

The National Languages Strategy in Higher Education

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Higher Education*

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Executive Summary

1. Context

This study was commissioned by the DfES as a contribution to the development of the Higher Education element in the National Languages Strategy, set out in *Languages for All: Languages for Life* (DfES, December 2002). The Higher Education part of the Strategy aims to increase the numbers of students who are taking an active part in learning foreign languages in HE in England, and encourage Higher Education to work with schools to support the Strategy overall.

The research for the project was directed by Hilary Footitt, on behalf of the University Council of Modern Languages, and managed by the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies. The analysis of data was undertaken by CILT, the National Centre for Languages.

2. Aims

The project aimed to:

- map national/ regional trends in HE languages provision
- establish institutional factors which promote and extend language learning in HE
- map trends in the development of professional and vocational language routes in HE.

3. Methodology

The project used four main sources of information:

- Higher Education Statistics Agency data in order to examine national/regional trends in HE languages provision
- Qualitative research – interviews in 6 case-study universities with key senior players in the institutions- in order to establish institutional factors which promote and extend language learning in HE
- Undergraduate and postgraduate course descriptions at the HE HEFCE-funded institutions in order to map trends in the development of professional and vocational routes in HE degrees in universities
- A pilot project at one institution to explore the motivations of non-specialist language-learners taking courses uncredited in their degree programmes.

4. Conclusions

4.1 The National Languages Strategy

The credibility of the National Languages Strategy is low among senior managers in Higher Education (**Section 5.4**). ' *The National Languages Strategy, as far as HE is concerned, is at best described as warm words. There are neither carrots nor sticks in it for HE as it stands at present, and every university responds to one or the other* '.

The perception of senior HE staff is that the Strategy will have no effect on their institutions unless it is made specifically relevant to Higher Education (**Section 5.5**).

Suggestions for this include:

- additional earmarked funding
- initiatives to ensure a regional spread of languages
- continued support for minority languages, and a possible widening of the definition
- systematic and durable support for cross-sectoral activities to increase the take-up of languages in schools and colleges.

The evidence of the qualitative research is that institutional perceptions of languages play a considerable role in their survival within a university (**Section 4.2**), which makes the low credibility of the National Languages Strategy among senior personnel a matter of some concern.

4.2 Diminishing national/regional capacity

The evidence of this study is that there has been a marked national decline in the numbers of undergraduates taking languages, either in single honours, joint honours, or in combined degrees. Over four years (1998/9–2001/2) UK domiciled students taking languages at English universities fell by 15% (French down by 19% for example), at a time when overall HE numbers were expanding (**Section 2.1**).

The shrinkage in numbers has been unplanned, with the result that, whilst all English regions have been affected, some (the North West, the East and the West Midlands) have experienced reductions above the national average (**Section 2.2**).

Undergraduate numbers in strategically important languages (classified as group A in the Parker Report), like Arabic, Chinese and Japanese, have also fallen by 12%, 16% and 27% respectively. The numbers of UK domiciled postgraduate students in these subjects (including PGCE) are low, and this has clear implications for the supply of teachers and specialists in the future (**Sections 2.3, 2.4**).

With these changes, the institutional map of language provision shows an increasing concentration of undergraduate numbers in particular types of HEIs. 46% of the total national complement of undergraduate language students in 2001/2 were located in 14 Russell Group institutions, although 7 of these had also experienced a decline in undergraduate language numbers. All but 3 of the non-Russell Group pre'92 institutions had seen declining enrolments – 10 had lost more than 20% of students since 1998/9. Nearly half of the post '92 universities had at least 30% fewer language undergraduates in 2001/2 than in 1998/9 (**Section 2.5**).

The perception of languages as a subject in difficulty is now widely shared across the whole sector: 'We've reached the point where survival strategies can't be maintained' (**Section 3.3**).

The shrinkage in language capacity at national and regional level in Higher Education, with institutional concentration of provision, and evidence of a narrow student class profile (**Section 2.6**), represents a major challenge for the successful implementation of the Languages Strategy nationally and regionally. Unless the unplanned diminution in provision is publicly perceived as a matter of national strategic concern, university managers are likely to continue to deal with the consequences of subject decline in purely institutional terms. Formal mechanisms are needed to address the consequences of changes in provision for national capacity and regional access to languages, and to provide annual information on developments in this area.

4.3 International Strategy

The institutional policy which seems to be of major importance in supporting languages is the International Policy. Here, however, there is a wide variety of levels of explicit policy development. Whereas all the institutions in this study had very detailed teaching and learning strategies, the existence of fully documented international policies was much more uneven (**Section 4.1.3**).

As well as this sometimes narrow institutional understanding of International Policy there is a tendency for many undergraduate and postgraduate courses to use 'international' in their titles without any obvious consensus as to what the word might imply for course content, pedagogy, or professional practice (**Section 6.3**).

Although a number of professional bodies accredit courses which are 'international', languages do not always form part of their accreditation practices and dialogue with institutions (**Section 6.7**).

4.4 Widening participation in language study

In all the case-study institutions, subject staff were highly committed to a range of outreach programmes to schools and colleges. These cross-sectoral initiatives however were institution-based, and financially vulnerable – dependent on staff good will, and financed by creative virement locally, or by fixed-term institutional pump-priming

(Section 5.5.2): *'The thing that shocks me most is that there's a tremendous resource in universities,.. a resource for schools actually. But we can't do it on good will'*. Given what the available data has suggested about the social class of language applicants, the growing institutional concentration of undergraduate language courses, and the general decline in numbers, it seems to be crucial to develop and support these activities.

4.5 Factors influencing demand

The universities in this study expressed considerable concern about the likely impact of the introduction of variable tuition fees in a subject area like languages which was already suffering recruitment difficulties, and where undergraduate degrees were often four years **(Section 5.3)**.

Although the range of courses preparing students to operate internationally is large, and language routes in them are available at a variety of starting levels, the evidence is that many of the possible subject combinations (Creative Arts, Communication, Engineering, Architecture, Technologies) are not taken by students **(Section 2.1)**. The messages about 'How to study languages in HE' and about 'careers with languages' might be helpfully reframed as 'HE courses which prepare students to operate globally', with a clear public message that students can continue studying their chosen (non-language) interest, but could set it within an international context.

Current (imperfect) data indicate that there may be as many as 20,000 'non-specialist' students taking languages as part of a non-languages degree **(Section 2.7)**. The evidence of the pilot study **(Section 6.8, and Annex D)** suggests that students learning languages in this mode are motivated less by specific career intentions, and more by a belief that languages are part of a broader demonstration of 'graduateness' in an international setting: *'an accepted view...that languages are an essential and invaluable part of the make up of a high profile graduate'*. Since the numbers of these students is thought to be potentially considerable, it is important to obtain more precise information about their language learning motivations, which can then serve to inform future promotional activities, and stimulate further demand.

5. Recommendations

Communicating the National Languages Strategy in HE

- 1.** The DfES, in consultation with appropriate bodies, should produce an information sheet for Senior Management groups in universities, emphasising the importance the Government attaches to the role of HE in the National Languages Strategy, and outlining the steps it is intending to take.
- 2.** The Secretary of State, with HEFCE and UUK support, should be invited to host a Vice Chancellors' 'Languages Leaders' event at which the importance of the National Languages Strategy and the expected contribution of HE could be discussed.

Safeguarding provision at national and regional level

- 3.** DfES and HEFCE should formally designate certain Modern Foreign Languages as subjects of strategic national importance.
- 4.** HEFCE should explore with HEIs, and bodies representing HEIs' interests, the possibility of instituting a notice period of 12 months before the closure of any language departments offering undergraduate teaching.
- 5.** HEFCE, in conjunction with RDAs, should take a more active role in examining the implications that falling languages provision may have for student access at the regional level, and should consider providing additional funding to university departments if there is a powerful case that falling provision in a particular region would hinder access to languages which are important to national/regional development.

6. The National Languages Strategy HE Stakeholders Group should monitor year on year numbers at undergraduate and postgraduate level per language, per region, per type of institution, and per type of course, and provide ministers with a regular update on language capacity in HE, with information on gender, disability, ethnicity and social class.

Developing International Strategy

7. The DfES International Strategy (November 2004) should encourage universities to see the benefits to their UK students of a fully developed international policy which might include: strategies for the provision of study/work placements and for an extension of Erasmus take-up; steps to encourage the international dimension for staff at all levels; strategies for internationalising the curriculum; institutional language policy; strategies for promoting an inclusive international community within the university.

8. A DfES/HE Language Link Group should be set up, with CILT support, to begin a formal dialogue with professional bodies about their mutual understanding of international competence in the professions in order to extend professional accreditation of relevant HE courses. At the same time, the Higher Education Academy should encourage a broad discussion among institutions of the implications of 'international' in degree titles.

Widening participation in language study

9. With the help of RDAs and the existing Regional Languages Network, the DfES and HEFCE should set up a funded Languages Outreach Project for each region, bringing together a consortium of universities to develop outreach activities in regional secondary schools, and colleges, including: provision of language learning materials; development of Ambassador/ Buddy schemes; motivational road shows; taster courses; open days.

10. As a support for this, the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies should survey the range of language outreach activities across universities in England, and encourage the sharing of good practice in this area.

Stimulating demand

11. The DfES, with CILT and the Subject Centre, should develop its suite of 'Languages Work' material to include information for students which focuses on the international/global context of professions, and lists HE courses which prepare for them.

12. As the new variable tuition fees structure is put in place from 2006, the DfES should encourage the development of Languages Strategy bursaries and scholarships, specifically targeted on able linguists from less advantaged backgrounds.

13. The DfES should ask the Association of University Language Centres (AULC) to conduct a national roll-out of its pilot study of non-specialist learners in order to gain information on their motivations which could then be fed into future National Languages Strategy promotional material.

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1. Context and Aims of Research

1.1 Context

This study was commissioned by the DfES as a contribution to the development of the Higher Education element in the National Languages Strategy, set out in *Languages for All: Languages for Life* (DfES, December 2002). The Higher Education part of the Strategy aims to increase the numbers of students who are taking an active part in learning foreign languages in HE in England, and encourage Higher Education to work with schools to support the Strategy overall.

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1.2 Aims

The study aimed to:

- map national/regional trends in HE languages provision
- establish institutional factors which promote and extend language learning in HE
- map trends in the development of professional and vocational language routes in HE.

1.3 Key questions

The following questions framed this study:

- *What is the baseline of HE provision from which the National Languages Strategy is starting?*
- *What current trends in provision may be of particular relevance in developing a National Languages Strategy?*
- *What are the factors at institutional level which are likely to support and sustain languages in Higher Education?*
- *How can the National Languages Strategy relate to the central concerns of HE leaders?*
- *Is increasing internationalisation reflected in HE curricula in ways which are supportive of foreign languages?*
- *Are there undergraduate degree/postgraduate degree/supplementary modules which provide routes into professional practice?*

1.4 Organisation of Report

The Report addresses these questions in the succeeding Chapters:

Chapter 2 National trends in HE Languages

Chapter 3 The institutional perspective: the perception of languages within institutions

Chapter 4 The institutional perspective: institutional policies and culture

Chapter 5 The institutional perspective: external policies

Chapter 6 Internationalisation, language provision and professional life.
Chapter 7 Conclusions and recommendations.

2. National trends in HE Languages

This Section addresses the key questions:

- *What is the baseline of HE provision from which the National Languages Strategy is starting?*
- *What current trends in provision may be of particular relevance in developing a National Languages Strategy?*

Data for this discussion of national trends in languages come from the Higher Education Statistics Agency (HESA). The figures refer to England and to students domiciled in the UK, over the period 1998/9 to 2001/2 (the last complete HESA record available to the project team).

The HESA datasets cover Q5 Celtic, R1 French, R2 German, R3 Italian, R4 Spanish, R5 Portuguese, R6 Latin American Languages, R7 Scandinavian Languages, R8 Russian, T1 Slavonic/East European languages, T2 Other European Languages, T3 Chinese, T4 Japanese, T5 Other Asian Languages, T6 Modern Middle-Eastern Languages, T7 African Languages, T8 Other Language Studies, T9 Other Modern Languages.

When the term 'total MFL undergraduate students' is used, it refers to students taking languages as a single, joint, major/minor, or in a triple combination, across all years of study.

2.1 Trends in overall numbers at undergraduate level

At a time of HE expansion, undergraduate numbers in Languages have declined sharply - by 15% in the period 1998/9 – 2001/2. As **Table 1** shows, the decline has been over 15% in French, German, Latin American Languages, Scandinavian Languages, Russian, Other European Languages, Chinese, Japanese, African Languages and Other Language Studies.

The only languages which have grown in numbers in this period have been Spanish, Portuguese, Other Asian Languages, and Slavonic and East European. It should be noted however that these increases are from comparatively low baselines (5,005 in Spanish, 305 in Portuguese, 245 in Other Asian Languages, 195 in Slavonic and East European).

Table 1 Total MFL UK domiciled first degree students at HE institutions in England 1998-99 to 2001-02, with 2001/2 percentage increase/decrease of 1998/9.

language	1998/9	1999/00	2000/1	2001/02	2001/2 as % +/- of 1998/9
Celtic	245	165	135	110	- 54%
French	13675	13015	12145	11075	- 19%
German	5415	5115	4760	4475	- 17%
Italian	2180	2230	2175	2115	- 3%
Spanish	5005	4975	5075	5155	+ 3%
Portuguese	305	300	315	320	+ 6%
Latin American languages	465	370	345	320	- 31%
Scandinavian languages	155	120	105	95	- 38%
Russian	1215	1125	995	885	- 27%
Slavonic, East European	195	215	275	305	+ 54%
Other European	3670	3400	2955	2550	- 31%
Chinese	545	485	455	455	- 16%
Japanese	485	425	395	375	- 23%
Other Asian	245	270	235	265	+ 8%
Modern Middle-Eastern	695	635	570	615	- 12%
African languages	140	140	105	110	- 21%
Other language studies	845	865	725	555	- 34%
Other modern languages	4080	3815	4005	3990	- 2%
Total	32140	30535	29040	27375	- 15%

(source: HESA, 1998/9-2001/2)

In terms of the type of undergraduate routes followed, Single Honours Language degrees saw a larger decrease in students (19% since 1998/9) than joint honours (8% since 1998/9) (**See Annex A, Table 1**). Overall, the proportion of the undergraduate languages population taking languages in routes other than single honours (in joint, major/minor, triple combinations) grew as a proportion of the total languages undergraduate population.

Across each type of route in which languages were studied with another subject (joint, with language as a major, with language as a minor) there was a consistent pattern of preferred subjects:

Most popular: Other Languages, Business, Law.

Quite popular: Humanities, Social Studies.

Less popular: Creative Arts, Communication, Engineering, Sciences.

Unpopular: Medicine, Architecture, Technologies, Veterinary Studies.

Table 2 below gives details of the most popular subjects taken with languages as joint, major, minor, in 2001/2, by numbers of students (**See Annex A, Tables 2, 3 and 4 for percentages by subject in each type of route, per year 1998/9 – 2001/2**).

Table 2 Most popular subjects taken with languages as joint, major, minor, in 2001/2 by numbers of students

Stud. Nos.	1000+	500-1000	100-500	50-100	10-50	Under 10
Joint	Langs. Business. Langs/rel. disciplines	Law Hums. Social Studies	Creative Arts Maths Comms.	Biology Education	Sciences	Medicine Architecture Technols.
Major		Business	Langs. Law Social Studies	Hums. Biology Langs/rel. disciplines Engineering Comms. Sciences	Creative Arts Education Vet.	Medicine
Minor			Langs. Business Law	Langs/rel. disciplines Hums.	Education Social Studies. Maths Creative Arts Comms.	Other Biology

(source: HESA, 2001/2)

2.2 Regional distribution of HE languages

The decline in numbers for undergraduate language courses was unevenly spread across the English regions. Whereas the national percentage decrease was 15%, the North West, the East and the West Midlands all experienced reductions above the national average (**Table 3**).

Table 3 Total MFL(UK domiciled) undergraduate students by region of HEI 1998/9 – 2001/2, with 2001/2 as % increase/decrease of 1998/9

Region	1998/9	1999/00	2000/1	2001/2	2001/2 as % +/- of 1998/9
North East	1815	1790	1775	1710	- 6%
Yorks.& Humberside	5185	5115	4925	4555	- 12%
North West	3275	2875	2640	2255	- 31%
Merseyside	1095	1240	1120	1065	- 3%
East Midlands	1920	1905	1975	1965	+ 2%
East	1660	1475	1305	1210	- 27%
South East	4825	4635	4520	4240	- 12%
London	5520	4825	4795	4755	- 14%
South West	3150	3275	2915	2815	- 11%
West Midlands	3695	3395	3065	2805	- 24%

(source HESA, 1998/9-2001/2)

According to the HESA figures for 2001/2, London and the South East had nearly a third of all the Language undergraduate students in England (**See Annex A, Table 5, for percentage of MFL undergraduate students by region in 2001/2**).

In all the English regions, the largest percentage of undergraduates were following courses in French, but in five of the ten regions (North East, Yorkshire and Humberside,

North West, Merseyside, East Midlands,) , there were more students taking Spanish in 2001/2 than the traditional second HE language of German (**See Annex A, Table 6 for numbers of students by language in each region in 2001/2**).

A complicating factor in judging the extent to which languages are being taught at undergraduate level in each of the regions is the existence of portmanteau HESA categories (especially T9 'Other or unspecified Modern Languages') which some universities evidently use in their reporting in preference to the separate language categories. **Table 4** below sets out the regional coverage of languages in 2001/2, outside the three most widely taught languages (French, German and Spanish). From the available data, it appears as if the regional coverage of languages at undergraduate level runs from slightly patchy- languages absent in at least one of the regions (Italian, Portuguese and Russian), to relatively rare – languages absent in 4 regions (Chinese, Japanese, Middle Eastern), to extremely rare – languages absent in at least 6 regions (Scandinavian, Slavonic, African).

