIVERSITY BELFAST

Parent/Carers & Subject Choice: A Case Study

Prince Henry's Grammar School in Otley, West Yorkshire, provided us with an overview of their approach to language learning and parent/carer engagement.

- A whole school approach & commitment to promoting language learning

- Engage with parents/carers from an early stage

- 'Drip feeding' the message (school prospectus, induction and options evenings)

GCSE entries – JCQ data
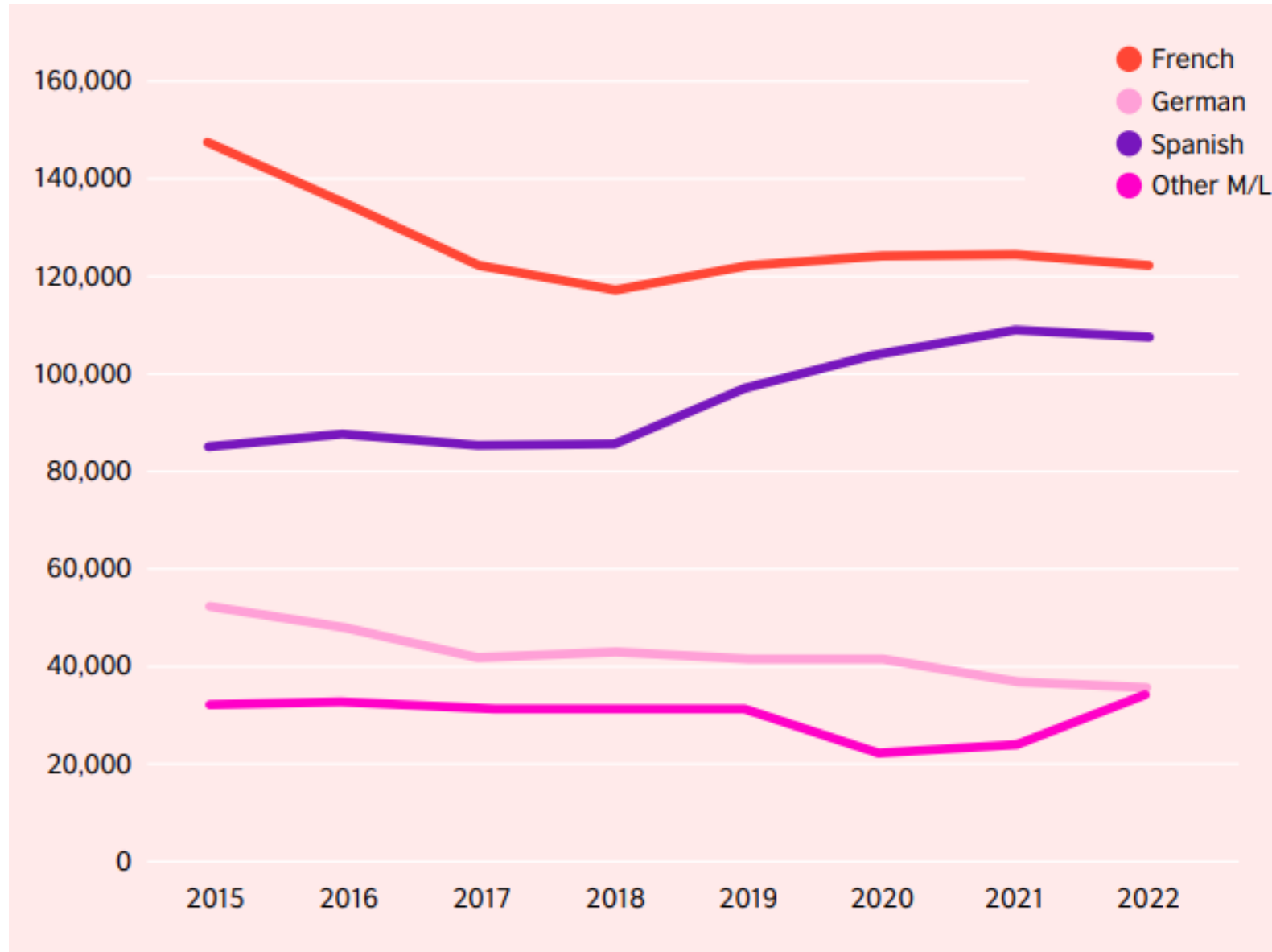
Key Stage 4 (our survey)

- Only 11% of responding state schools reported that all of their pupils are studying a GCSE language.