Table 4 Regional coverage of languages other than French, German and Spanish (2001/2): X = absence of any (UK domiciled) undergraduates for the language in the HESA record (R – T7)

	<i>It.</i>	<i>Port.</i>	<i>LA</i>	<i>Scan.</i>	<i>Russ..</i>	<i>Slav.</i>	<i>Chin.</i>	<i>Jap.</i>	<i>Asia.</i>	<i>MEast.</i>	<i>Afric.</i>
<i>NEast</i>				X		X					X
<i>YHum.</i>			X								X
<i>NWest</i>				X		X					X
<i>Mers.</i>	X			X	X	X	X	X	X	X	X
<i>E.Mid.</i>				X				X	X	X	X
<i>East</i>		X			X	X	X	X	X	X	X
<i>SEast</i>				X					X		X
<i>Lon.</i>											
<i>SWest</i>			X			X	X	X	X		X
<i>WMid.</i>				X		X	X			X	

(source HESA, 2001/2)

2.3 Strategically important languages

The Parker Report (*Speaking for the Future*, 1986) proposed a category of languages (Arabic, Chinese and Japanese) which it argued, 'are already of both major political and commercial significance and likely to remain so' (Parker, p.15). Undergraduate numbers in these languages have also declined since 1998/9, in two cases (Chinese and Japanese) at a higher rate than the overall national rate of 15%. **Table 5** below gives details by region of the 2001/2 percentage increase/decrease in these languages from the 1998/9 baseline.

Table 5 Arabic, Chinese, Japanese 2001/2 (UK domiciled) undergraduate students by region, as a percentage of 1998/9 numbers.

	<i>Arabic</i>	<i>Chinese</i>	<i>Japanese</i>
<i>North East</i>	-13%	- 5%	...
<i>Yorks. & Humberside</i>	+19%	- 7%	18%
<i>North West</i>	+15%	- 80%	...
<i>Merseyside</i>	-	-	-
<i>East Midlands</i>	-	...	-
<i>East</i>	-	- 28%	-
<i>South East</i>	- 10%	- 24%	- 15%
<i>London</i>	- 24%	-	-1%
<i>South West</i>	..	-	-
<i>West Midlands</i>	-	- 16%	...

TOTAL	- 12%	- 16%	-27%
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*%s based on less than 50 individuals suppressed and represented as ...
regions without the languages shown as -
(Source: HESA, 1998/9 & 2001/2).*

2.4 Trends in overall numbers at postgraduate level

According to the HESA data, the UK domiciled languages postgraduate population in England in 2001/2 was divided as follows: 30% higher degree taught, 32% higher degree research, 34% PGCE, and 4% other postgraduate courses. As a proportion of the 1998/9 base-line, postgraduate numbers in all but the smallest 'other postgraduate' category had declined, but by a smaller percentage than at undergraduate level, between 3% and 8% depending on the type of degree, with research degrees showing the greatest fall (**Table 6**).

Table 6 Total MFL (UK domiciled) postgraduate students by type of degree: 2001/2 numbers as percentage increase/decrease of 1998/9

Degree	2001/2 as % +/- of 1998/9
Taught degree	- 6%
Research Degree	- 8%
PGCE	- 3%
Other PG	+ 47%

(Source: HESA, 1998/9 & 2001/2)

In 2001/2, 45% of the UK domiciled postgraduate languages population in England were following courses in the most widely taught languages: French (26% of total), German (9% of total), Spanish (8% of total), and Italian (2% of total). Postgraduate enrolments in French, German and Middle Eastern Studies fell in this period by 15%, 25% and 12% respectively (**See Annex A, Table 7 for 2001/2 postgraduate students by language as a percentage of 1998/9 numbers**).

The languages which Parker proposed as strategically important (Arabic, Chinese and Japanese) had a relatively low number of UK domiciled students registered by HESA as being on postgraduate taught, research or PGCE courses in 2001/2: 125 in Arabic, 85 in Chinese, and 40 in Japanese.

2.5 Distribution of undergraduate languages students by institution

The institutional map of undergraduate languages provision in England shows increasing concentration of the subject in certain universities. HESA records that 72% of the 90 HEIs listed as offering undergraduate languages courses had a drop in their overall numbers between 1998/99 and 2001/2. 46% of the universities saw their undergraduate numbers fall by at least 20%, and 28% of the HEIs lost more than 40% of their language students in this period.

There is a growing concentration of language undergraduate courses in a small number of institutions. The English Russell Group universities had 46% of the total national complement of undergraduate language students in 2001/2, although it should be noted that even here, 7 of these HEIs had experienced a drop in their languages intake (**see Annex A, Table 8 for MFL undergraduates in Russell Group universities**).

In comparison, the 2001/2 data suggest that the post '92 universities lost a disproportionately larger number of language students – nearly half of the institutions had at least 30% fewer languages undergraduates in 2001/2 than they had in 1998/9. The post '92 HEIs accounted for 22% of the national complement of undergraduates in 2001/2 (see Annex A, Table 9 for MFL undergraduates in post '92 universities).

In the non-Russell Group pre '92 universities, the loss of numbers, whilst not as dramatic as in the post '92 sector, affected all but three of the twenty-three institutions, and ten of them lost well over 20% of their language students in this period (see Annex A, Table 10, for MFL undergraduates in non- Russell Group pre '92 universities).

2.6 Student profile

Current HESA data do not provide clear evidence of the social class of undergraduate languages students. The recent HEFCE Study on International Student Mobility (HEFCE, July 2004/30) however suggested that international student mobility was closely linked to participation in languages degrees, and that, ' outgoing Erasmus students from the UK are more likely to be younger, female, white and from families in the higher social classes' (*International Student Mobility*, p. 17, section 15).

Data from UCAS (Table 7) indicate that the percentage of accepted applicants to language degrees (in the UK) from the lower social classes (semi-routine, routine occupations) is some 3% lower than the average for all subjects.

Table 7 Accepted applicants to languages degrees, and to all degrees by social class, 2002, in the UK.

<i>Social class</i>	<i>Languages degrees</i>	<i>All degrees</i>
<i>Higher managerial</i>	23.6%	19.2%
<i>Lower managerial</i>	30.7%	25.7%
<i>Intermediate</i>	13.4%	12.9%
<i>Small employers/own account workers</i>	5.0%	6.0%
<i>Lower supervisory/technical</i>	3.0%	3.8%
<i>Semi-routine</i>	8.4%	10.3%
<i>Routine</i>	3.6%	4.6%
<i>Unknown</i>	12.2%	17.4%
<i>Total</i>	100%	100%

(Source: UCAS, 2002)

It may also be relevant to future discussions of the student profile in languages to note that the HEFCE International Mobility Study found that mobility was, 'increasingly, and disproportionately, concentrated in pre '92 universities. This category of HEI accounted for half of all outward mobility in 1995/96, two-thirds in 2002/3. Corresponding shares for pre '92 universities were 40 per cent in 1995/6 and one quarter in 2002/3' (*International Student Mobility*, p. 7, section 10).

2.7 Trends in numbers of non-specialists studying languages

Over the past five years, university Language Departments/Language Centres have been reporting a large intake of students of non-language disciplines who are choosing to take a module of language as a credited part of their degree programme, often on what are termed ' Institution-Wide/University-Wide languages programmes'.

It has however been extremely difficult to get robust evidence of the actual numbers involved. As HESA explains, 'Institutions are not compelled to code every single subject element in every single course. There will be judgement involved in the level of detail that is appropriate'. CILT, the National Centre for Languages, expects to receive more detailed

information from HESA about the records of credited and uncredited language study in the course of 2005.

In the meantime (**Table 8**), it is possible to arrive at an approximate figure for students taking languages as non-specialists by subtracting the total of MFL first degree only students from the larger total of MFL either in a degree or as a module. It should be said however that the accuracy of this approach cannot be guaranteed.

Table 8 Modular MFL (UK domiciled) students 1998/9 – 2001/2

	1998/9	1999/00	2000/01	2001/02
Total MFL degree only	32140	30535	29040	27375
Total MFL either in degree or as module	63925	51985	49515	47835

Difference=credited non-degree module
31785

21450

20475

20455

(Source: HESA, 1998/9- 2001/2)

Even so, the numbers suggested by this calculation (20,455 in 2001/2) are not wildly out of line with those recorded in the 2003/4 survey by the Association of University Language Centres (AULC) which estimated that there were over 25,000 students in the UK (the survey was not only England-based) who were taking a language module as a credited part of their degree programme. The AULC survey also estimated that there were at least 22,000 students in 2003/4 who were following a language course as an additional and uncredited part of their HE programme.

2.8 Summary of responses to key questions

What is the baseline of HE provision from which the National Languages Strategy is starting?

What current trends in provision may be of particular relevance in developing a National Languages Strategy?

- considerable decline in overall numbers at undergraduate level
- marked decrease in single honours
- consistent group of subjects with which languages are combined in joint, major and minor routes
- smaller decrease in numbers at postgraduate level
- uneven pattern of decline across regions
- patchy regional provision of languages outside the three most usually taught (French, German, Spanish)
- sharp decrease in the numbers taking strategically important languages like Arabic, Chinese and Japanese
- growing institutional concentration of languages provision in the Russell Group HEIs
- evidence of greater representation of upper class students at undergraduate level compared with other subjects
- large, but as yet unquantified, take-up of languages as additional or uncredited parts of non-languages degree programmes

These conclusions are based on the latest complete HESA data (2001/2). More recent UCAS applications data (for the whole of the UK) suggest that 2003 degree applications (to single honours, major, joint and minor routes) in the most frequently taught languages are continuing to fall (**Table 9**), although the year on year decline is less steep than it was pre 2001.

Table 9 Year on year % decrease of Modern Languages applications to UK universities in French, German, Italian, Spanish and Russian/East European Studies.

1998	1999	2000	2001	2002	2003

- 6.4%	- 6.4%	-7.9%	-3.7%	-3.2%	-4.3%
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(Source: UCAS, 1998-2003)

3. The institutional perspective: the perception of languages within institutions

In view of the autonomy of higher education institutions, it is likely that the future development of languages in HE will be closely bound up with internal institutional processes.

In order to understand some of this institutional context as it affects the future of languages, qualitative research was undertaken at six universities, involving extended recorded interviews with key players in the institutions: Vice Chancellors/Pro Vice Chancellors, Finance Officers, Deans, Heads of School, and International Officers.

The criteria for choosing the institutions were as follows:

- mixture of types of universities (Russell Group, non-Russell Group pre '92, post '92)
- coverage of range of languages offered in HE
- geographical spread

The six institutions chosen (2 Russell Group, 2 non-Russell Group pre '92, 2 post '92) were guaranteed anonymity. Quotations from participants are therefore denoted A – F (for the institutions) and 1- 5 for the individual interviewees. **Annex B** contains full details of the methodology, including questions and explanations on the key used.

Chapters 3, 4, and 5 examine the institutional perspective of HE languages, with evidence from these case-studies, and quotations from participants. Chapter 3 looks at the perception of languages within institutions, Chapter 4 at the influence of institutional policies and culture, and Chapter 5 at the influence of external policies.

Chapter 3 addresses the key questions:

- *How are Languages currently perceived within universities in England?*
- *How do institutions manage the present situation?*

Section 3.1 reviews current perceptions of languages; Section 3.2 looks at management approaches (adaptation of provision, 3.2.1; alternative income streams 3.2.3-3.2.6); and Section 3.3. indicates what the current prognosis for languages is within these institutions.

3.1 Current perceptions of Languages within institutions

3.1.1

At the most senior levels of the case-study institutions, at Vice Chancellor/Pro Vice Chancellor level, languages were seen as a subject which is facing difficulties. The subject was perceived as having conspicuously failed to recruit students during a period in which volume, the expansion of Higher Education, has been one of the only ways of securing the financial health of HEIs. This view was consistently held across the universities, from Russell Group, to non-Russell Group pre '92 and post '92 universities.

*' not as great a crisis as in the US, but still a crisis'(A 1);
'I think it's fair to say that the expansion of HE has brought unequal demands between disciplines and...the demand for languages has decreased'(E1).*

At middle management level – Deans, Heads of Schools of Languages – where people are closer to the situation, the best case scenario presented to characterise the last five years was one of survival, of maintaining a position.

*' The University's policy has been to grow, to increase its size...However that expansion has not been observed in expansion of languages recruitment. The size of the languages department has been static or declining for a number of years (C3);
'...we've kind of bottomed out '(E3).*

3.1.2

One of the most significant trends across all the institutions in the past five years was felt to be the sharp decline in enrolment to single honours undergraduate degrees.

' a fall in student numbers over that period..it's not dramatic, we haven't had a sudden pull out the plug...but there's been a gradual undermining of numbers in languages...the straight languages degree...where at least half of the degree is languages'(C4).

Two of the case-study institutions reported that they had discontinued teaching one of the lesser taught languages during this five year period of under-recruitment and financial pressure. The effect of this was felt to be as damaging to the languages that remained as to the one that was lost to the institution:

' we've seen the effect of losing a minority language...rather like the canary in the cage'(B4).

At postgraduate level, the two Russell Group HEIs pointed to steadily increasing numbers on MA programmes, usually in new and innovative programmes.

*'The MA programme recruits about 80-100 students a year...it clearly meets an important kind of need at the postgraduate level for...quite an intensive training in the languages of our region to support studies in ...security and integration, to support political economy or...to go along with people who are students of English literature or whatever who want to convert'(A4);
' the big growth really has been postgraduate taught recruitment...quite patchy across the School...what we might regard as really the kind of conventional academic MAs are not the hard recruiters. It tends to be the innovative MAs'(B4).*

One of the Russell Group argued however that this pattern of healthy recruitment had not been sustained at postgraduate research level

' The bad news is, I think, that that's not been matched by PGR recruitment. It's a sad story there' (B4).

3.1.3

Overall, the consensus was that universities over the past five years had been faced with a highly volatile, but largely declining, market in language students and that the result had been to produce language departments which were very considerably different from what they had been even a short time ago.

' I think the shape of languages now compared to 5 years ago is almost unrecognisable. Some massive, massive changes' (E3).

3.2 Managing decline

3.2.1

In all the institutions across the sector, the major approach to managing this situation had been to adapt the undergraduate offering in order to open it out to a potentially wider

range of students. In most cases, this had implied offering joint/combined degrees with languages and/or another non-language subject.

*'...a determined attempt to...integrate horizontally between...departments, or at least to open up...courses horizontally'(A4);
'...in economic terms we have to have the concept of a containerized dual degree package which we can back up more or less unchanged against other dual partners'(B4);
' There was a time when we just had modern languages whereas now we have modern languages and a variety of (other courses)' (C4);
'I think we've been able to use the expansion of HE to integrate languages across a broader range of disciplines'(E1).*

A key factor in the perceived success of this tactic was the need to ensure that distinct identities were preserved in the adapted offering in order to target niche markets. In the Russell group, this seemed to be closely linked to maintaining a clear subject 'language' profile, no matter what adaptations had been made in the courses:

'...it's my impression that the visibility of having those independent language departments has been quite important...in terms of student recruitment'(B1).

In the non-Russell Group pre '92 and in the post '92 universities, the identification was more likely to be at programme level.

' offering different programme identities...having common modules...but giving different identities which might attract students' (C4).

In some cases, there had been a trial and error approach to offering new programmes supposedly adapted to the market.

*'...we had a slight blip when we revised the curriculum...I think the title was very unpopular'(F3);
(of a newly offered combination)'Frankly applications ...have been very low...We thought there was a market but there haven't been applicants ..in sufficient numbers' (C4).*

In the post '92 universities, this adaptation of programmes had been extended beyond the undergraduate degrees to include at least some sharing of modules between undergraduates, Institution-Wide languages programme students, and students following part-time evening courses.

'We've designed a very very flexible programme...we wanted to pull together the curriculum for all of the different client groups...regardless of whether you're teaching undergraduates, or evening classes, or business language clients' (F3).

3.2.2

The ability to prosecute this 'adaptation of programme' tactic successfully depended very largely on the organisational structure of the institution itself (whether or not it had a tradition of joint programmes/how institutionally modular it actually was), or on the particular institutional mix of subjects which were seen as likely to be conducive to combined/joint language offerings:

' This is one area where this institution is a little bit lacking...The strength ..has always been seen to be single discipline departments and the single discipline degree has been...the norm...institutional structures lag behind' (B4).

Beyond seeking out brand new recruitment markets, the general adaptation of programmes, facilitated by modularisation, was clearly designed to effect economies of scale, and even to hide some of the 'problems' of language delivery from senior managers.

' having common modules for basic language work' (C4);

' the courses are interchangeable...Well, what it means of course is that those who would seek to make cuts on the basis of staff/student ratios...I can't produce a clear picture''(A3).

However, flexible programmes and inter-relationships between different parts of the provision did not always result in economies of scale.

' ..there are different language options ...so the more different programmes you have, even though you've got a modular structure and relative overlap,...the more likely it is that you will have in some cases quite small group numbers' (C4).

Similarly, the tactic did not necessarily resolve the problem of financing the languages operation, when significant components of the new programme were provided by departments outside the School of Languages.

'Planning becomes more difficult...there are staffing implications where the bulk of it is 'with' degrees' (A1).

One of the institutions was responding to the declining market by gradually introducing a new language into its offering. Two institutions noted that they had faced the situation by accepting that they would be offering ab initio in a number/all of their languages, whatever the knock on effects for the curriculum.