- In the independent sector, 31% of responding schools reported that all of their pupils are studying a GCSE language.

- The following graph shows state school teachers' perceptions of language uptake over the past 3 years at KS4:
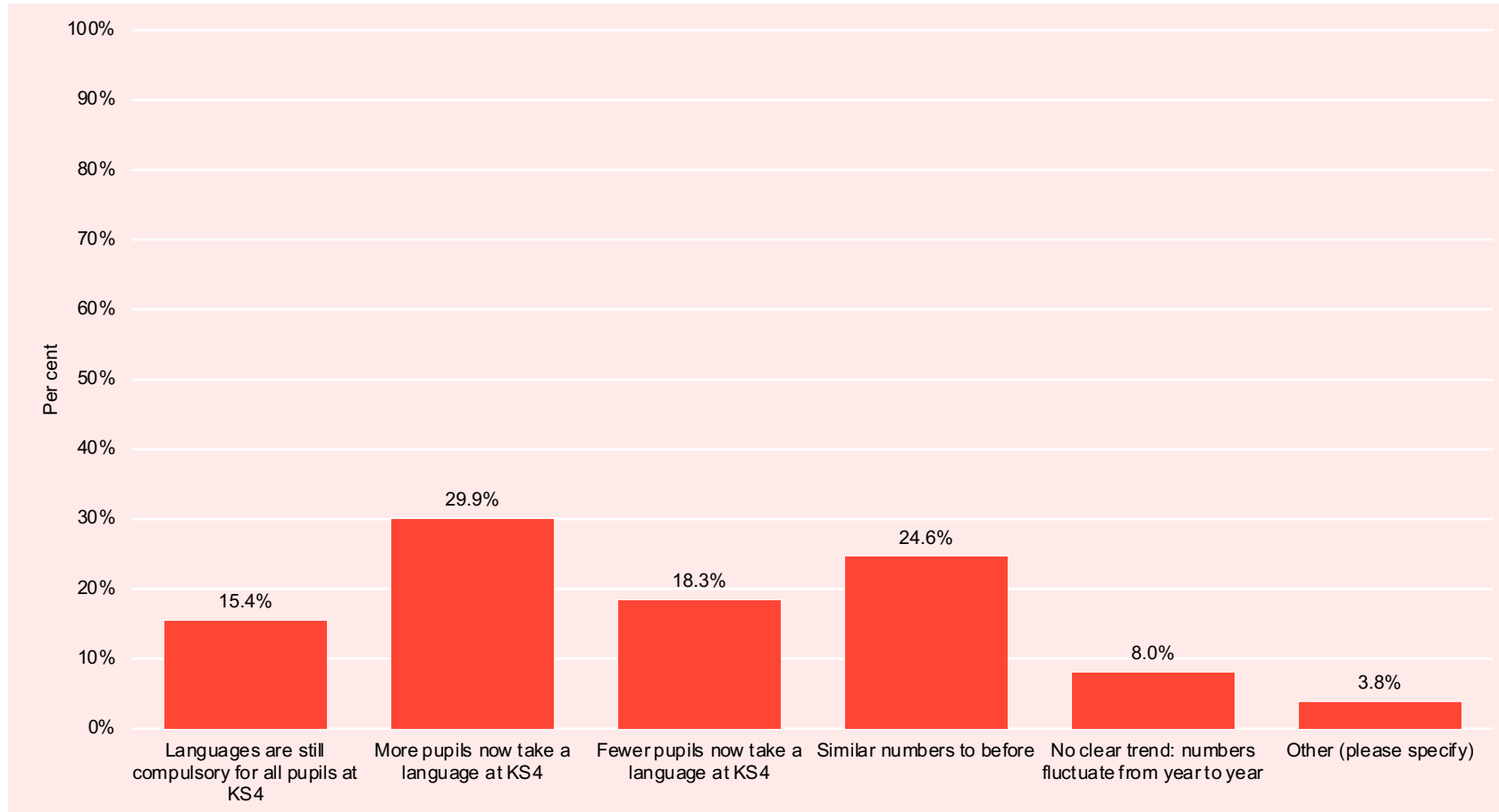
Post-16 – JCQ data
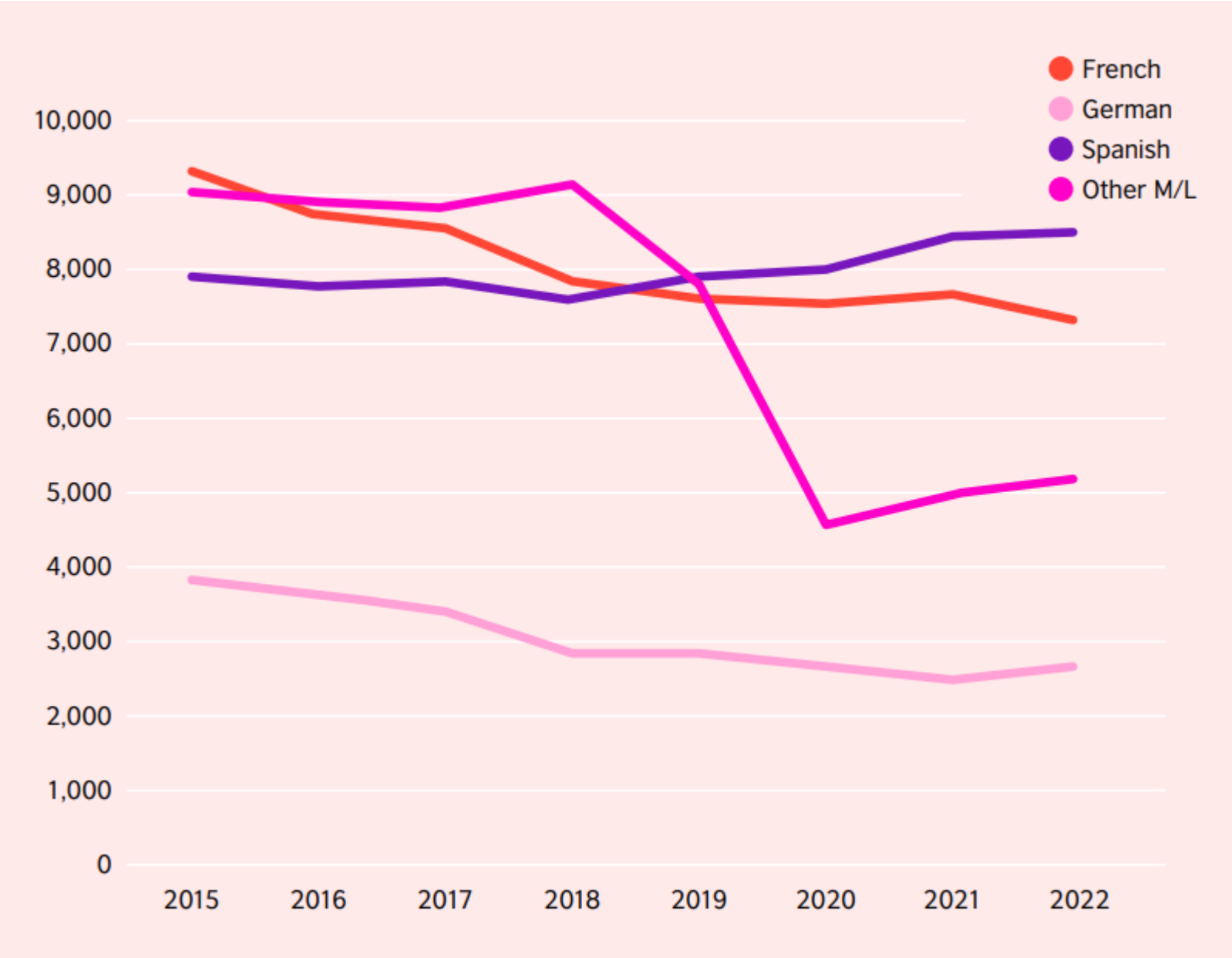
International engagement