*' We've also had to offer ab initio provision in all our languages, and this has had a knock on consequence for the type of curriculum we have been able to offer...we've had to develop a lot of independent learning materials' (C4);
'I think we think languages are just one of those subjects that you start at university, like you used to start Philosophy at university twenty years ago' (A3).*

3.2.3

The other major management approach shared by all institutions was the search for alternatives to teaching-related income. One critical source for this was potentially the research stream, with income largely derived from the Research Assessment Exercise (RAE). Five of the six case-study institutions had very good/excellent scores in the last RAE, and three alluded to the importance of the monies allocated.

' If one was looking at the financial picture, there's been a shift in HEFCE R income obviously since 98/99 as a result of the RAE, and that's been highly beneficial to us' (B4).

However the amounts which had actually been received into the institutions were often relatively small, either because of the critical mass of researchers concerned, or because the RAE funding model did not compensate for the amounts lost from the teaching budgets. Senior staff in the institutions, particularly in the Finance Offices, tended to suggest that the languages research income was of relatively slight importance to the university's overall budget.

*' Well, they have their little research income, but research income doesn't actually contribute a lot to the bottom line because most of it is really put back into research' (C2);
'research income went up, but over £1 million was taken away in teaching' (A1.)*

In this scenario, research-related income was often viewed as contributing to institutional prestige, rather than to the bottom line of the HEI's budget. In all the institutions, the research funding stream was important to languages because of its effect on positive internal perceptions of the subject.

' Well the university prides itself on the strength of its research profile..' (A4);

' In the RAE we got a 5 so we are internally within the University and nationally very well respected, highly regarded..' (C4).

3.2.4

Outside the research income stream, the major source of alternative funding for languages appeared to come from providing English as a Foreign Language (EFL) or English for Academic Purposes (EAP) in some form. Here however there was a clear distinction between the Russell Group institutions and the others. In the former, EFL/EAP was taught by units outside the School of Languages, and their work, and the income derived from their activities, was not seen to be part of the languages operation. In the rest of the sector however, EFL was largely integrated into the Schools of Languages, and in some cases had provided opportunities to develop the languages undergraduate programme to make it more attractive to Overseas Students.

'we've taken the decision to develop English ...in terms of English language...at undergraduate level, we had English language provision that was study skills and EAP....that's been a thriving area of activity...But we felt that...we should also be offering English at undergraduate level...the idea is that that should enable us to attract linguists from other countries..' (C4);
'we have developed our English language provision such that we now offer three degrees within the School solely for international students...on balance we now do as much EFL/EAP as foreign language work' (E4).

On the other hand, reliance on EFL as a regular income stream could bring problems. Whilst it could be extremely successful in income generation for the School, it was an area which was seen as intensely vulnerable to institutional competition in Overseas Students. One university pointed out that whereas two years ago its EFL Foundation course had taken in 200 students, the numbers had now gone down to 45/50, and the institution could no longer consider EFL as a sustainable source of cross-subsidy to support languages.

3.2.5

Another alternative income stream for Languages was the Institution-Wide languages programme (IWLP) which typically provides credited or uncredited modules in languages across the university for students majoring in other subjects. As with EFL, the Russell Group institutions tended to run these programmes separately from their Languages operations, so that the Schools of Languages did not always derive any direct financial benefit from them.

The successful running of IWLPs was felt to have been impeded in several institutions by the lack of an institution-wide approach to their rationale or implementation, so that Schools of Languages could be engaged in lengthy bilateral negotiations with other departments which might involve financial or operational considerations.

' our servicing is something we've never been able to exploit further. It relies very much on individual negotiation, perceptions ...in those various schools as to whether they think languages are important...it's on supply and demand...Occasionally the Faculty will pay (its own teachers)' (D4).

A variety of institutional funding mechanisms were employed to support the operation of these university-wide programmes. Two of the HEIs in this sample had adopted the approach of funding their Institution-Wide Languages programmes by a topsliced charge, taken out of the institution's overall budget, and then allocated to the School.

' IWLP and EAP are funded effectively through a topslice, which is great as it makes the provision feel like a free good to departments: they are not aware of any financial transfers' (E4).

In other institutions, the pattern was either one of bilateral School of Languages/receiving department negotiations, or of a standard student load exercise which was fed into the overall resource allocation model.

*' we negotiate with all the key financial areas and departments, and we have lots of financial arrangements really..' (F3);
'We recognise it in the same way as for all course units. We do have a student load exercise..we would give the same credit for free modules as positively as compulsory modules. So we have a big student exercise each year, and that then feeds through the various resource allocations'(A2).*

There were strong institutional reservations about the idea of adding more topsliced elements to the budget, as a means of affecting strategy and encouraging more students in the university to take languages.

' I'm trying to avoid this myriad of top slices....the financial model becomes the behavioural tool, and I'm actually trying to move in pretty much the opposite direction' (F2).

Overall it was clear to senior managers that flourishing Institution-Wide languages programmes would not be directly contributing additional income to the university as a whole, but simply redistributing it internally.

'...that's fine as long as it grows the number of students as a whole. If it's just taking away the module that languages is going to provide instead of the business school or instead of engineering, then it doesn't actually improve the whole organisation's income levels. It actually puts more pressure on the other schools because they are losing some income that we're transferring over...' (C2)

Two institutions had developed a robust market in evening classes as an integral part of their offering:

' I think we've been cushioned by the fact that we've got so many part-time language students and we've had a fairly constant number for a very, very long time...it's stayed fairly stable at around xxxx students a year' (F3).

One of the HEIs questioned had been particularly active in what might be broadly described as Enterprise activities, including cultural briefings, graduate apprenticeships, and Regional Language Network initiatives, but these had been 'time-limited', and largely dependent on short-term external pump-priming.

3.2.6

Within institutions, at senior management level, the perception was that alternative sources of income for Languages Departments were likely to be very limited:

' A problem for languages...has been the range of activities that could be undertaken to effectively cross subsidise the under-funded undergraduate teaching' (C1).

Even in those areas, part-time students for example, where an institution had managed to achieve high volume, it was accepted that the particular market in languages was unlikely to bear very high fees.

'...we are not going to shoot ourselves in the foot by increasing our part-time fees tremendously at a rate which just puts off our students in terms of the price' (F2).

The message repeated at the top levels of the institutions was that financial security in Languages was only likely to come about by recruiting more students.

' ...the problem is at the same time the student numbers are not going up, but our cost structures do go up because a lot of the costs in languages are people, and we have nationally agreed wage

increases, so your costs are going up 3,4 % each year and yet you're getting less students to fund them....We really do need to get more students or think of other courses that we could add in that area to bring the income in...what we really need is one or two volume courses...'(C2).

3.3 Current prognosis

Developments in the past five years, whilst slightly different in each institution, had been generally demoralizing. Several of the universities reported that languages were perceived internally (and perceived themselves) as deficit parts of the institution that required cross-subsidy.

*...we just have a huge deficit' (A3);
'we have ..funded a department and school which is nominally in deficit' (B1);
' essentially struggling to pay its own way' (C1);
'The cost of delivery of modern languages is (considerably)over the income generated' (D3);
'under severe financial constraint' (D4).*

Inevitably, the attempt to survive in this situation had put strain on languages staff, and all of the universities alluded to the energy levels which were currently expected of lecturers in terms of programme redesign, recruitment drives and marketing initiatives.

' that has meant that staff are having to spend a lot of time in recruitment work, outreach work...to try and boost recruitment and that means that staff are very stretched in different directions'(C4).

As one Head of School described it, the last 5 years had been a period of intensive, ' *plate-spinning*'.

In three cases, languages were being merged with other departments, or institutionally reorganised, and this gave respondents varying degrees of optimism that new opportunities might present themselves.

However, the overwhelming feeling across all the institutions was that time was running out. Languages were beginning to reach the end of the line in creative thinking – adaptations of programmes, alternative sources of income – which would keep the subject alive in these institutions in the intermediate and long-term future.

' You know you can only run around ...plugging the hole for a certain amount of time'(B3).

3.4 Summary of responses to key questions

*How are Languages currently perceived within universities in England?
How do institutions manage the present situation?*

- Across the sector (from Russell Group to non-Russell Group pre' 92 and post '92 universities), languages were perceived as being in major difficulty
- Schools of Languages had gone through considerable changes in order to meet the problems they faced: adapting courses, integrating with other subjects, offering new programmes, closing parts of their existing provision, attempting economies of scale
- Financial viability via alternative (non-teaching) income streams (research, EFL provision, Institution-Wide languages programmes, part-time languages offerings) was seen as unlikely to be achieved
- The broad consensus was that universities were fast approaching the limits of what they could do themselves to maintain languages provision

4.The institutional perspective: institutional policies and culture

This Chapter addresses the key questions:

- *What institutional policies appear to support and develop Languages within a university?*
- *What is the influence of institutional culture on the maintenance of a foreign language provision?*

Section 4.1. looks at the effect of institutional policies on languages provision: 4.1.1. internal HEFCE funding allocation models ; 4.1.2. teaching and learning strategies; 4.1.3. international policies. Section 4.2 examines the influence of institutional culture on the support of foreign languages provision. (Details of the interview questions asked, and explanations on the way the key is used are found in **Annex B**).

4.1 Institutional policies

4.1.1

The ways in which universities distribute the HEFCE funding allocation internally might be expected to have some influence on the provision of languages. HEIs placed slightly different values on the importance of HEFCE Funding Bands in allocating resources internally. In broad terms there was a spectrum from the Russell institutions where less emphasis was said to be placed on Banding, through to the non-Russell Group pre '92 and the post '92 institutions which tended to use it strongly as a 'best proxy'.

In the two Russell Group universities, those responsible for Finance were more inclined to discuss their resource methodologies in terms of historic allocations and strategic plans, with HEFCE teaching income by Band being used as an indication of subject income rather than as a basis for subject resource allocation.

'I have a transparent resource planning model but it is not a resource allocation mechanism. And I have long taken the view that what we need to do here is to model what people earn and what they bring in, and we model what they cost, and then we take decisions about how we fund.....we know that the HEFCE funding model for teaching simply reflects the net outcome of 100+ universities' decisions on what cost they put into these areas and the decisions of students. It isn't an objective assessment of what we ought to be spending in modern languages....So what I'm saying is we start from the proposition of what comes in but we align that very much from a statement of what kind of university we are' (B1).

In comparison, the other pre'92 HEIs, and the post '92 institutions argued for a much closer replication of HEFCE banding.

*'..we consider that the HEFCE banding of subjects is the best proxy for a price signal within the sector'(E2);
'..we've now really used the method HEFCE uses in terms of wherever the money comes from it goes to those people that generate it'(C2).*

With the reallocation of languages as a subject to Band C funding, the actual financial difference made to institutions was perceived by senior managers as likely to have been negligible or nil.

'I think one has to make one thing quite clear here that in actual fact Band C was never paid to those institutions which were above the tolerance zone. It was purely notional. In actual fact, if an institution maintained Band C the money was creamed off from other subjects' (C3).

However, it was evident that the rebanding of languages had had a considerable influence on internal perceptions of the subject in the wider institution. This conclusion holds good for all of the HEIs, no matter what allocation model they had been using.

'I think it's made a difference in that you can say...you need to recognise that languages require an extra input to be delivered...we have to do more hours because we get funded for it...So our students are actually in that sense worth a little bit more...' (A4);
'I think the passing down of full Band C funding to the School obviously made a huge difference...to the out turn. And it's not just the paper out turns, it's not just the bottom line in the planning model which we all know is not real money...if you shove a...debtor into a surplus department, it alters the way you are perceived within the institution' (B4);
'...at this university it was calculated that Band C had been paid because it seemed the decent thing to do' (C3);
'it enabled languages to not slip into such a decline' (D3);
'...the Band C funding has been transferred largely in line with the HEFCE allocation to the institution' (E4);
'it did make a difference, definitely made a difference..' (F3).

In addition, three of the HEIs commented on the crucial role that Minority Subjects Funding had played, and would continue to play, in their decisions to run/retain particular languages.

'we've got x of our lesser taught languages funded by HEFCE, a gain which makes a massive difference in resources and time. And the fact that we've got very small groups in each of these subjects. So we've been able to keep things on which we would have otherwise struggled with' (F3).

4.1.2

In comparison, institutional teaching and learning strategies/policies, though seen as generally desirable (*'Motherhood and Apple Pie'*), were felt to be largely incidental to the progress of languages in an HEI.

In some universities, languages perceived themselves as being at the forefront of teaching innovation, or argued that the institutional teaching and learning strategy had enabled them to get some kind of internal validation for the teaching methods most typically used in Schools of Languages.

'I think we give the lead really. I mean we're right in the forefront particularly in the use of electronic learning environments and that kind of thing' (A3);
'I think the whole kind of quality teaching regime has made it possible for us to formulate better perhaps what we did. In other words put into received language the special requirements that language teaching generates. That labour intensive approach, and it's become a feature of a learning strategy rather than simply a teaching operation, and in those terms, it's recognised by the institution..' (B3).

In others, they felt that the HEI's teaching and learning strategy had been a positive incentive to develop what they did at a local level, or to break down some of the institutional barriers which might otherwise have hindered the extension of languages to other parts of the institution.

'...we as a School didn't have virtual learning environments. In a sense what we've done is developed our own...So if there hadn't been a clear University teaching and learning strategy of this sort, ...certain targets set, we may not have moved forward... so I think it's been a good incentive' (C4);
'...enormously helpful in establishing basic common standards and frameworks. We have been, and to some extent, remain, a highly devolved institution, but divergent practices were getting in the way of interdepartmental collaboration, which has been essential to languages' survival...' (E4).

4.1.3

Of all the institutional policies discussed with senior managers, the one which was most frequently quoted as influencing the provision of languages was the international policy.

The different styles of international policies on offer in these HEIs was, to some extent at least, mirrored in the organisational structures of the universities, with the policy being operationalised by, at one end of the spectrum, an International Office, generally separate from academic departments, and variously linked to student recruitment/outreach activities/student welfare. At the other end of the spectrum, the international policy had been incorporated into the university's core academic work, by officialising it as an academic department in its own right. Between these two extremes, some HEIs operated an intermediate system where an International Office existed as a separate entity, but worked closely with one department (e.g. Business Studies) which was seen as likely to be especially sympathetic to its aims and objectives.

The same range of approaches was seen in the formal articulation of institutional international policies. Two of the HEIs had already developed, or were currently developing, a comprehensive international policy document. Other universities embedded international policy in their strategic plans but had not produced separate international policy documents as they had for teaching and learning.

There were four broad levels at which institutional international policies appeared to work, and each was perceived as having implications for the university's languages offering.

All of the HEIs were actively involved in the recruitment of Overseas Students as a key part of their international strategies.

'...major drivers for internationalisation of universities. One is undoubtedly that international students are needed because they provide subsidy for British students. They pay a fee which is higher than it would be if the home fee had not been so reduced, so in fact these students subsidise British students, no doubt about that; you have only got to look at the budget of any university to see what proportion. If you compare the proportion of numbers of students, and the proportion of income that they represent for teaching, then you have a very clear picture. So there's the major driver. They are needed for financial solvency'(C3).

In this scenario, Schools of Languages were seen as advancing the policy in two ways. Firstly, the presence of languages could provide credibility for the marketing of the university outside the UK.

'Languages give credibility in taking forward the international policy, and provide a real infrastructure to build international policy....learning a foreign language here for example can be very attractive for US students...'(A5).

Secondly, the School could offer English language support to incoming foreign students which was seen as a crucial adjunct to the policy. From the point of view of languages, this aspect of the policy could (if the institutional organisation supported it) bring in potentially welcome resources for Languages staff.

'The teaching of English is critical...We would not have been able to see the very considerable and successful expansion (of the university).., particularly in countries in the Far East unless we had an extremely efficient and cost effective way of delivering language tuition, and the integration of the teaching of English with the rest of our language offerings I think has been very significant from that point of view. So our international strategy has been supported by...critically supported by the efforts of our Language Department.(F1).

At the second level, the international policy was seen as impacting on staff. In some of the Schools of Languages, internationalism was manifested in the prominent role which languages staff were seen to play in the foreign countries concerned.

' this is one thing that often gets forgotten,..our language departments are hugely influential in the countries whose languages and cultures they teach...we often have an input into ...peculiar aspects..at a national level over there. Or as cultural commentators..' (A3).

In most HEIs, the staff aspect of the policy was closely related to the broader institutional notion of an international knowledge/research community to which all academics were likely to contribute, and in which recruitment to academic positions would be increasingly international.

*' International partnerships are most active at staff exchange level...research-based...developing an international research community' (D3);
' we are now recruiting far more international Faculty....if you take my group for example, almost all the appointments that we've made in the last two or three years have been outside the UK, only one or two have been British appointments. We've got ...Greeks, Germans, French, Croatians..' (C5).*

Thirdly, at the level of UK students, there was some interest in how the home curriculum could be internationalised. Schools of Languages argued that they were *'naturally internationalised in the curriculum'*, but that they were often unsure how to make the best use of international students in their own teaching.

' I think possibly there's something...to address which is how (the university)..makes use of, takes advantage of, the presence of so many students from the region...there's..a kind of academic level of how actually do you involve ...native speakers in the classes in a way which is advantageous to everyone' (A4).

Some institutions were clear that any curriculum for UK students would now need to be overtly informed by the international dimension, both because of the presence of international students in the classroom, and because of the changing global context.

*' if you're going to satisfy international students, you can't give them a diet of Anglo-Saxon management. So there's a rate of demand from the students to become more international in outlook'(C5);
'If we look at the world of business, then business is now international in nature. It's not just domestic. It's not just local. The majority of students that go through our courses particularly at master's level will spend significant proportions of their working lives working outside the UK...A lot of the undergraduates who go through our programmes will spend time abroad in their careers as well, and it's certainly very important... that they have more of an international experience' (C1).*

This understanding of the implications of internationalism for the curriculum of UK students went beyond the area of business studies. One of the Russell Group Universities for example, argued on, *'anecdotal schools evidence'*, that the provision of a study abroad placement in science degrees would give the university a competitive edge with applicants, and might attract better quality students.