	State Schools			Independent Schools		
	2018	2021	2023	2018	2021	2023
The school has one or more partner schools abroad	31%	31%	28%	41%	42%	40%
We host language assistants	23%	21%	22%	50%	69%	63%
None	11%	38%	36%	3%	11%	9%

- 1 in 5 state schools and half of independent schools engage with cultural institutes.
- 1 in 10 schools take part in British Council international opportunities (eg, the International School Award).

QUEEN'S UNIVERSITY BELFAST

Questions & Answers

UCML > UCFL
THE UNIVERSITY COUNCIL FOR LANGUAGES

- The University Council of Modern Languages has changed its name

- Now **UCFL: The University Council For Languages**

- Association of 'modern' with European languages, and colonial discourses

- 'Languages' aligns with ALL languages: spoken, signed, oral, written, world, home and community, indigenous, ancient and modern (also BA Languages Gateway)

- 'Languages' is inclusive and can signal whole disciplinary field

- Need to maintain link with primary and secondary, through to FE

- UCFL covers several subject benchmark statements incl. LCS, Area Studies and Linguistics
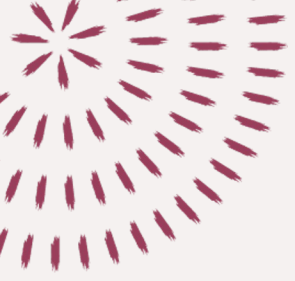
Emerging language skills gaps in the UK job market

APPG ML presentation

17 July 2023

Dr Begoña Rodríguez de Céspedes

University of Portsmouth

UCFL

The University Council
For Languages

Background and context

Knowledge Exchange and Innovation Project: Identifying New Roles in the Language Professions for Employability Growth (2022-2023)

Phase 1- Job opportunities for graduates

Report- Findings [Language Skills Still Needed in the UK's Job Market - The Association of Translation Companies (atc.org.uk)](atc.org.uk)

Phase 2-Plenary panel- public and private language sector stakeholders and institutions to reach recommendations and action plans

Background and context

The UK is the largest single-country market for language services in Europe (ATC, UK 2021)

If Arabic, Spanish, French and Mandarin speaking populations could communicate seamlessly with the UK, it would increase UK exports by £19 billion per year, consistent with the "Global Britain" agenda (Ayres-Bennet and Hafner, 2022)

SMEs embracing language capabilities are 30% more successful in exporting than those who do not (LO-C report ATC, 2021)

Documented decrease in language learning in the UK at all levels

Pipeline of linguists in the UK is drying up

Callum Walker (representing APTIS and T&I Studies, University of Leeds)

Raisa McNab (ATC, representing Language Service Providers)

John Worn (representing CiOL)

GCHQ

Tanya Riordan (Leader of the PGCE MFL programmes at University of Portsmouth)

Bernardette Holmes (representing the new NCLE)

UCML Plenary Panel- Translation and Interpreting Studies in the UK today: Humanistic and Economic Value of the discipline and the Profession in an Automated World

Callum Walker APTIS

1. Misconceptions about Translation Studies in the age of Machine Translation and AI

2. Contextual obstacles

   UG language degree recruitment and PG recruitment

   T&I programmes under threat

   All posing a threat to the pipeline of linguistic talent in the UK ("insufficient to meet the needs of public services and business", CiOL 2020)

Begoña Rodríguez
Added value of T&I/language graduates

- Unlike machines, humans offer critical thinking, communication, collaboration and creativity which are much needed skills in the industry and the profession

- Humanities students have strong analytical and communication skills needed to combat the dehumanising effects of automation

- No machine has the power to communicate efficiently across cultures like a human does

John Worne

1. We can't stop technology but may need to selectively oppose it

2. The human is- and will continue to be essential

3. New models will mean new opportunities

4. Much more content will (need to) be translated

5. The most skilled linguists will be in greatest demand

Raisa McNab

- AI-enabled services with specialist humans-in-the-loop
- Skills gap between basic level education and specialist requirements

GCHQ

Future pipeline of linguists, translators and interpreters given the current climate-what skills do we need?

- **Very strong comprehension of written and spoken foreign languages** including dealing with a) technical and professional specialisms b) dialects and accents, c) formal and informal language situations, with fluency and when under pressure, d) non-standard and unclear input materials, e) obfuscation and coded language.

- Active and passive **applied language skills**. It is not enough to be academically excellent - we need skills that can be practically applied in context and deployed in a range of challenging circumstances.

- Language learning anchored in cultural knowledge and awareness. Practical language skills and cultural/geopolitical and modern historical context will be more useful when applying for us .

- An interest in, and aptitude for technology and analysis, good written English, a strong teamworking ethic combined with an ability to take independent responsibility

Tanya Riordan

Challenges for the recruitment of EU students and retention of MFL teachers:

- an ever-changing curriculum (reset and redo curriculum)

- loss of teacher agency (give them more agency to teach)

- Visa requirements (=not enough language teachers in the UK)

- Cost of living

Bernardette Holmes, National Consortium for Languages Education

1. (Advanced) language skills, global mindset and cultural agility equip young people for life and work in our highly competitive labour market (domestic and global)

2. Above is true for **professional linguists** and for those working across all sectors (value added recruit)

3. **Interpreters and translators bring significant added value to business/diplomacy/defence/ security/social cohesion.** But this **doesn't convert to high status or high sal**aries for professional linguists. Why not?

4. Disruptive technology/AI perceived to usurp the place of professional linguists. False perception

5. Pre/Post Brexit effects. Pre-Brexit multi nationals tended to value cultural agility more than language skills because they had access to a multilingual global workforce. Post Brexit, there is less mobility and less access. That **puts language skills at a higher premium** (or should do).

SMEs with limited or no access to language skills tend to trade only with English speaking customers. Reluctant exporters. We need case studies and business language champions across sectors to bring the value of languages to life.

Actions and recommendations

1. Invest in language learning at schools & promote value of languages in society and the economy (including community lang)
2. Reach out to EU nationals and create schemes to make it easy to work in the UK post-Brexit (retention of current teachers and career progression)
3. Collaborate and work with different actors and stakeholders
4. Given the gap between supply and demand of linguists, the skills they bring need to be appropriately valued (salaries & status)

Dr Begoña Rodríguez de Céspedes- begona.rodriguez@port.ac.uk

A MANIFESTO FOR LINGUISTICS IN LANGUAGE TEACHING

Michelle Sheehan (Newcastle University), Alice Corr (University Birmingham),
Anna Havinga (University of Bristol), Jonathan Kasstan (University of Westminster),
Norma Schifano (University of Birmingham), Sascha Stollhans (University of Leeds)

www.linguisticsinmfl.co.uk

OUR PROJECT

- **Aim**: enhance **uptake** and **results** in languages by incorporating some **linguistics** into language teaching.

A pupil's definition of linguistics (post mini-course introduction):

> "Linguistics allows you to **understand languages** better from **how they were formed, how they changed through time** due to specific history and also how they change from geographical areas. Linguistics include the study of syntax, semantics, phonetics and phonology and **makes you think more about your own language and the differences and similarities between other languages** (from both the same language tree or others)."

WHO ARE WE?

Michelle Sheehan, Newcastle (PI, Portuguese, French, Spanish)
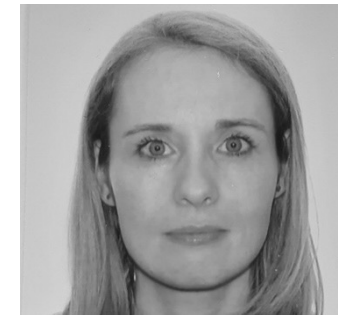
Alice Corr, Birmingham (Spanish, Portuguese)

Anna Havinga, Bristol (German)

Susana Lopes (Spanish teacher)

Débora Minguito (Spanish teacher)

Laura Probodziak (German teacher)

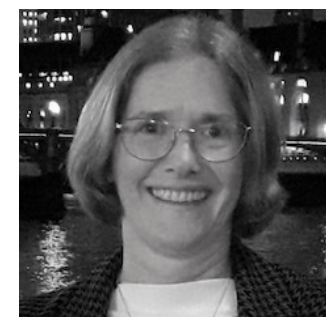Jonathan Kasstan, Westminster (French)