The most obvious way in which to encourage UK students of any discipline to study abroad, the Erasmus Programme, was however seen as a very partial success. There were not enough financial incentives to HEIs to engage in the programme, and the economic costs to UK students were felt to be disincentives:

*' 8 years ago....we simply couldn't find as many students who would be going out as those who wanted to come to this country...and that's clearly exacerbated since...Now of course if those students would come here on full fee basis that would be a different matter altogether, but as it is, they simply occupy the place that the outgoing student left, so it is a problem area'(C3):
'...students tend to be economic animals and they want to get their degree and get out and earn money as quickly as possible...' (C5).*

Two of the universities argued that they were intending to do more to normalise the idea of study abroad for a wider range of students, by informing them about the opportunities before they arrived for their first year.

The linguistic problems for potential Erasmus/Study Abroad students were however seen as likely to be considerable obstacles, so that course designers talked about introducing parallel tracks of existing programmes in order to encourage more UK students to go abroad.

'we are introducing the new international business and management degree...there will be two variants of it. There will be one, where all the students will have to do language, but as far as the placement is concerned, some of the placements they could do in English, but it would still have to be done outside the UK...is there a need to be fully fluent in the language, and our hunch is that you don't (need to be)' (C5).

The final level at which international policies worked seemed to be by incorporating them into the shaping of the institution's identity. In this iteration, the international dimension was represented as one of the key ways in which the university community could understand its own identity.

'I was struck...by the way in which people were travelling the globe...and bringing people from different parts of the world, and the growth that there had been ...to xxxx students now from a hundred different countries...it seemed to me that there was something distinctive there...not as a way of making money, but as a way of creating a genuine higher education experience...you build up community through internationalism...the experience has a major impact on the domestic student. So it's about creating a university atmosphere and community...part of being at university is having humility in the face of language and recognising that we can all do better' (F1).

This type of holistic attitude towards international policy was reflected at the organisational level by the merger of the International Office and the School of Languages, and the title of 'International' applied to a new academic unit. The institution which had developed its international policy in this way argued that it had moved well beyond a concern with recruiting Overseas Students into the university.

'I just feel that we've got to the stage where we've outgrown that a little bit and that the intrinsic values of international education, if you're pushing that, if that's the main driver, then you're going to be bringing more people along with it'(F5).

The resulting policy sought to define internationalism in a broad sense that would involve all members of the home community, inform curriculum, and encourage 'cross-cultural experience'.

'Internationalisation:...Until very recently, most people just meant bringing (in) international students, and the benefits of the international students for the rest of the community had been in a sense overlooked...For a long time it was just about money, but more and more universities are beginning to think about it in terms of benefits for the community as a whole...a cross cultural experience might as easily be with someone from a different cultural background...,but it could easily be someone from a different age group, or a different community that you hadn't...had any experience of before' (F3).

In operational terms, the policy included: staff going abroad emailing the Vice Chancellor personally with details of how their trip related to this broad understanding of the 'international', and the development of an international volunteering scheme. The HEI concerned had developed a set of documents explicitly detailing how the international dimension/cross-cultural capability could inform curriculum development across the university. At the root of this approach was a belief that the international dimension was closely related to the active encouragement of a diverse and mutually tolerant university community.

4.2 Institutional Culture

4.2.1

Rather than particular institutional policies however, it was the influence of institutional culture which figured repeatedly in the narratives of languages' survival in these institutions. To begin with, discussions of culture related specifically to the attitudes which senior managers took towards languages, and to their relationships with language managers.

In all the universities, the attitudes of senior staff were seen to be of vital importance to the maintenance of languages. Vice Chancellors, Pro Vice Chancellors, Finance Officers and Deans were all named in different HEIs as having had a direct effect on the future of languages.

' I think that obviously...it does matter...I mean languages have a champion (at senior level)...and also the current Director is pro languages...I think if we had a director...who thought that the language operation was actuallypossibly secondary to what we did, then that would have an effect, undoubtedly. And so human factors do matter'(A4);
' The fact is...the chemistry is so good...It's contingent upon a personal chemistry though we do have to have our arguments, we have to have our political ammunition' (B3);
'...financial difficulties that put pressure on us, but the pressure is always diminished I think by the fact that there is fundamental sympathy for our subject areawe have colleagues at a very senior level who are favourable to the success of languages' (C4);
'(Human factors) This is incredibly important. The attitudes of senior managers are crucial. The support of the Dean when we restructured the School...Also the Finance Department. The Director of Finance is very on the ball, but willing to listen to a well-argued case...There's no doubt that was of significant benefit to us'(E4);
'...the Vice Chancellor ...is behind this one hundred per cent....where I had to fight before to get anything through, a quick email to the Vice Chancellor now about some new initiative and he is one hundred percent behind it'(F3).

Senior university managers themselves pointed out the importance of perceiving their Languages Schools as dynamic, with staff who could provide clear and reasoned cases for appropriate innovation and change, and appeared to be helping themselves.

'...where there is a mission that people can articulate, that fits in with the vision we have at the university, then we will protect and nurture them. So there is not a kind of flopsy bunny, everybody's protected.....only yesterday did I receive an email from the School of Modern Languages saying here is a fantastic new course and we need some pump-priming; and I welcomed that...' (B1);
' It's fair to say that we would not continue to support a discipline if it simply stuttered to a halt, but Languages hasn't done that. It hasn't done it because of the integration with other programmes and the active ways in which languages have been offered to students who are on non-language courses...creative thinking' (E1).

Those directly involved in managing Languages argued that they needed to be politically astute to see how to frame winning arguments, and to place themselves in positions across the university from which they would have access to those likely to take key decisions - what one Pro Vice Chancellor described as, 'a culture of being present'.

' we have to be looking to the buttons that we need to press and all of that' (B3);
' a case of taking an argument to the PVC...And making an argument that wasn't based entirely on economics....' (B4);
' ..I think it's ..important to do a lot of networking, sitting on committees and working parties to maintain the profile of the department in the University. It would have been easy to become defensive and depressed about the downturn in applications for languages, but that would simply have confirmed the impression of a subject in decline' (E4);
' I'm positive the attitude of senior managers and access to senior managers by somebody who's going to nag them all the time...weekly exposure you know...it's a shame really because, unless there is somebody with that sort of position or somebody who's able to get to that level of influence with language as a background...it's very very difficult because you're not suddenly going to get Vice Chancellors to change their views on languages by having Charles Clarke tell them they should' (F3).

4.2.2

In more general terms, a clear understanding and articulation of institutional ethos/emotional priorities seemed to be used by both senior and middle managers to

position and conceptualise languages in politically relevant ways to their specific institution.

For one university, the articulated self-perception was of an internationally elite research-driven HEI, and here highly (RAE) rated Schools of Languages were clear that they should, and did fit into this culture, no matter how large or small their research income was in comparison with the 'heavy hitters' of medicine and science.

' (research) I suppose the big thing we all share...And there's no doubt about our standing in research terms, so whether or not bio-medics or engineers understand the nature of our research, they have to accept that...at least by those who do know, we are judged to be excellent...if an institution's got to contract, it's going to pick on the weak I imagine. What makes you weak or strong is difficult. The languages case: we've got lots of strong arguments. I mean there wouldn't be many institutions that would axe five or five star rated departments' (A3).

Another HEI described itself as a historically strong civic university which had long-held liberal traditions. Such a history, it was argued, predisposed the institution to understand the importance of cultural reflection, both for itself and for the region in which it was placed.

'...an institution that was set up by the city fathers....to provide an education for the work people...and to help the trade to prosper. The kind of vision that we're articulating now...can help fulfil the destiny of the city....So we're very proud to be an international university..., but we use our international standing to help the city out....I'm talking about the university as a liberal institution that can help a society to reflect on itself and contribute very much to the building up of the social and cultural capital of the region....the city recognises and the sub-region recognises that a cultural renaissance is as important to social and economic development as a department in engineering and science....The two need to go hand in hand..' (B1).

For HEIs where the academic community was not as large, and where the mix of subjects was less broad, the ethos of the institution seemed to be more sharply focused on the applied nature of the subjects they taught.

'..if I have to compare with ...a large university with many different disciplines in arts and humanities...you'll get a greater breadth of interest...we have the four schools, which are really very focused....I think applications to the contemporary world are a very strong theme in debates across the university...I think that probably colours some of the ways in which we develop programmes' (C4).

In one university, its geography, rather than its regional hinterland, was perceived as a particularly salient factor when staff described the influence of institutional culture on the support of Languages.

' clearly our geographical location does have an impact on our general desire to maintain real support for language teaching. We have always seen ourselves as a European institution...clearly the physical proximity and our links to France have been important from that point of view... I think it's fair to say that that stretched in the background in terms of the way in which we have approached languages..' (E1).

In another HEI, the Vice Chancellor articulated an institutional vision which brought the regional and the international together as one of the university's framing principles.

' we are striving to be...the capital city of a region, but not wanting to be regional in a parochial sense...it's very important that the English (local) student..., whether or not she has multi-ethnic background..., should feel that international students are not there simply for their own benefit and simply to raise money, but as part of her experience, and she won't get the full benefit of her university experience if she only interacts with people from (the region)'(F1).

4.3 Summary of responses to key questions

What institutional policies appear to support and develop Languages within a university?

What is the influence of institutional culture on the maintenance of foreign language provision?

- The institutional policy which seemed to of major importance in supporting and developing languages was the university's international policy, and here there was a variety of levels of explicit policy development
- Institutional perceptions of languages as a subject have played a considerable role in their survival to date, with a combination of three factors:
 - senior managers broadly sympathetic to the subject
 - politically aware and highly active middle managers who make a persuasive case for the subject
 - an institutional culture (which could differ markedly from one institution to another) which provides a means of positioning and conceptualising Languages in ways which are politically relevant to the particular university

5. The institutional perspective: external policies

This Chapter addresses the key questions:

*What external policies are seen as supportive of Languages?
How is the National Languages Strategy perceived?
What role do universities think that they should play in the National Languages Strategy?*

The Chapter looks at the influence which external policies have on institutional perceptions of languages: 5.1 EU language statements; 5.2 The Bologna process; 5.3 The HE Act (2004); and 5.4 The National Languages Strategy. Section 5.5 examines suggestions from HEIs about ways in which they could contribute to the National Languages Strategy: 5.5.1. Safeguarding provision; 5.5.2. Widening participation in languages; 5.5.3. Regional collaboration; and 5.5.4. Communicating the message. (Details of the interview questions asked, and explanations on the way the key is used are found at **Annex B**).

5.1 EU language statements

Of all the external drivers discussed with institutions, the one that had the lowest salience in HEIs was the role that the EU might play in overt support of language learning, in particular through its 'mother tongue plus two' and 'basic skills' statements.

Awareness of EU language learning policies was slight. Two HEIs commented that they wanted to engage more fully with EU language promotion initiatives, either to access resources, or to use them to help support the local position of languages.

*'EU language promotion initiatives: one of the things that we are not good at is securing European funding...I think we've got to get better at that'(F3);
' want the University to adopt the European language policy for the University as a whole.. I'm encouraging the (take up) of the European Portfolio'(F4).*

On the whole however, the influence of EU attempts to encourage languages was felt to be very slight.

' all these things are very positive, but they have very little effect in the politics of a university, I'm afraid'(C3).

5.2 The Bologna process

In comparison, concern about the implications for languages of the Bologna process was very high. The Bologna process aims to establish a common European Higher Education Area by 2010.

Most institutions felt that they were not fully informed about exactly what Bologna would mean for them, and one university pointed out that Bologna was not well integrated into official DFES thinking.

'It is... noticeable in its absence from the White Paper that came out at the beginning of the year' (C1).

On the likely consequences of the Bologna process, two major views emerged. First, and the more common one, was the fear that Bologna would have markedly negative effects on student numbers. For some, it was expected that Bologna could worsen the already stark imbalance between students coming in to the UK/going out from the UK. For others, there was the danger of more, if as yet unspecified, competition.

*on the mobility side of it, it's just going to write even larger what's already happening in terms of Erasmus....it's going to be one-way traffic' (B4);
' I sense there will be more competition from within Europe ...to encompass English language programmes, programmes offered with English' (F5).*

The Russell Group institutions expressed serious concerns about the implications of Bologna on the lucrative postgraduate market.

*' problematic...the idea of Masters with two year programmes would be really difficult...Bologna could destabilize the whole system' (A1);
'...that would hit us hard....(MAs) are key not just in terms of being nice things to have, but they're key in the sense that they are our insurance against the volatile and the variant market in financial terms....that would be concerning' (B4).*

In the other universities, there was a stronger sense that Bologna might potentially increase the pool of recruitable home students and, with the wider acceptance of the European Credit Transfer System (ECTS), possibly provide new opportunities for course development.

'...the Bologna process has helped in the sense that it is now much easier for us to recruit students who have completed part of a programme in the EU into the later stages of our courses- we've been very successful here and could probably do even better if we had extra student numbers to play with' (E4).

5.3 The HE Act (2004)

Discussion on the possible effects of the HE Act (2004) was lively at each management level of the institutions.

Most HEIs argued that the £3,000 fee was likely to prove particularly problematic for areas like languages which were already experiencing recruitment difficulties, and that the fee might well act as a further, potentially fatal, disincentive to applications.

*'...clearly we have to be worried about the consequences (of the fee)...those areas which struggle to recruit (B1);
'I think it could be very serious because it would exacerbate the view of languages as a luxury rather than something that gives you a lucrative career. Could be the death blow actually'(C3).*

Two particular concerns were raised, outside the general disincentive to recruitment. Firstly, the effect of the fee on the standard 4 year languages degree offering.

' I am certain..that in schools and with parents, how do you finance a four year degree, and the top up fees issue has a horrendous impact really because that makes a four year sandwich degree even less attractive' (C5).

There was some suggestion that institutions might consider charging a reduced fee for the year abroad, or treating the year exactly as they would in other sandwich courses. Even if they did, however, it was felt that the extra year would still make a languages course more expensive, and therefore potentially less attractive.

'...all of that means that what we've got to do is...put ourselves in a strong competitive situation to compete in what is going to be a tougher market competition in 2 short years' time (C3).

For some linguists at least, there was a real fear that the year abroad would come under intense internal pressure.

'...the other way forward of course would be that we might come under pressure to retain the year abroad, not go down the additional value of accreditation route, but to roll it up into a three year package...that's what worries me' (B4).

Solutions proposed at this stage to mitigate the possible effects on recruitment to languages included offering scholarships/bursaries. Even in this scenario however, some Schools of Languages feared that they might end up by being financially disadvantaged.

' we will need to give the bursaries, and if this is done through the devolved finances then we in languages will be more and more stretched because we will have to give big bursaries, but we are the people who are stretched for cash to begin with' (C4).

The other solution suggested was to give students incentives to go abroad in the form of special grants.

The second key issue was raised by one of the institutions which had a particular stake in part-time languages education. The view here was that the HE Act had conspicuously failed to engage with the whole issue of part-time education, and that the implications of this failure could be very serious for the future institutional support of part-time languages programmes.

' We've made representations to the DfES...regarding the fact that nothing in the Bill...was really worried about part-time students, and from a financial perspective, in terms of the fee charging, we're going to have to have two completely different regimes, and I do think that is very significant in itself... certain schools which have very high part-time numbers compared to their full-time numbers....we don't believe we're going to be able to charge anything like £3,000...So there would be less income...that would directly find its way back into the Language School, which is very worrying' (F2).

5.4 The National Languages Strategy

The credibility of the DfES National Languages Strategy (December 2002) was generally low in the case-study institutions, as much among middle managers as among more senior members of the University.

*'I have to say I can't see a great deal of evidence that the actions of the DfES or of HEFCE are really encouraging an increase in the numbers of language graduates...that seems to be an aspiration, but I can't see what actions are actually leading to an increase...while it may be a part of the DfES strategy, I'm not sure how they're going about trying to do something about it...great aspiration...but I...don't really see where there's much action following up that aspiration' (C1);
'Well-meaning, but the impact on Higher Education is negligible' (D3);
' Very difficult to see how this is going to happen in the present climate. It will take much more than the Implementation Plan to shake the British out of their complacency' (C4).
' very little effect...symptomatic of the low profile that the NLS has been given by the DfES, ministers, HEFCE, UUK, the lot..' (D1)*

Where HE staff were well informed about the Strategy, they were often extremely hostile, both about the relatively slight place accorded to HE within it, and about the simultaneous removal of languages from the post-14 compulsory curriculum.

*'...a disaster' (A1);
'a disappointment....horrible gap already starting to show itself as school choices are beginning to bite' (D3);
'...a lot of disappointment...HE institutions are not mentioned, or hardly, and either you look at it positively as to whether it's for us to write the script, or you think they've forgotten' (F4).*

At the harshest extremes, there were senior staff who doubted whether the National Languages Strategy was a strategy at all.

*'...we should have had a serious categorisation of languages according to national interest, and in the light of the national interest we should have seen what the coverage of languages is, and where it's endangered, and that would have been a strategy. In my view the document is not a strategy at all. I can't see anything strategic in it...(primary languages) is just a drop in the ocean compared with any serious challenge....and again, to get rid of it (languages) then at the age of 14 as compulsory subject on top of everything else, I mean the logic just defeats anybody who is serious I think. What a shame' (C3).
'The NLS, as far as HE is concerned, is at best described as warm words. There are neither carrots nor sticks in it for HE as it stands at present, and every university responds to one or the other...it has very little choice' (D1).*

Universities argued that HE's role was crucial to any effective National Languages Strategy, particularly in the area of support for language-learning in schools.

*'vagueness about HE in NLS..could do with that being sharpened up so that we could see how we could engage' (D4);
'The thing that shocks me most is that there's a tremendous resource in universities...we're not being made the most of and a resource for schools actually. But we can't do it on good will...' (A3);*

From the perspective of senior managers, encouragement for them to help 'filling-in' the HE contribution to the National Languages Strategy involved seeing visible high level Government commitment, which crossed Whitehall, and provided additional finance earmarked for languages. Without this, ministerial exhortations to the Funding Council were treated with some cynicism.

' additional funding targeted at that particular area...real additional money for the universities and I would say that it has to be targeted...earmarked for languages. Changes in the Bandings don't necessarily mean additional resource. And so it would have to be earmarked money, additional money...much as we don't like earmarked money because it's got strings attached and you've got to meet targets and the monitoring...that does seem to be the only way to actually implement that' (A2);

5.5 HE's potential contribution to the National Languages Strategy

5.5.1

A key concern of those more directly involved with languages (Deans, Heads of School) was how the National Languages Strategy could safeguard provision.

They argued that the Strategy should ensure that there were no closures of particular languages without reference to a review of national or regional need in those languages. A reasonable geographical spread of languages in Higher Education was felt to be vital if local school children were to be influenced to study them. From this standpoint, there was

a clear civic dimension to languages which would argue for their maintenance and development in different areas of the country.

*' part of our mission is to convert the unconverted, you've got to have preachers there to do the converting' (B4);
' there are significant communities of nearly all the languages that are taught in HE now in this country....it applies to the whole range of European languages as well. So there's a kind of civic dimension...to the ..strategic importance of languages' (A4).*

Continued support for 'minority languages' was considered essential, and one institution argued that the National Languages Strategy should be encouraging a more strategic HEFCE approach to what constituted a 'minority' language in English HE.

'useful if a more strategic approach was taken to supporting languages, especially minority ones...or the lessons that are applicable to minority languages are applied elsewhere as well. Even if the volume is not so critical, those lessons still apply'(A4).

5.5.2

By far and away the largest number of concrete suggestions about HE's potential contribution to the National Languages Strategy concerned ways in which their existing Widening Participation projects with the schools and college sectors could be more systematically and durably supported. All of the HEIs without exception had highly developed Widening Participation strategies which were well articulated in written policy documents.

In one institution, university Widening Participation resources had been specifically devoted to languages, with the provision of dedicated posts for staff to go out into local schools, Sixth form colleges and FE colleges to assess how motivations to study languages could be increased among the local community, including the ethnic communities.

'I think all these projects have given us the finances and the people that we need...to conduct important work which it would have been difficult to carry out on top of other commitments, and it means that you really can develop the initiatives..' (C4).

This institutional prioritising of languages was however rare. On the whole, the impression created was of enormous and enthusiastic activity at the level of the Schools of Languages themselves. This activity was driven, at least in part, by the pressing need to recruit language students to the particular institution. Whilst it was felt that an increase in applicants would be an immediately desirable outcome of these initiatives, they tended to be seen more philosophically as promotional activities which could increase the general pool of language learners, rather than provide immediate benefit for the institution concerned.

'I mean our Language School Days do not necessarily increase, in a direct way, the number of people who come to the University. What they do is promote the language in schools (A4)';

HEI activities with schools and colleges typically involved bringing young people into the University for courses and taster sessions.

' about a thousand people....they were desperate to go to a language taster session....I had a hundred people in the room which should fit fifty..., and fifty went to (minority language)...a real kind of keenness'(A4).

Several universities had well-developed approaches to taking languages out from the HEIs into the schools themselves. These included imaginative Ambassador schemes, with university students going into schools, and staff/student 'Why learn Languages?' motivational road-shows which were said to be very popular in local schools.

' We have student ambassadors who go into schools. We started with nine schools...I think we've got ...sixteen that we've managed, and we've had to turn the rest down....the students are allowed to choose...they have to do their own research....they come to us and they go out into schools. It's really student-led.....So the schools like it because it enthuses the kids, and it's giving them an extra dimension that they can't provide...the beauty of this particular scheme is there's something in it for everyone, so the students themselves get a huge amount of experience so they can build it into their key skills' (A3);

' we go out to a selected school each semester, we do them twice a year, take a busload of students..thirty people basically, twenty students and ten tutors...our sort of consortium steering committee decides which school is next..' (B3);

Overwhelmingly however, this often intense activity seemed to be largely dependent on staff good will, and a preparedness to take on such work in addition to other responsibilities. Cross-sectoral initiatives in languages appeared to be highly vulnerable, financed by creative virement locally, or by fixed-term institutional pump-priming.

' this comes out of the sum we have topsliced....it relies at the moment on an enormous amount of good will...the bus and the incidentals are paid out of some of our top slice....the staffing costs....we would expect them to do this apart from all the teaching' (B3);

' the problem is that I'm funding it out of my Dean sum next session because we had ...a three year grant to support it through widening participation initiatives, but ..we're exploring ways of funding it in the future..' (A3).

Overwhelmingly, staff closely involved in the management of language departments argued that the National Languages Strategy should seek to support such activities in a more systematic and durable way.

' we are happy to do what we can in terms of working with schools, but we are not necessarily well resourced to do that, and if programmes were developed which gave universities more resources to reach down into schools and colleges and to spread our expertise in that way...it would actually give us the means to do that' (E1).

5.5.3

In discussing how Higher Education might contribute to the National Languages Strategy, some universities mentioned the need to co-operate with other bodies in collaborative language ventures. For some, this meant collaborating with other universities in the region. For others, it implied working in local cross-sectoral Languages Forums where these had been set up, or with the Regional Languages Network.

' More cooperation between HEIs which wouldn't be involving job cuts but would actually be sharing resources to create something new, as opposed to cutting something that might save money' (C4);
'Argument to be built about languages as part of national capability to export....RLN has important information to give us about how languages are perceived by business' (D3).

5.5.4

Many of the HEIs felt that a communication strategy about the positive benefits of language learning would have to be a vital component of the National Languages Strategy.

' give a profile nationally to graduates who succeed, who get jobs ...very successful careers as a result of having a language degree... it's difficult for them (young people) to see how they would use languages and... match that competence up with their other interests...a media campaign would be very useful'(C4).

In this respect, one senior manager cited the high-profile government effort to encourage international recruitment as a model of what should now be done with languages in HE.

'I think a P.M.'s initiative for languages is needed in the way that there was a P.M.'s initiative for promoting international recruitment. That has paid enormous dividends. It was seen as something of national, economic and political importance. I see languages as of national, economic and political importance, and I think it needs the P.M.'s weight behind it' (D1).

5.6 Summary of responses to key questions

What external policies are seen as supportive of Languages?

How is the National Languages Strategy perceived?

What role do universities think that they should play in the National Languages Strategy?

- External policies like the HE Act (2004), the Bologna process, and the National Languages Strategy itself were regarded as likely to worsen the situation of languages in HE
- The credibility of the National Languages Strategy was low at senior levels of the universities
- The expectation in HEIs was that the importance which Government was said to attach to languages would now be manifested in some visible way in Higher Education, with additional earmarked funding; initiatives to ensure a regional spread of languages; continued support for minority languages, and a possible widening of the definition of 'minority subjects'; and systematic and durable support for cross-sectoral activities to increase the take-up of languages in schools and colleges
- In all of the institutions, subject staff were already committed to a wide range of such relevant outreach programmes to schools, sixth form colleges and FE colleges. These cross-sectoral initiatives however were institution-based, and were financially vulnerable, dependent on staff goodwill, and funded by creative virement locally, or by fixed-term institutional pump-priming

6. Internationalisation, language provision and professional life

Languages in Higher Education have traditionally been represented as both an 'academic subject' which trains the mind in general, and a 'vocational' subject which prepares students directly for a range of specific language professions, most obviously teaching, translating and interpreting. In order to try to 're-site' our understanding of the importance of languages within Higher Education, this Chapter of the report considers the link between internationalism, languages and professional life as seen in the range and variety of HE provision.

The Chapter addresses the key questions:

- *Is increasing internationalism reflected in HE curricula in ways which are supportive of foreign languages?*
- *Are there undergraduate degree/postgraduate degree/supplementary module courses which provide routes into professional practice?*

Section 6.1 sets out the definitions used, and Section 6.2 describes the methodology. Section 6.3 looks at courses which prepare students to operate internationally; 6.4 at courses which prepare students to transmit messages internationally (translating/interpreting); 6.5 at courses which prepare students to understand the dynamics of international communication, and 6.6 at courses which prepare students to help others to develop international competence (teaching courses). Section 6.7 examines the issue of professional accreditation in HE courses. Section 6.8 details a pilot project to establish the motivations of university students taking languages as supplementary modules in non-language degrees.

6.1. Widening definitions

6.1.1

The notion of what constitutes a job/ profession for graduates has been changing. Peter Elias and Kate Purcell (IER, Warwick) for example have proposed expanding the traditional three-fold classification of 'graduate jobs' into a five section typology:

<i>Type of occupation</i>	<i>Description</i>	<i>Examples</i>
<i>Traditional graduate occupations</i>	<i>The established professions, for which, historically, the normal route has been via an undergraduate degree programme</i>	<i>Solicitors Medical practitioners HE, FE and secondary education teachers Biological scientists/biochemists</i>
<i>Modern graduate occupations</i>	<i>The newer professions, particularly in management, IT and creative vocational areas, which graduates have been entering increasingly since educational expansion in the 1960s</i>	<i>Chartered and certified accountants Software engineers, Computer programmers Primary school and nursery teachers Authors/writers Journalists</i>
<i>New graduate occupations</i>	<i>Areas of employment to which graduates have increasingly been recruited in large numbers; mainly new administrative, technical and 'caring' occupations</i>	<i>Marketing and sales, Advertising managers Physiotherapists, Occupational hygienists Social workers, Probation/ welfare officers Clothing designers</i>
<i>Niche graduate occupations</i>	<i>Occupations where the majority of incumbents are not</i>	<i>Entertainment and sports managers</i>

	<i>graduates, but within which there are stable or growing specialist niches which require HE skills and knowledge</i>	<i>Hotel, accommodation managers Midwives Buyers (non-retail)</i>
<i>Non-graduate occupations</i>	<i>Graduates are also found in jobs that are likely to constitute under-utilisation of their HE skills and knowledge</i>	<i>Sales assistants Filing and record clerks Routine laboratory testers Debt, rent and cash collectors</i>

6.1.2

In Languages, there has been a similar move to widen definitions of what might constitute 'language professions' for graduates. Within the traditional language professions of translating/interpreting, there is already a growing appreciation of the uncertain borders around the concept of 'language jobs' (see for example the report: P. Schellekens, *Workforce Research: Interpreting and Translation*, FCO/CILT, 2004). In broader scoping exercises like that of the European TNP 3 Project, participants across the Union have been asked to use terms like, ' " pure-play" language-related professions (e.g. translator, interpreter, technical writer, language-learning materials writer and editor, etc)', and ' " Ancillary" language-related professions (e.g. export assistant, multilingual web site manager, jobs in international publishing, etc)' (*TNP3 Grid for the structure of national reports, sub-project 1*).

CILT, the National Centre for Languages, in its advice leaflets for careers' advisers /students, is now talking about: ' specialist language occupations, and 'occupations with languages' or about 'jobs with languages' and 'jobs in languages'(CILT: *An adviser's guide to careers using languages; A student's guide to careers using languages*). Most interestingly, CILT notes that: 'practically any job can involve using languages, whether it's based in the UK or abroad. It depends on: how global the industry or sector is; how international or how community-orientated the organisation's outlook is; how dependent on communication (whether written or spoken) the individual's function is' (CILT: *An Adviser's guide to careers using languages*).

6.1.3

Rather than starting from problematic definitions of 'graduateness' (what constitutes a 'graduate occupation') or from notions of 'purity' in terms of the language practice of the profession (is a profession 'pure-play language' or 'ancillary language?'), an approach to widening our understanding of the place of Languages in HE may be to adopt, with CILT, the notion of a global/international/EU scene which provides the current context for many graduate professions outlined in Elias and Purcell's expanded typology.

Mapping professional/vocational routes in languages at undergraduate and postgraduate level thus becomes the scoping of courses which prepare young people to follow a variety of career paths in which they will engage with 'the international'. Given the fluidity of definitions of national identity, 'the international' is understood to be the context – within the UK (with the many different components of the home community, with refugees, immigrants, tourists), and in wider international settings – in which people are called upon to experience and engage with 'foreignness', thereby demonstrating what some commentators describe as 'international competence' (see for example, K.Muller in *Language Problems and Language Planning*, 26:1 , 2002, p.1-21).

6.2 Methodology

In order to map HE courses in this international/professional context, the project reviewed current provision in the 131 HE HEFCE-funded institutions (HEFCE web-site: www.hefce.ac.uk) in 4 broad categories (with extensive sub-sets):

- Courses which prepare students to operate internationally

- Courses which prepare students to transmit messages internationally (i.e. translating and interpreting)
- Courses which prepare students to understand the dynamics of international communication
- Courses which prepare students to help others to develop international competence (i.e. teaching/teaching related courses)

The scoping sought to include a) courses at postgraduate and undergraduate level which had 'languages' in the title (including 'and', or 'with'), and b) courses at postgraduate and undergraduate levels which had 'international', 'European', 'EU', 'global' or 'world' in their degree titles.

Annex C sets out detailed tables on undergraduate and postgraduate courses in the four categories listed above. In each category, comments are made on the type of provision; the professional qualifications awarded; the place of languages; relevant exemplary course profiles; and alternative routes into the professions.

The next Section considers some of the key findings of this mapping exercise.

6.3 Courses which prepare students to operate internationally

From the evidence of **Annex C**, it is clear that professions in all of Elias and Purcell's graduate occupations typology – traditional, modern, new and niche – are currently seen by HEIs as capable of development within an international/global context. The extensive category of 'courses which prepare students to operate internationally' included undergraduate and postgraduate routes which were training young people to work internationally in a wide range of professions: in business, human resources, accountancy, marketing, financial management, international trade, the leisure industries, IT, science-related professions, engineering, professions associated with politics, law, the media, and the arts.

The 'international' element in the undergraduate courses in this category was provided in a variety of ways. The most common was the combined degree structure, with a foreign language (or two languages) as one of the subject components. This format (with languages variously as 25%, 50% or 75% of the course) normally involved a work/study period abroad in a four year full-time programme. In the combined ('and'/'with' languages) degrees, the actual amount of curriculum integration between the subjects could be very slight, giving the impression of two quite separate ½ degrees from different departments being joined together. In a small number of cases (particular routes in LLB courses, in Business, and in Journalism and Engineering), the mapping exercise revealed courses which were predicated on confronting the differences between professional practice in the UK and in another EU country.

In the science and engineering fields, there were several undergraduate degrees called Masters (M. Chem., M. Eng.) which had 'with study abroad', or an equivalent, within their titles.

In the Arts, as well as the more common joint undergraduate courses in language and film, language and drama, language and music etc, there were a number of practice courses (music technology, music performance) where languages were signalled as a compulsory part of the course, or a desirable option.

The only professional area in this 'operating internationally' category where the development of language component undergraduate degrees was slight was in the Leisure Industries, where out of 37 listed undergraduate courses, only 12 appeared to have a compulsory language element.

In this wide range of undergraduate courses, an 'A' level equivalent competence was by no means standard. In many joint/combined courses it was often possible to take a language from a GCSE base, or in some cases ab initio, and in the 25% or less language routes, GCSE or beginners was increasingly the norm.

From the mapping detailed in **Annex C**, it appears to be particularly at postgraduate level that there is both a proliferation of courses with 'international'/'global' in their titles, and a more specifically focused professional training. It is however also at this level that the understanding of 'international' largely seems to exclude explicit curriculum exploration of cultural /linguistic difference, and its possible implications for professional practice.

Apart from courses which specialised in a particular geographical area (Chinese business; Media Euromasters), or which trained localizers in specific professions (Multilingual Information Management), the examination of cultural difference, and the role of languages, was barely explored. There were notable exceptions, with postgraduate courses which looked at the cultural implications of operating internationally. An International HR course for example had a module on 'Dimensions of cross-cultural understanding'; another, in Global Banking and Finance, argued that its international student body was crucial to developing a global perspective; a degree in Diplomatic Studies had a core module in 'the art of negotiation'; and there were Visual Arts and Performance courses which started from the premise that the international could provide new and destabilising contexts for creative work. On the whole however, postgraduate courses which were global/ international were foreign culture/language-free zones where professional practice was apparently examined without any explicit training in cultural practices associated with operating internationally.

6.4 Courses which prepare students to transmit messages internationally (translating/interpreting courses)

As seen in **Annex C**, Translation courses were largely found at postgraduate level, and there was evidence of quite significant segmentation in the provision. Specialism in postgraduate degrees could operate at the level of the range of languages taught, or the particular skills developed to transmit messages - one skill only, a combination of skills. Some courses provided training in very specific translation areas: Medical, Literary, Screen Translation. A small number of universities offered part-time routes for the externally validated Institute of Linguists' Diploma in Translation.

Undergraduate Translation degrees were both less specialised, and generally less focused on professional translation practice, instead setting the discipline of translation within a wider framework of cultural communication.

With the exception of one course, all the Interpreting degrees were at postgraduate level. As with Translation, there were Interpreting courses which specialised in particular languages, and those that combined Interpreting with another skill (mostly Translation). Most postgraduate courses were preparing students for work with international organisations (EU/UN/ NGOs etc), or in international conference settings. Courses training students to work in a public service context with UK community languages were rarer: one Foundation course, and a small number of part-time courses for the externally validated Institute of Linguists' Diploma in Public Service Interpreting. There was only one English university which offered training for British Sign Language Interpreters.