Norma Schifano, Birmingham (Italian, Spanish)
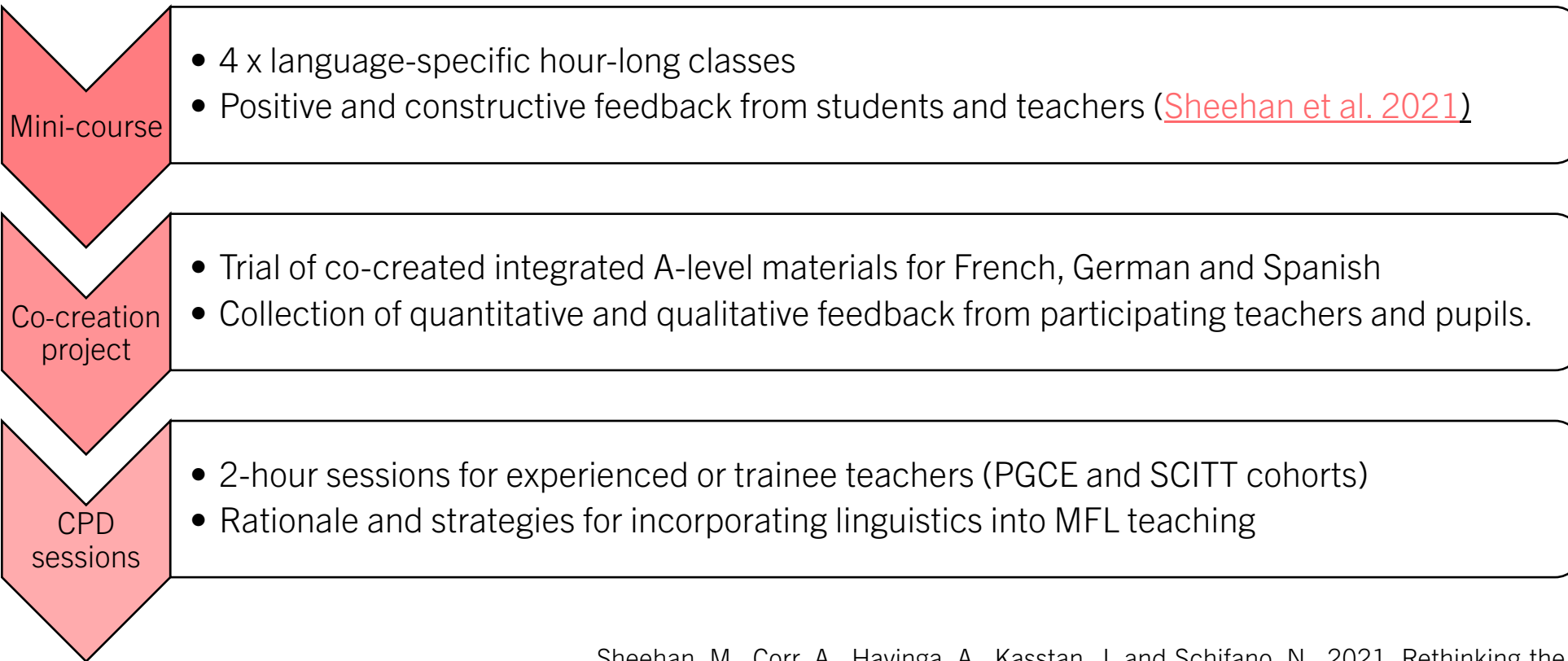
Sascha Stollhans, Leeds (German)

Claire Robinson (French teacher)

Janette Swainston (French teacher)

Christina Westwood (German teacher)

WHAT WE HAVE DONE (SO FAR)

Mini-course

- 4 x language-specific hour-long classes
- Positive and constructive feedback from students and teachers (Sheehan et al. 2021)

Co-creation project

- Trial of co-created integrated A-level materials for French, German and Spanish
- Collection of quantitative and qualitative feedback from participating teachers and pupils.

CPD sessions

- 2-hour sessions for experienced or trainee teachers (PGCE and SCITT cohorts)
- Rationale and strategies for incorporating linguistics into MFL teaching

Sheehan, M., Corr, A., Havinga, A., Kasstan, J. and Schifano, N., 2021. Rethinking the UK Languages Curriculum: Arguments for the Inclusion of Linguistics. *Modern Languages Open*, (1), p.14. DOI: http://doi.org/10.3828/mlo.v0i0.368

CO-CREATION PROJECT: CLASSES

- Regional languages of France
- Case studies: Breton and Francoprovençal
- Linguistic discrimination
- French outside France

- Regional variation in German
- German in digital media
- Kiezdeutsch (an urban multiethnolect)
- German outside Germany

- Attitudes to linguistic diversity in Spain
- Attitudes to language change
- Online communication
- Language and gender

Online-Kommunikation

Der ehemalige #VW-Chef #Winterkorn, der wegen dem #Dieselskandal angeklagt wird, bekommt für seine "Verdienste" 3100€ #Rente pro Tag. Andere schuften ihr Leben lang und fallen in #Grundsicherung. Betrüger in Nadelstreifen dürfen nicht belohnt werden!