6.5 Courses which prepare students to understand the dynamics of international communication

Courses which prepare students to understand the nature and dynamics of international communication are relatively new, and largely taught at postgraduate level. Programmes were of three types: courses which investigate key socio/political concepts (ethnicity, migration); courses which work within and across cultures to examine the transnational,

and those which specifically study the nature of intercultural communication and intercultural awareness.

6.6 Courses which prepare students to help others to develop international competence(teaching courses)

Of the approximately 46 PGCE secondary courses in languages, and 17 primary, almost all were geared towards producing teachers of European languages, and particularly of French, German and Spanish. A limited number of institutions offered BAs in Education and a foreign language.

At Masters level, courses tended to concentrate either on the teaching of one (non-European) foreign language, or on examining the processes of foreign language acquisition. Training to teach English as a foreign language (TEFL) appeared to be a growing postgraduate area, with some courses focusing on particular segments of the TEFL market.

Some (mostly post '92) universities provided routes in TEFL with Modern Languages at undergraduate level.

6.7 Professional accreditation and HE provision

Annex C indicates that there is a range of accreditation offered by professional bodies as an integral part of undergraduate courses taught, although the existence of this accreditation track is not always clearly sign-posted in course leaflets.

In the broad category of courses preparing students to operate internationally, professional accreditation was provided variously by the Chartered Institute of Personnel and Development; Chartered Accountancy; the Hotel and Catering International Management Association; the Institute of Travel and Tourism; the Tourism Society; the Institute of Leisure and Amenity Management; the Wine and Spirit Educational Trust; the Engineering Chartered bodies; the Law Society; and the National Council for the Training of Journalists.

In courses which were preparing students for translation/interpreting jobs, there were no integrated professional accreditation routes, although some postgraduate interpreting degrees signalled their close association with particular professional bodies e.g. the Association Internationale des Interprètes de Conférence, the National Register for Public Service Interpreters, and the Council for the Advancement of Communication with Deaf People.

Several HEIs offered short (self-funding) courses in EFL teaching, validated by Cambridge or Trinity, which could be taken as add-ons to undergraduate and postgraduate programmes.

6.8 Languages as supplementary modules

Undergraduate and postgraduate degrees are however not the only form of HE provision which can be linked to international professional practice. As this report indicates (**Section 2.7**), there is a considerable (largely unquantified) number of university students taking languages as supplementary modules in non-language degrees. A large proportion of this cohort is said to be learning languages uncredited within their programmes, in additional (and often self-financed) courses (see N.Byrne, *AULC Survey*, 2004).

The motivations of these learners, and the relevance of languages to their career aspirations, have never been investigated. A small pilot study was therefore undertaken to assess whether further examination of the motivations of this group might be of relevance to the aims of the National Languages Strategy. The pilot was sited at the London School of Economics, on the grounds that LSE currently has one of the largest numbers of these uncredited language learners.

The full report of this pilot project is appended at **Annex D**, and its main results in relation to UK domiciled students are discussed below.

Overwhelmingly, students in the sample said that they were motivated firstly by personal reasons, and then by career goals. 62% of the UK students expected to be working outside the UK during their future professional lives, and 50% of UK students believed that languages would help their career. The follow-up student interviews suggested an 'accepted view..that languages are an essential and invaluable part of the make up of a high profile graduate' (See Annex D, 8.3).

Given that this is a pilot study, there are inevitably limits to the conclusions that can be drawn, and the particular nature of LSE's student intake may indeed have produced results which are not readily generalisable. However, the conclusions, indicating a student view of languages as an element in a broader demonstration of high quality 'graduateness', suggest that a national investigation of this group of learners might provide useful information on the perceived links between languages and professional life.

6.9 Summary of responses to key questions

Is increasing internationalisation reflected in HE curricula in ways which are supportive of foreign languages?

Are there undergraduate degree/postgraduate degree/ supplementary module courses which provide routes into professional practice?

- the range of undergraduate courses which prepare students to operate internationally is extremely wide, and within it, language routes are available at a variety of levels
- 'international' is frequently used in degree titles, but there appears to be very little shared understanding of what 'international' might imply for course content, pedagogy, or future professional practice
- although a number of professional bodies accredit courses which are 'international', languages do not always form part of the accreditation practices and dialogue with institutions
- students taking supplementary (and uncredited) language modules appear – from the limited pilot study- to be motivated by the desire to demonstrate 'graduateness' within an international context.

7. Conclusions and recommendations

7.1 The National Languages Strategy

The credibility of the National Languages Strategy is low among senior managers in Higher Education (**Section 5.4**). Awareness of the details of the Strategy is patchy, and among those who had heard of it, there was a general view that there was nothing in the Strategy which had been directed at Higher Education:

'The NLS, as far as HE is concerned, is at best described as warm words. There are neither carrots nor sticks in it for HE as it stands at present, and every university responds to one or the other...it has very little choice.

The perception of senior HE staff was that the Strategy would have no effect on their institutions unless it was made specifically relevant to Higher Education (**Section 5.5**).

Suggestions for this included:

- additional earmarked funding
- initiatives to ensure a regional spread of languages
- continued support for minority languages, and a possible widening of the definition
- systematic and durable support for cross-sectoral activities to increase the take-up of languages in schools.

Recommendations

Communicating the National Languages Strategy in HE

1. The DfES, in consultation with appropriate bodies, should produce an information sheet for Senior Management groups in universities, emphasising the importance the Government attaches to the role of HE in the National Languages Strategy, and outlining the steps it is intending to take.

2. The Secretary of State, with HEFCE and UUK support, should be invited to host a Vice Chancellors' 'Languages Leaders' event at which the importance of the National Languages Strategy and the expected contribution of HE could be discussed.

7.2 Diminishing national/regional capacity

The evidence of this study is that there has been a marked decline in the numbers of undergraduates nationally taking languages, either in single honours, joint honours or in combined degrees. Over the four year period (1998/9 – 2001/2) UK domiciled students taking languages at English universities fell by 15% (French down by 19% for example) at a time when overall HE numbers were expanding (**Section 2.1**)

The shrinkage in numbers has been unplanned, with the result that, whilst all English regions have been affected, some (the North West, the East and the West Midlands) have experienced reductions above the national average (**Section 2.2**).

Strategically important languages (classified as group A in the Parker Report), like Arabic, Chinese and Japanese, have also fallen in undergraduate numbers by 12%, 16% and 27% respectively. The numbers of UK domiciled postgraduate students in these subjects (including PGCE students) are low, and this has clear implications for the supply of teachers and specialists in the future (**Sections 2.3, 2.4**).

With these unplanned changes, the institutional map of language provision shows an increasing concentration of undergraduate numbers in particular types of HEIs. 46% of the total national complement of undergraduate language students in 2001/2 were located in 14 Russell Group institutions, although 7 of these had also experienced a decline in undergraduate language numbers. All but 3 of the 23 non-Russell Group pre '92 institutions had seen declining enrolments – 10 had lost more than 20% of students since

1998/9. Nearly half of the post '92 universities had at least 30% fewer language undergraduates in 2001/2 than in 1998/9 (**Section 2.5**).

The perception of languages as a subject in difficulty is now widely shared across the sector from Russell Group to post '92 universities. Senior managers see no real alternative income streams for their language departments which could substitute for the loss of volume undergraduate recruitment. Internally, the often imaginative survival strategies which had been adopted – changing and adapting offerings - have not been able to affect perceptions of the overall institutional position of language departments. (**Chapter 3**). New external policies, most notably those in the HE Act and the National Languages Strategy itself, were expected to worsen the situation (**Chapter 5**). The consensus view which emerged from the qualitative research was that time was running out: *'We've reached the point where survival strategies can't be maintained'*.

The shrinkage in language capacity at national and regional level in Higher Education (with institutional concentration of provision, and the evidence of a narrow student class profile: **Section 2.6**) represents a major challenge for the successful implementation of the Languages Strategy nationally and regionally.

Unless the unplanned diminution in provision is publicly perceived as a matter of national strategic concern, university managers are likely to continue to deal with the consequences of subject decline in purely local institutional terms. Formal mechanisms are needed to address the consequences of changes in provision for national capacity and regional access to languages, and to provide annual information on developments in this area.

Recommendations

Safeguarding provision at national and regional level

- 3.** DfES and HEFCE should formally designate certain Modern Foreign Languages as subjects of strategic national importance.
- 4.** HEFCE should explore with HEIs, and bodies representing HEIs' interests, the possibility of instituting a notice period of 12 months before the closure of any language departments offering undergraduate teaching.
- 5.** HEFCE, in conjunction with RDAs, should take a more active role in examining the implications that falling languages provision may have for student access at the regional level, and should consider providing additional funding to university departments if there is a powerful case that falling provision in a particular region would hinder access to languages which are important to national/regional development .
- 6.** The National Languages Strategy HE Stakeholders Group should monitor year on year numbers at undergraduate and postgraduate level per language, per region, per type of institution, and per type of course, and provide ministers with a regular update on language capacity in HE, with information on gender, disability, ethnicity and social class.

7.3 International Strategy

The internal policy which seems to be of major importance in supporting languages is the university's International Policy. Here however, there is a wide variety of levels of explicit policy development. Whereas all the institutions in the study had very detailed teaching and learning strategies which were publicly available and clearly shaped institutional development, the existence of fully documented international policies was much more uneven, and the ones examined ranged from the very detailed, designed to impact on local students and all curricula, to the very brief statements of targets for the recruitment of Overseas Students (**Section 4.1.5**).

With this sometimes narrow institutional understanding of International Strategy went a tendency in many undergraduate and postgraduate courses to use 'international' without any obvious consensus as to what the word might imply for course content, pedagogy, or future professional practice (**Section 6.3**).

Although a number of professional bodies accredit courses which have 'international' in their titles, languages do not always form part of their accreditation practices and dialogue with institutions (**Section 6.7**).

Recommendations

Developing International Strategy

7. The DfES International Strategy (November 2004) should encourage universities to see the benefits to their UK students of a fully developed international policy which might include: strategies for the provision of study/work placements and for an extension of Erasmus take-up; steps to encourage the international dimension for staff at all levels; strategies for internationalising the curriculum; institutional language policy; strategies for promoting an inclusive international community within the university.

8. A DfES/HE Language Link Group should be set up, with CILT support, to begin a formal dialogue with professional bodies about their mutual understanding of international competence in the professions in order to extend professional accreditation of relevant HE courses. At the same time, the Higher Education Academy should encourage a broad discussion among institutions about the implications of 'international' in degree titles.

7.4 Widening Participation in language study

In all the case-study institutions, subject staff were highly committed to a range of outreach programmes to schools (**Section 5.5.2**). These cross-sectoral initiatives however were institution-based, and financially vulnerable - dependent on staff good will, and financed by creative virement locally, or by fixed-term institutional pump-priming. Given what the available data has suggested about the social class of language applicants (**Section 2.6**), the growing institutional concentration of undergraduate language courses (**Section 2.5**), and the general decline in numbers, it seems to be crucial to develop and support these activities. As one interviewee expressed it:

'The thing that shocks me most is that there's a tremendous resource in universities..we're not being made the most of, and a resource for schools actually. But we can't do it on good will.'

Currently, cross-sectoral projects are largely unknown outside the locality, and are highly vulnerable to institutional changes in funding. A means of encouraging and supporting these activities, which are crucial to the National Languages Strategy, is urgently needed.

Recommendations

Widening participation

9. With the help of RDAs and the existing Regional Languages Network, the DfES and HEFCE should set up a funded Languages Outreach Project for each region, bringing together a consortium of universities to develop outreach activities in regional secondary schools, including: provision of language learning materials; development of Ambassador/Buddy schemes; motivational road shows; taster courses; open days.

10. As a support for this, the Higher Education Academy Subject Centre for Languages, Linguistics and Area Studies should survey the range of language outreach activities across universities in England, and encourage the sharing of good practice in this area.

7.5 Factors influencing demand

The universities in this study expressed considerable concern about the likely impact of the introduction of variable tuition fees for a subject area like languages which was already suffering recruitment difficulties, and where degrees were often four years (**Section 5.3**).

The range of undergraduate courses which prepare students to operate internationally is extremely large, and within it, language routes are available at a variety of starting levels. The evidence of the HESA data however is that many of these possible subject combinations (Creative Arts, Communication, Engineering, Architecture, Technologies) are not taken by students (**Section 2.1**). The messages about 'how to study languages in HE' and about 'careers with languages' might be helpfully reframed as 'HE courses which prepare students to operate globally' i.e. with a clear public message that young people can continue studying their chosen (non-language) interest, but could set it within an international context.

Reports from universities suggest that there is a large intake of non-specialists following one or two modules of languages as a credited part of their degree programme, or as an additionally paid uncredited part of their university experience. Current (imperfect) HESA data indicate that there may be as many as 20,000 non-specialist students taking languages as part of a non-languages degree (**Section 2.7**). The pilot study of non-specialist language learners (**Section 6.8, and Annex D**) suggests that students learning in this mode are motivated less by specific career intentions, and more by a belief that languages will be part of a broader demonstration of 'graduateness' in an international setting. Since the numbers of these students is thought to be potentially considerable, it is important to obtain more precise information on their language learning motivations, which can then serve to inform the National Languages Strategy promotional materials, and stimulate further demand.

Recommendations

Stimulating demand

- 11.** The DfES, with CILT and the Subject Centre, should develop its suite of 'Languages Work' material to include information for students which focuses on the international/global context of professions, and lists HE courses which prepare for them.
- 12.** As the new variable tuition fees structure is put in place from 2006, the DfES should encourage the development of Languages Strategy bursaries and scholarships, specifically targeted on able linguists from less advantaged backgrounds.
- 13.** The DfES should ask the Association of University Language Centres (AULC) to conduct a national roll-out of its pilot of non-specialist learners, in order to gain information on their motivations which could then be fed into future National Languages Strategy promotional material

Annex A

Data on National Trends in HE Languages

Table 1

Breakdown by route of total MFL UK domiciled students at HE institutions in England 1998/9 - 2001/2, with 2001/2 expressed as percentage increase/decrease of 1998/9 numbers.

route	1998/9	1999/00	2000/1	2001/2	2001/2 as % +/-of 1998/9
Single Hons.	12570	11330	10635	10245	-19%
Joint Hons.	14935	14960	14355	13685	- 8%
Major/minor	4395	4145	3845	3155	- 28%
Triple	235	95	205	295	+ 26%

(Source: HESA, 1998/9-2001/2)

Table 2

Joint honours MFL subjects of combination 1998/9 - 2001/2, with percentages of students taking them.

Subject	1998/9	1999/00	2000/1	2001/2
2 MFL	45%	43%	43%	43%
Business	15%	17%	17%	17%
Langs.& related disciplines	12%	14%	13%	14%
Law	7%	7%	8%	7%
Humanities	7%	7%	7%	7%
Social Studies	5%	4%	4%	4%
Creative Arts	3%	2%	2%	3%
Maths/Computing	2%	2%	2%	3%
Communications	1%	1%	1%	1%
Biology	1%	1%	1%	1%
Education	1%	1%	1%	0%
Other	0%	0%	0%	0%
Sciences	0%	0%	0%	0%
Medicine related	0%	0%	0%	0%
Architecture/planning	0%	0%	0%	0%
Technologies	0%	0%	0%	0%
Engineering	0%	0%	0%	0%
Vet./agri.	0%	0%	0%	0%

(Source: HESA, 1998/9-2001/2)

Table 3

Major discipline of study for (UK domiciled) students doing MFL as a minor subject in their degree 1998/9 - 2001/2, with percentages of students taking them

subject	1998/9	1999/00	2000/1	2001/2
2 MFL	16%	18%	17%	15%
Business	36%	29%	31%	33%
Law	17%	20%	18%	17%
Social Studies	6%	9%	9%	10%
Humanities	2%	3%	3%	4%
Biology	3%	3%	4%	3%
Maths/Computing	4%	3%	3%	3%
Langs.& related disciplines	3%	3%	3%	3%
Engineering	6%	4%	4%	3%
Communications	1%	1%	2%	3%

Sciences	3%	3%	3%	2%
Creative Arts	2%	1%	1%	2%
Education	0%	0%	1%	1%
Vet./Agri.	0%	1%	1%	1%
Medicine related	0%	0%	0%	0%
Other	0%	0%	0%	0%
Technologies	1%	1%	1%	0%
Architecture/planning	0%	0%	0%	0%

(Source: HESA, 1998/9-2001/2)

Table 4

Minor discipline of study for (UK domiciled) students doing MFL as the major subject in their degree 1998/9 – 2001/2, with percentages of students taking them.

subject	1998/9	1999/00	2000/1	2001/2
2 MFL	44%	49%	45%	40%
Business	20%	22%	21%	21%
Law	10%	6%	7%	11%
Langs. & related disciplines	7%	7%	6%	8%
Humanities	3%	3%	5%	6%
Education	1%	1%	2%	3%
Social Studies	2%	1%	3%	3%
Maths/Computing	2%	2%	3%	3%
Creative Arts	3%	3%	3%	3%
Communications	5%	4%	3%	1%
Other	4%	2%	2%	1%
Biology	0%	0%	1%	0%
Medicine related	0%	0%	0%	0%
Sciences	0%	0%	0%	0%

(Source: HESA, 1998/9-2001/2)

Table 5

Percentage of MFL(UK domiciled) undergraduate students in each region 2001/2

Region	% of MFL students *
North East	6%
Yorks & Humberside	17%
North West	8%
Merseyside	4%
East Midlands	7%
East	4%
South East	15%
London	17%
South West	10%
West Midlands	10%

* %s rounded up

(Source: HESA, 2001/2)

Table 6

Percentage of (UK domiciled) students by language in each region 2001/2

	NE	Y&H	NW	Mers.	E.Mid	East	SE	Lon.	SW	WM
Celt.	0	0	0	1	0	3	0	1	0	0
Fr.	28	40	41	26	45	5	48	32	56	54
Ger.	11	16	17	8	18	4	20	11	19	27
It.	0	8	12	0	3	1	10	7	14	10
Sp.	16	23	26	17	18	2	16	23	18	14
Port.	0	1	3	6	2	0	1	1	0	0
LA	1	0	0	5	0	3	2	2	0	1

Scan.	0	0	0	0	0	1	0	1	0	0
Russ.	1	4	1	0	5	0	3	5	5	2
Slav.	0	0	0	0	2	0	1	5	0	0
Euro.	11	6	14	13	24	9	11	7	0	8
Chin.	3	4	0	0	1	0	1	4	0	0
Jap.	3	3	0	0	0	0	2	1	0	0
Asia.	1	2	1	0	0	0	0	2	0	1
MEast	5	2	3	0	0	0	1	6	1	0
Afic.	0	0	0	0	0	0	0	1	0	2
Other L.Stu.	0	4	6	0	0	0	5	0	0	1
Other MFL	43	8	16	42	20	75	4	3	13	3

(source: HESA, 2001/2)

Table 7
2001/2 MFL (UK domiciled) postgraduate students by language as a percentage of 1998/9

Language	2001/02 as % of 1998/9
French	85%
German	75%
Italian	100%
Spanish	104%
Portuguese
Latin American languages	142%
Scandinavian languages	...
Russian	110%
Slavonic/East European	...
Chinese	...
Japanese	145%
Other Asian Languages	146%
Modern Middle Eastern	88%
African Languages	...

%s based on less than 50 individuals are suppressed and represented as

(Source: HESA, 1998/9 & 2001/2)

Table 8
MFL (UK domiciled) undergraduates in English Russell Group Universities in England in 2001/2, as numbers, and as a percentage of 1998/9

University	Numbers of undergraduates 2001/2	2001/2 as % of 1998/9
University College, London	1163	130%
Nottingham	1083	116%
Warwick	572	112%
Leeds	1958	108%
King's College, London	450	107%
Newcastle	419	103%
Bristol	741	102%
Oxford	1148	96%
Sheffield	1080	93%
Cambridge	684	91%
Liverpool	549	89%
Manchester	977	83%
Southampton	585	83%
Birmingham	1038	82%

(Source: HESA, 1998/9 & 2001/2)

Table 9
MFL(UK domiciled) undergraduates in post '92 universities in England in 2001/2, as numbers, and as a percentage of 1998/9

University	Numbers of undergraduates 2001/2	2001/2 as % of 1998/9
Greenwich	138	531%
London Guildhall	224	521%
Liverpool Hope	102	392%

Middlesex	212	385%
Leeds Met.	34	378%
De Montfort	94	241%
Brighton	185	181%
East London	96	155%
Northumbria	259	127%
Plymouth	104	124%
Kingston	321	96%
Oxford Brookes	975	96%
Manchester Met.	235	93%
Liverpool John Moores	414	92%
Nottingham Trent	290	89%
Lincoln	114	86%
Westminster	617	71%
Portsmouth	344	70%
Sheffield Hallam	178	67%
Coventry	142	63%
West of England	127	57%
Wolverhampton	228	55%
APU	147	52%
Central Lancashire	199	47%
Huddersfield	59	41%
Derby	17	40%
South Bank	50	40%
Sunderland	59	38%
Staffs.	54	31%
Luton	24	23%
Bolton	4	17%

(Source: HESA, 1998/9 & 2001/2)

Table 10

MFL(UK domiciled) undergraduates in non-Russell Group pre '92 universities in England, in 2001/2 numbers, and as a percentage of 1998/9

university	Numbers of undergraduates 2001/2	2001/2 as percentage of 1998/9
Birkbeck	326	112%
Surrey	293	102%
Exeter	834	100%
Essex	145	99%
Bath	1148	96%
Durham	975	96%
Reading	365	89%
QMW	378	85%
SOAS	387	85%
York	75	84%
Lancaster	344	84%
Kent	302	83%
Aston	540	81%
Hull	723	78%
Leicester	317	78%
Royal Holloway	386	76%
Loughborough	100	74%
Sussex	143	72%
Salford	288	71%
Goldsmiths	127	57%
UEA	210	56%
Bradford	242	54%
Keele	221	52%

(Source: HESA, 1998/9 & 2001/2)

Annex B

Methodology for Chapters 3, 4, 5 (case-studies)

Six institutions were selected. The criteria for choosing the institutions were as follows:

- mixture of types of universities(Russell Group, pre '92, post '92)
- coverage of range of languages offered in HE
- geographical spread

Institutions were sent pre-interview briefing data as follows:

- HESA figures
 - Erasmus numbers
 - Relevant LNTD/LSC language audits
 - Available data on IWLP numbers
 - Listing of institutional offering in languages, UG,IWLP,PG, Research degrees (as in publicity material/web-sites)
 - relevant prospectus statements about the learning of languages in the institution
 - Overall framework of HEI's academic offering: institutional modular scheme, localized modularity, non-modular
 - Institutional teaching and learning strategy
 - Institutional research policy
 - Institutional international Policy
 - Research results in last two RAEs
 - Relevant organisational structure
 - Widening Participation projects
-

Extended recorded interviews were conducted with the following personnel in each university:

- Vice Chancellor/Pro Vice Chancellor
- Finance Officer
- Dean
- Head of School of Languages
- International Officer

The questions for each interview are set out below:

Head of Department/School/Centre

- verify pre-interview briefing data
- How would you describe the progress of Languages in your institution over the past 5 years?
- What responses have you made as a Department(School/Centre) to the changing context of Languages in this time?
- Has the development of EFL/EAP programmes played a part in your response?
- What contribution (positive/negative) have the following made to Languages in your institution:
 - Funding allocation model(Band C, and recently reduced Band C)
 - Institutional teaching and learning strategy
 - Research exercises
 - Institutional international policy
 - Widening participation strategies
 - CPD/ work-based learning initiatives
 - Human factors(attitudes of senior managers/champions etc)
 - Institutional culture
 - Outside policy pressures eg the National Languages Strategy, the HE Bill, the Bologna process, EU language promotion initiatives
- The DfES HE Implementation Plan aims to :
 - increase the numbers of language graduates
 - encourage all students to develop their language capacities
 - enable HEIs to work with schools to support the NLS.

Do you have views on how your language Department(School/Centre) could contribute to these aims, and what resource support would be required?

- Is there anything relevant to HE and the NLS that you would like to add?
-

Dean

- Verify pre-interview briefing data
 - How do you think general trends in HE (e.g. expansion alongside funding constraints) have affected Languages in your institution?
 - How would you describe the progress of Languages in your institution over the past 5 years?
 - How have you sought to manage the situation in which you have found Languages?
 - What contribution(positive/negative) have the following made to the decisions taken?
 - Funding allocation model(Band C, and recently reduced Band C)
 - Institutional teaching and learning strategy
 - Research exercises
 - Institutional international policy
 - Widening participation strategies
 - CPD/work-based learning initiatives
 - Human factors(attitudes of senior managers/champions etc)
 - Institutional culture
 - Outside policy pressures eg the NLS, the HE Bill, the Bologna process, EU language promotion initiatives
 - What are the push/pull factors which you judge would support and extend language provision in your institution?
 - Are you aware of the National Languages Strategy?
 - How would you think your Faculty will be reacting to its aims(refer to briefing doc.)?
 - Is there anything relevant to HE and the NLS that you would like to add?
-

International Officer

- verify pre-interview briefing data
 - What contribution does the Languages provision in the institution make to the development and implementation of your international policy?
 - What effect is the Bologna process having on this?
 - What effect are EU language promotion initiatives having?
 - What factors(within the institution and outside) have been key in developing your international policy?
 - What do you identify as the chief obstacles in the way of more of your UK students gaining experience of studying/working abroad?
 - The DfES National Languages Strategy aims to engage a broader range of students in studying/working abroad. How do you think this might be achieved and what sort of support would be required?
 - Is there anything relevant to international matters and the NLS that you would like to add?
-

Finance Officer

- verify pre-interview data
 - How would you characterise the resource allocation model that you operate in your institution?
 - Did the change to Band C funding for Languages impact directly on the allocation of resources to Languages?
 - Has 1.3 Band C funding impacted directly on Languages?
 - How are free modules/supplementary modules in languages financed internally?
 - How do you judge that the HE Bill will affect Languages in your institution?
 - The DfES HE implementation plan aims to
 - increase the numbers of language graduates
 - encourage all students to develop their language capacities
 - enable HEIs to work with schools to support the NLS
 - How would one seek to engage the Financial Offices of HEIs in the support of such aims?
 - Is there anything relevant to HE and the NLS that you would like to add?
-

PVC

- verify pre-interview data
- How do you judge that general trends in HE (e.g. expansion of the sector alongside funding constraints) have affected Languages in your institution?
- How would you characterise the role of your Languages Department

(School/Centre) in:

- institutional mission statements
- institutional strategic plans
- teaching and learning strategy
- research strategy
- international strategy
- widening participation strategy
- CPD/work-based learning initiatives
- What influence have the following had in the development of the institution's approach to Languages
 - the DfES NLS
 - the regional dimension(LSCs etc)
 - the Bologna process
 - EU language promotion initiatives
 - national and local recruitment/retention issues in Languages
 - Widening participation programmes
 - HEFCE funding methodologies
 - The HE Bill
 - RAE changes and institutional research strategies
- The DfES HE implementation plan aims to:
 - increase the numbers of language graduates
 - encourage all students to develop their language capacities
 - enable HEIs to work with schools to support the NLS.

The Secretary of State has called on HEIs to support the NLS.

Do you have views on how your institution is responding to the NLS?

- Is there anything relevant to HE and the NLS that you would like to add?

The six institutions chosen were guaranteed anonymity. Quotations from participants are therefore denoted A-F (for the institutions), and 1-5 for the individual interviewees.

The key to participants is as follows:

A	1	PVC
	2	Finance Officer
	3	Dean
	4	Head of School
	5	International Officer
B	1	PVC
	3	Dean
	4	Head of School
	5	International Officer
C	1	PVC
	2	Finance Officer
	3	Dean
	4	Head of School
	5	Dean i/c International
	6	International Officer
D	1	PVC
	2	Finance Officer
	3	Dean
	4	Head of School
	5	International Officer
E	1	PVC
	2	Finance Officer
	3	Dean
	4	Head of School
	5	International Officer
F	1	VC
	2	Finance Officer
	3	Dean
	4	Head of School
	5	International Officer

Annex C

Mapping undergraduate and postgraduate provision

This Annex provides indicative tables on undergraduate and postgraduate provision which prepares graduates for work in four broad categories: operating internationally; transmitting messages internationally; understanding the dynamics of international communication; helping others to develop international competence. In each category, a set of relevant professions are considered in relation to:

- comments on the type of postgraduate/undergraduate provision/professional qualifications awarded
- relevant exemplary course profiles
- an indication of relevant alternative routes into the profession
- an indicative list of courses in England, providing a snapshot view of the field (given the number of institutions involved, and the rapidly changing nature of the provision, the listings are indicative, rather than exhaustive). 'x' in the tables denotes the presence of languages as a compulsory course element.

The scoping seeks to include a) courses at postgraduate and undergraduate levels which have 'languages' in the title (either 'and'- normally 50%- or 'with' – normally 25%), and b) courses at postgraduate and undergraduate levels which have 'international /European /global' in their degree titles.

1. Operating internationally: business

1.1 International business/management

Courses in this listing are preparing students for 'modern graduate' or 'new graduate' occupations in the Elias/Purcell typology, in international business/management.

- At **postgraduate** level, 'International' is used as a marker (MA International Business: Bucks Chiltern; MBA International Business: Coventry), but an examination of course profiles suggests that this does not necessarily mean that languages are required for entry or form part of the course programme, or that modules are provided which address cultural aspects of operating internationally. Newcastle's MA in International Business Management for example aims to, 'respond to the interpretation of business and management practice and provides an advanced introduction to a wide range of business and management subjects from an international perspective'. It is designed to, 'provide the skills and knowledge required to develop careers in international business'. The place of foreign languages is marginal: 'Appropriately qualified students may be able to follow a language module, although this is currently under review'.
- Where courses address the specifics of business in particular areas, China/East Asia for example, they are more explicit about the nature of language input: 'introductory competence in spoken Chinese language sufficient for the needs of simple conversation in business and daily life'(MBA Chinese management, Leeds).
- At **undergraduate** level, the language(s)/business/international business combination is the largest 'combined with languages' offering available - 58 courses scoped, with the majority having languages in the title. There are four basic models of course design: (i) the 'language and business' model (50%/50%) which is often, within a modular structure, the virtually unaltered combination of two separate ½ degrees; (ii) the 'language with management' model – 75% language/25% business; (iii) the 'International Business with language' model – 75% business/25% language; (iv) the integrated business/language model, where a proportion of business modules are taught in the foreign language.

- Overwhelmingly 4 year degrees, these courses include most often a study period in a business school outside the UK or, less often, a work placement abroad. All of the courses aim to prepare students for, 'a career in organisations which operate in both a European and international marketplace' (BA International Business with language, Kingston); 'As an IBML graduate you will be ready for the challenge of a business career, either in the UK or abroad. Your business expertise, cultural awareness and linguistic proficiency will be of particular value to British companies operating in international markets, to French or German companies operating in English-speaking markets, and to multi-national companies' (Bsc. International Business and Language, Aston).
- Chester's 'Language graduates into business' course is a thirteen week, ESF-funded postgraduate conversion course for 'unemployed language graduates', and includes a three week work placement in local/regional firms. It is designed to refresh language skills and provide a basic introduction to business and communication/job-securing skills.

Languages compulsory

<i>Postgraduate</i>	<i>Bucks/Chiltern Coventry Leeds</i>	<i>MBA.Chinese management</i>
	<i>Liverpool John Moores London Business School(global/with Columbia Business School) Newcastle Oxford Brookes Salford Sheffield</i>	<i>MSc.Chinese/East Asian management</i>
	<i>Southampton Institute Sunderland UMIST UWE</i>	

Languages compulsory=x

<i>Undergraduate</i>	<i>APU</i>	<i>X</i>
	<i>Aston</i>	<i>X</i>
	<i>Bath</i>	<i>X</i>
	<i>Birkbeck</i>	<i>X</i>
	<i>Birmingham</i>	<i>X</i>
	<i>Bournemouth</i>	<i>X</i>
	<i>Bradford</i>	<i>X</i>
	<i>Brighton</i>	<i>X</i>
	<i>Bucks/Chiltern</i>	
	<i>Chester</i>	<i>X</i>
	<i>Chichester</i>	
	<i>City</i>	<i>X</i>
	<i>Coventry</i>	<i>X</i>
	<i>EBS</i>	<i>X</i>
	<i>Essex</i>	<i>X</i>
	<i>Gloucester</i>	<i>X</i>
	<i>Huddersfield</i>	
	<i>Hull</i>	<i>X</i>
	<i>Keele</i>	<i>X</i>
	<i>Kent</i>	
<i>Kings</i>	<i>X</i>	
<i>Kingston</i>	<i>X</i>	
<i>Lancaster</i>	<i>X</i>	
<i>Leeds</i>	<i>X</i>	

	<i>Leicester</i>	<i>X</i>
	<i>Lincoln</i>	
	<i>Liverpool</i>	<i>X</i>
	<i>London Met.</i>	<i>X</i>
	<i>LMU</i>	<i>X</i>
	<i>Manchester</i>	<i>X</i>
	<i>Manchester Met.</i>	<i>X</i>
	<i>Newcastle</i>	<i>X</i>
	<i>Northampton</i>	<i>X</i>
	<i>Northumbria</i>	<i>X</i>
	<i>Oxford Brookes</i>	<i>X</i>
	<i>Plymouth</i>	<i>X</i>
	<i>QMC</i>	<i>X</i>
	<i>Reading</i>	<i>X</i>
	<i>Royal Holloway</i>	<i>X</i>
	<i>Salford</i>	<i>X</i>
	<i>Sheffield</i>	<i>X</i>
	<i>Sheffield Hallam</i>	<i>X</i>
	<i>SOAS</i>	<i>X</i>
	<i>Southampton</i>	<i>X</i>
	<i>Southampton Institute</i>	
	<i>Surrey</i>	
	<i>Teeside</i>	
	<i>TVU</i>	<i>X</i>
	<i>UCE</i>	<i>X</i>
	<i>UCL</i>	
	<i>UEA</i>	<i>X</i>
	<i>UMIST</i>	<i>X</i>
	<i>UWE</i>	<i>X</i>
	<i>Warwick</i>	<i>X</i>
	<i>Westminster</i>	<i>X</i>
	<i>Wolves</i>	<i>X</i>
	<i>York</i>	<i>X</i>
		<i>X</i>
<i>Other</i>	<i>Bolton</i>	<i>Cert. HE Euro Business</i>
	<i>Chester</i>	<i>'Language graduates into business'</i>

1.2 International HR management

- Given that Human Resources are to do with managing and communicating with people, it may be surprising that so few international HR courses appear to exist. At postgraduate level, although no courses mention foreign languages, the MSc. in International HR management at Cranfield is explicit about the intercultural nature of its programme, with a module on 'Dimensions of cross-cultural understanding'. The learning outcomes of this module include: 'recognise the limitations of one's own international/intercultural knowledge and where/how to tackle these limitations; manage the people-related ambiguities arising in international contexts; operate with appropriate sensitivity and responsiveness in cross-cultural situations'.

- Four of the courses have/are seeking professional accreditation from the Chartered Institute of Personnel and Development.