4:30 am - 15 Apr 2019

Kommste heute abend mit? 15:00
Wohin denn? 15:00
Zu dieser party von der Anna 😂 15:00
Ach mist das hab ich ganz vergessen 🙈 15:00
Lol typisch! Du Opfer! 😂 15:01
Haha. Ja ja... #wieimmer 15:01
Geht um 8 los 15:01
Läuft! Bringste was mit? 15:01
Ja ne flasche wein oder so 15:01
Jup, alles klar! 15:02
👍 15:02

Sehen Sie sich die beiden Bilder an. Das erste ist ist ein Tweet des deutschen Politikers Bernd Riexinger. Das zweite ist eine Unterhaltung zwischen zwei Freunden auf WhatsApp.

- Wo weichen diese Beispiele von den Regeln der Standardsprache ab?
- Welche typischen Merkmale der Online-Kommunikation können Sie finden? Erstellen Sie eine Liste.
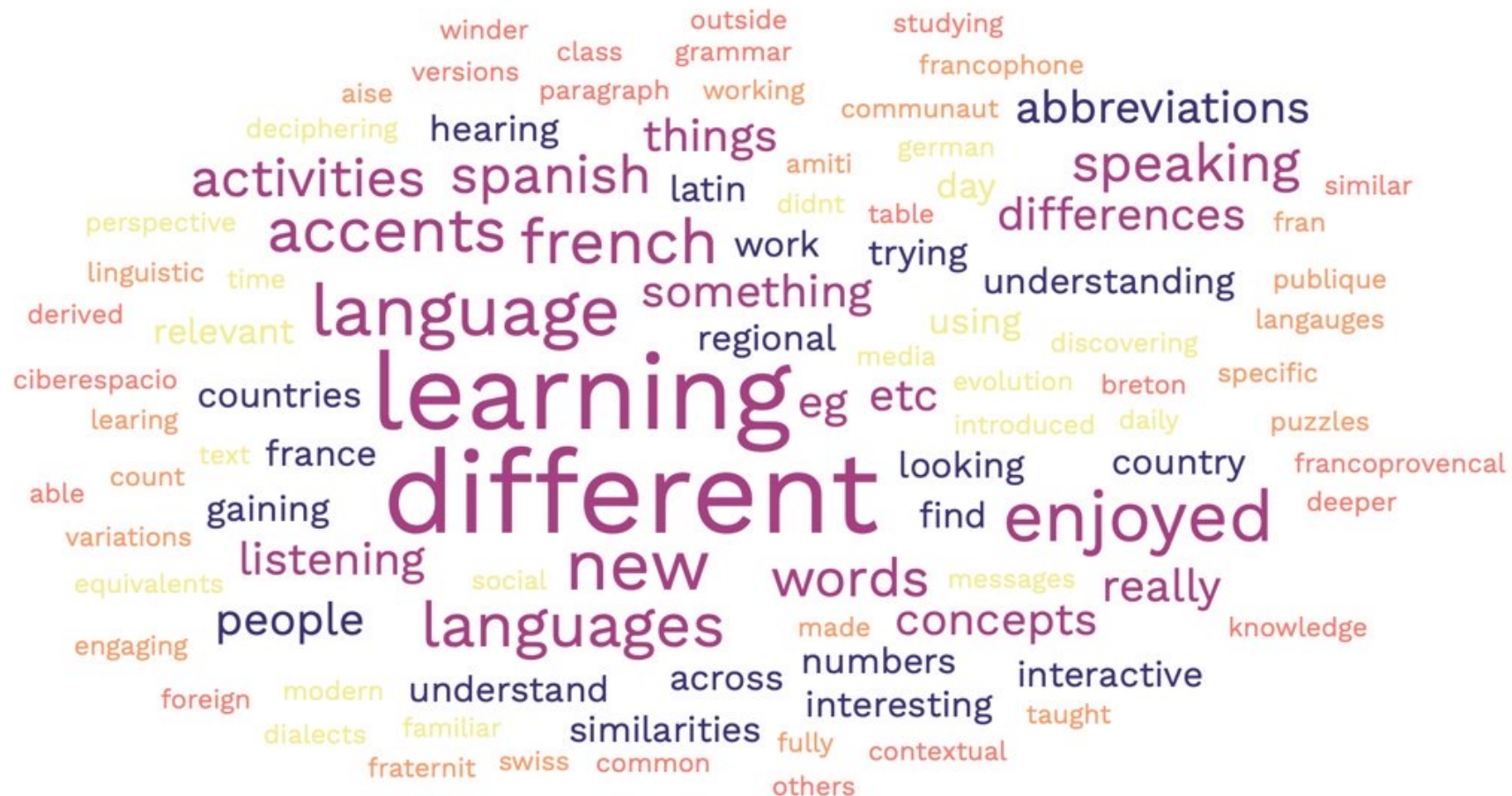
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Étude de cas : Breton (profil sociolinguistique)

#EmojiBZH
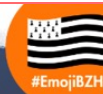
Manifestation 30 novembre 2019 pour la défense des langues régionales (France 3 Bretagne) 25

¿Hoy cómo se dice?

1. SOCRUS NON SOCRA → *suegra*
2. MENSA NON MESA →
3. VIRIDIS NON VIRDIS →
4. RIVUS NON RIUS →
5. AUCTOR NON AUTOR →
6. SPECULUM NON SPECLUM →

FEEDBACK FROM STUDENTS

Studying different versions of French instead of the one 'accepted' exam-ready version.

Normally we focus on grammar, vocab and exam-based skills, not wider language learning.

Enabled a wider variety of opinion and means for debate.

The class I took changed my perspective of languages as a whole.

Actually useful for genuine use in speaking Spanish.

It made me realise that the French I study is just a small part of the linguistic heritage which makes up France and other francophone countries.

It gives me a more humanistic perspective as opposed to just learning vocabulary.

THE LINGUISTICS @INMFL PROJECT

FEEDBACK FROM TEACHERS

THE LINGUISTICS @INMFL PROJECT

[L]inguistics reduces the gulf between the knower and the 'non-knower' and therefore increases the wish to learn.

Linguistics is a leveller, and a formidable skill to learn.

They enjoyed the pursuit of the intellectual challenge. And that applies I guess to students from all across the board.

Mathematicians and scientists as well are looking for formulae.

It was very inclusive.

They were interested and they understood, and I think what they really got is the no judgment.

STUDENT (N=65) AND TEACHER (N=17) FEEDBACK

- **100%** of teachers felt **confident** teaching the classes.

- **88%** of teachers agreed / strongly agreed that the lessons were **helpful** to their students.

- **85%** of students agreed / strongly agreed that the content was **interesting**.

- **72%** of students agreed / strongly agreed that it is **useful** to study linguistics when learning a language.

- **Most** participating students and teachers agreed / strongly agreed that **linguistics should be taught as part of MFLs** in schools.

- **Potential barriers** to the inclusion of linguistics as a component of MFL A-level: mainly time (N=12) and lack of presence of linguistics in teacher training courses (N=6).

MANIFESTO THEMES

- Employability and skills development

- Social inclusion

- Multilingualism

- Motivation

- Transitions

- Curriculum and assessment design

POLICY RECOMMENDATIONS

➢ Increase and diversify **dissemination** of findings in linguistics and **work collectively to promote** use of linguistics-based materials (DfE, APPG, NCLE, universities, subject associations)

➢ Make the case to publishers, exam boards, school/department leaders and teachers that **linguistics topics** fit well within existing specifications and encourage introduction of linguistics components (DfE, APPG, NCLE, subject associations, universities, teachers)

➢ Consider linguistics and linguistics-informed approaches in **curriculum and assessment design** (DfE, NCLE, exam boards, publishers)

➢ Embed linguistics in **ITT and CPD** (teacher training providers, DfE, NCLE, schools)

➢ Encourage **collaboration** and **co-creation** projects between academics and teachers as well as MFL and English teachers (universities, schools, subject associations)

LAUNCH ENDORSERS
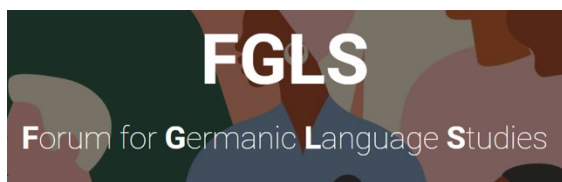
CONTACT AND FUNDERS

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