	<i>Name of institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Cranfield Newcastle(seeking accreditation from CIPD*)</i>	
<i>Undergraduate</i>	<i>Bucks/Chiltern(part exemption CIPD) Keele(part exemption CIPD)</i>	<i>X X</i>

**CIPD: Chartered Institute of Personnel and Development*

1.3 International Accountancy

- The **postgraduate** course, which has no language study, makes the point that international accountancy is characterised by both increasing globalisation, and continuing national differences: 'Although the influence of the US is pertinent, there are other factors at work such as harmonisation within an ever-expanding EU and developments in the Chinese, Japanese and Asian tiger economies' (MA International Accounting, Northumbria).
- The **undergraduate** courses listed are mirror images of each other: at Birmingham(which provides some professional exemption) accountancy is 75%, language 25%; at Newcastle, language is 75%, accountancy 25%.

	<i>Name of institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Northumbria</i>	
<i>Undergraduate</i>	<i>Birmingham(exemption from professional accountancy exams) Newcastle</i>	<i>X X</i>

1.4 International Marketing

- The 18 **undergraduate** listed courses are largely based on four models: (i)the 'language and marketing' model- 50% language/50% marketing ;(ii) the 'Marketing with language' model- 75% marketing/25% language; (iii) the 'Language with marketing' model- 75% language/25% marketing; (iv) the 'International Marketing' model, with languages as an option, unnamed in the degree title.
- Four of the courses - Salford, Lincoln, Gloucester and Southampton Institute - offer part exemption from Chartered Institute of Marketing exams, and the Lincoln course includes the additional possibility of exemptions from the Institute of Exporting exams.
- All models emphasise the international nature of marketing: ' the course aims to meet the needs of growing industry requirements to market and sell products and services in overseas markets and to approach marketing from a

global perspective' (BA International Marketing Management, Southampton Institute); ' Many modern organisations, particularly multi-nationals, now insist on language skills. They also expect their up-and-coming executives to work in different international locations'(BA Language and Marketing, Portsmouth).

	<i>Name of institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>		
<i>Undergraduate</i>	Aston	X
	Bucks Chiltern	
	Coventry	X
	Gloucester	
	Hull	
	Keele	X
	Lancaster	X
	Lincoln	
	LMU	X
	Northumbria	X
	Oxford Brookes	X
	Portsmouth	X
	Roehampton	X
	Salford	X
	Sheffield Hallam	X
	Southampton Institute	
	TVU	X
	Wolvs.	X

1.5 International Financial management

- Courses in money/banking/finance are either 'global' (European Business School (EBS), Northumbria) or 'international'(Durham, London Met., City).
- Birmingham's Bsc. course is the only one where language (25%) is named in the degree title. At City, languages are optional, and the year's professional placement can be taken as study abroad. Durham, Northumbria and London Met. make no mention of languages.
- EBS in its MSc. Global banking and finance is explicit about language as a key factor in employability: ' All EBS London graduates leave speaking at least two languages...All EBS students study abroad to broaden their international experience ahead of graduation. This winning combination means that our students are much sought after by employers..' EBS is also the only institution in this grouping which makes the point that the international composition of its student body is part of facilitating a global perspective in the course : ' With course members to date speaking an average of over 3 languages each, and with a truly international background, seminars are never short of a global perspective'.

	<i>Name of institution</i>	<i>Languages compulsor=x</i>
<i>Postgraduate</i>	Durham EBS* London Met. Northumbria	
<i>Undergraduate</i>	Birmingham City EBS London Met.	X

* The European Business School is included although not a HEFCE institution

1.6 International Trade

- LMU's postgraduate course (MA in International Trade and Finance) brings together international marketing and corporate finance: 'students learn a variety of skills ranging from team-working in a multicultural context,...' Both London Met. (Msc. In International Trade and Transport), and Plymouth (Msc. in International Logistics) are largely recruiting students who might want to work in the shipping industry.
- None of the three postgraduate courses has a language element, although the Plymouth course is taught jointly in Plymouth and a logistics school in the Netherlands ('all study in English').
- Portsmouth's undergraduate course (International Trade with/and Languages) is the only one of this group with languages in the title – one of the languages on offer is EFL.

	Name of institution	Languages compulsory =x
Postgraduate	LMU London Met. Plymouth	
Undergraduate	Portsmouth	X

1.7 Specialist international management areas

- The management courses listed here each take a very specific specialist area where the international is seen as particularly important. The EBS MA in Entrepreneurial Management argues for a global approach to the skills of entrepreneurship: 'programmes have a strong international aspect in terms of background and experience...This is reinforced by a core module called 'Business in its linguistic and cultural environment' where students examine the 'relationship between culture and economic activity in a number of societies'.
- Lancaster's MSc. in European Environmental Management takes its rationale from the fact that, 'whereas in the past environmental regulation was a national issue, it is increasingly becoming an international one due to the transnational spread of pollution and the growth of EU policies for Member States'.
- Newcastle's Msc. in International Agriculture and Food Marketing, 'aims to produce graduates capable of managing marketing activities in the international agriculture and food marketing environment'.

	Name of institution	Languages compulsory=x
Postgraduate	EBS(entrepreneurial) Lancaster (environmental) Newcastle (ag./ food)	
Undergraduate		

2. Operating internationally: the Leisure Industries

- The Leisure/hospitality industries form part of Elias and Purcell's 'niche graduate occupations'. Manchester Metropolitan University claims that: 'The

Hotel, Catering and International Management Association (HCIMA) currently estimates that the demand for hospitality management graduates exceeds the available supply by eight to one'. The majority of courses that prepare for the Leisure industries are in the post '92 universities. In several cases, accreditation to national professional bodies, or part exemption from their exams, is included as part of the course offering.

- Whilst relatively few of the Travel and Tourism courses have languages in the title, a great many of the rest of them (Bucks Chiltern, Gloucester, Leeds Metropolitan, Sheffield Hallam, Southampton Institute, Sunderland, TVU) offer an option in languages, and several of these include the possibility of work experience outside the UK. The Foundation degrees do not offer language options.
- Professional accreditation is seen as a vital addition to many courses: Gloucester (BA International Tourism Management): ' You will also be encouraged to acquire a whole range of additional vocational awards during your study, such as English as a foreign language, food hygiene, customer care, and Welcome Host. Employers tell us frequently that these qualifications, and others like them, enhance graduate employability'. Courses allude to the possibility of taking the VIASINC exam, ' an internationally recognised qualification in the use of computer reservations software' (Bucks Chiltern, BA Travel and Tourism Management). In others, accreditation to relevant professional bodies is suggested: ' Students are entitled to student membership of the Institute of Travel and Tourism, the Tourism Society, and the Institute of Leisure and Amenity Management. On completion of a period of appropriate professional experience, graduates are entitled to upgrade to full membership of both the Institute of Travel and Tourism and the Tourism Society' (BA Tourism Management, LMU). Sheffield Hallam's course (BSc. International Tourism and Hospitality Management) is recognised by the Hotel and Catering International Management Association (HCIMA).
- A course somewhat on its own in this grouping is Falmouth's BA Tourism and Interpretation, where the emphasis is on how to interpret ideas in the field: ' Interpretation is a whole new profession. It calls on a wide range of knowledge, from theories of tourism as consumption...to ethics...and to issues of cultural and historical change'.
- In this niche graduate area, it is already evident that there is considerable segmentation. Coventry's Wine Studies and Languages course which allows students to take external trade qualifications (those of the Wine and Spirit Educational Trust) argues its rationale as : ' Over the last twenty years the UK has joined a large number of other nations who have wine as an important part of their cultural life. The increased cultural significance of wine has led to an increase in its economic significance. This economic significance, along with a demand from consumers for more information about wine, has meant that the wine trade are either employing suitably qualified staff or training existing staff to meet their needs'.

Travel and Tourism

	<i>Institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>		
<i>Undergraduate</i>	<i>Bucks Chiltern Chester Coventry Falmouth Gloucester Liverpool John Moores</i>	<i>X X</i>

	LMU Northumbria Oxford Brookes USB Salford Sheffield Hallam(HCIMA)* Southampton Institute St. Martin's Sunderland Teeside TVU Wmin.	X X X X
other	Bucks/Chiltern (Foundation) Glos. (Foundation) Sunderland (Foundation) TVU (HND)	

*recognition by Hotel and Catering International Management Association

Leisure management

	Institution	Languages compulsory=x
Postgraduate	Lancaster London Met.	
Undergraduate	Gloucester Oxford Brookes Salford Teeside	X
other	Salford(HND)	

Hospitality management

	Institution	Languages compulsory=x
Postgraduate	Plymouth	
undergraduate	Gloucester Huddersfield Manchester Met.(HCIMA) Oxford Brookes Salford TVU USB	X X

Specialist leisure areas

	institution	Languages compulsory=x
Postgraduate		
Undergraduate	Bucks Chiltern(air travel/conference management) Coventry(wine studies) Manchester Met. (licensed retail management)(HCIMA) Manchester Met.(culinary arts) Salford(Sport & Leisure) TVU(culinary arts) Wmin.(Leisure Property)	X X
Other	Salford(sport &	

3. Operating internationally: IT/new media

- Computing courses with a language (usually 50%/50%) are available in around 14 institutions at undergraduate level.
- In some courses (BA Language with International Business, Marketing and E Commerce, Sheffield Hallam) the programme is given a specific orientation within computer studies. Manchester Metropolitan's course (BA French and Internet Management) specifically aims to develop web localization skills, ' required to evaluate networked information, design web documents, understand the principles of web-site management, explore the social, political and economic significance, and legal context, of the new technologies in Europe'.
- The only postgraduate course in this area, Sheffield's MA in Multilingual Information Management, argues for the emergence of, ' a new professional figure: the multilingual information manager. Multinational companies in particular now require the type of graduate who will be able to manage and maintain multilingual websites and systems for corporations, and who will ensure that their E-content is adapted to the culture of their publics or their markets'.

	<i>Institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Sheffield(multilingual info.management)</i>	<i>X</i>
<i>Undergraduate</i>	<i>APU</i>	<i>X</i>
	<i>Chester</i>	<i>X</i>
	<i>Gloucester</i>	<i>X</i>
	<i>Herts</i>	<i>X</i>
	<i>Kent</i>	<i>X</i>
	<i>King's</i>	<i>X</i>
	<i>Lancaster</i>	<i>X</i>
	<i>Leeds</i>	<i>X</i>
	<i>Manchester</i>	<i>X</i>
	<i>Met.(internet management)</i>	<i>X</i>
	<i>Roehampton</i>	<i>X</i>
	<i>Sheffield Hallam(E commerce)</i>	<i>X</i>
	<i>Surrey</i>	<i>X</i>
	<i>Sussex</i>	<i>X</i>

4. Operating internationally: science

Languages combined with the broad range of Science subjects (normally in 50%/50% routes) are available at several universities: for example, with biomedicine at APU, with Maths at Coventry, with Astrophysics at Keele, with Materials Science at Manchester Metropolitan. Whilst it is the norm for 50% language/science courses to last 4 years, some 4 year courses, particularly at pre '92 HEIs (Manchester, Salford, Sheffield, UMIST) are called Masters degrees (M.Physics/ Chemistry). Manchester's M.Physics with study in Europe, 'combines a study of Physics with one year study abroad....Language tuition

includes some physics tutorials in the language, and forms an integral part of the programme'.

Queen Mary's offers an MSc. Mathematics (Europe) which is 'intended for high flyers', and includes a 3rd year spent in France/Germany.

	<i>Institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>		
<i>undergraduate</i>	<i>APU</i> <i>Birmingham</i> <i>Coventry</i> <i>Keele</i> <i>Leeds</i> <i>Leeds</i> <i>Liverpool</i> <i>Manchester(M.Phys./M.Chem.)</i> <i>Man.Met.</i> <i>Newcastle</i> <i>QM (Msc. Maths)</i> <i>Salford (M.Physics)</i> <i>Sheffield (M.Physics/M.Chem.)</i> <i>UMIST(M.Physics/M/Chem.)</i>	<i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i> <i>X</i>

5. Operating internationally: engineering

- Engineering and languages courses(normally 50%/50%) are sometimes (Sheffield/UMIST) called Masters courses (M.Eng.), and have varying degrees of language/engineering integration.
- Bath's course, for example, is a highly integrated model: ' the courses train engineers to express themselves clearly in written and spoken French or German so that in their professional lives they can communicate effectively with other engineers in Europe. The study of the language is fully integrated with the technical aspects of the course. This is achieved by having on the academic staff of the Department French and German engineers...inclusion of technical material taught in the appropriate language...The content of this topic is subtly different from the English version in order to reflect the different analytical approaches most commonly used by continental engineers. This feature contributes greatly to an improved understanding of the different engineering culture between the countries and is a key factor in providing the necessary communication skills for the graduates'.

	<i>Institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>		
<i>Undergraduate</i>	<i>Bath(professional accreditation)</i> <i>Birmingham</i> <i>Coventry</i> <i>Nottingham</i>	<i>X</i> <i>X</i> <i>X</i> <i>X</i>

	QM	X
	Sheffield(M.Eng.)	X
	Surrey	X
	UCL(Electrical Eng.)	
	UCL(M.Eng.)	
	UMIST(M.Eng.)	X

6. Operating internationally: political actor

- International Relations/EU courses exist at both undergraduate and postgraduate level. Undergraduate courses very often have a language component, whereas postgraduate courses overwhelmingly do not.
- **Postgraduate** courses in International Relations are divided between those that specialise in a particular area (for example, Birmingham's MA African Studies, Durham's Middle Eastern International Studies, the range of courses offered by SOAS), those that deal with Global Governance/ Global Politics/Global Development (Northumbria, LSE,), and those which look more specifically at Diplomacy and International Relations (Westminster, Leicester). Leicester's MA Diplomatic Studies (with a core module in 'The art of negotiation') is, 'concerned principally with the modes of diplomacy (for example the resident ambassador and summitry) and its function(for example, negotiation and information gathering').
- At **undergraduate** level too, courses stress that the cultural negotiation between nations is at the root of international relations: 'International Studies allows you to think about and examine some of the key issues that confront the modern world, about how to manage conflict between and within states, about how to respond to the interdependence of, and the differences between, nations. International Studies explores the relations between states, it allows you to compare countries and their cultures' (BA International studies, UEA).
- Programmes which specialise in the EU/Europe aim to prepare their graduates for work which may be related in some way to governmental organisations. Nottingham's BA in European Politics is, 'an essential option for those looking to acquire the necessary knowledge and skills to work in business, government or international organisations'. At Masters level, the link with European political activity is generally even more explicit: thus Bristol's MSc. in European Policy, 'is intended both for those already in the field who wish to deepen their understanding, and also for prospective European policy officers, including recent graduates or career changers'.
- The range of specialist international politics MAs, from Refugee Studies(UEL) to Public Affairs and Lobbying (Brunel) is a measure of the ways in which degree routes in this area of political action are increasingly tailored to specific sets of global issues.

International relations/diplomacy

	<i>Institution</i>	<i>Language compulsory=x</i>
<i>Postgraduate</i>	Birmingham Bradford Durham Essex Exeter Leeds Leicester LSE Manchester Newcastle	

	Northumbria PSB SOAS Westminster	
Undergraduate	Birmingham Bradford Chester Coventry De Montfort Keele Leeds Newcastle Nott. Trent Plymouth Portsmouth Reading Salford UEA	X X X X X X X X X X

EU/European Studies

	<i>institution</i>	<i>Languages compulsory=x</i>
Postgraduate	Bradford Bristol Coventry Durham Essex Liverpool Loughboro Newcastle Reading UCL	
Undergraduate	Aston Bath Birmingham Essex Goldsmiths Leicester Liverpool JM Loughboro Manchester Manchester Met. Nottingham Nott. Trent Plymouth QM Reading Southampton Surrey UCL(E. European) UEA	X X X X X X X X X X X X X X X X X X X

War/peace studies

	<i>institution</i>	<i>Languages compulsory=x</i>
Postgraduate	Bradford Coventry Kingston Wolvs.	
Undergraduate	Bradford	

	<i>Kings Lancaster</i>	X
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Specialist political areas

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Birkbeck(Msc. Race & ethnic relations) Brunel (Msc. Public affairs/lobbying) Coventry (MA 3rd world studies) Goldsmiths(MA anthropology/cultural politics) Kingston(MA human rights) Leicester (MA citizenship & identity) Manchester (MA human rights) Northumbria(?) PSB (Msc. Race & ethnicity) QM (Msc. Immigration) UEL (MA refugee studies)</i>	
<i>Undergraduate</i>		

7. Operating internationally: Law

- Law courses which provide professional routes into law (LLB: qualifying law degrees for the Law Society and Bar Finals) and have languages as a major feature are widely provided across the sector. At undergraduate level there are at least 32 European Law degrees, based on three broad patterns.
- Firstly, the 4 year integrated model, giving an LLB European Law, where students study core English legal subjects and then spend a year studying another legal system outside the UK. Warwick for example argues that it, 'believes that students should have adequate exposure to basic principles of English law before starting the study of French law in its own national context' (LLB European Law).
- Secondly, there is the Teeside model (LLB European Commercial Law) where students study abroad in the same way, but have the option of taking all their modules in English during that year.
- Finally, there are language and law degrees (Queen Mary's for example) which are not qualifying degrees (because the law element is below the professional accreditation threshold), but where students are given the option of transferring into a qualifying law degree if they so wish.
- **Postgraduate** European/international law degrees are overwhelmingly LLMs. Students are expected to have already acquired legal qualifications, and the degree is focused firmly towards practice. Manchester's LLM European Law and Policy proposes that, 'the study of the application of European Law in the national legal order will enhance students' understanding of the constitutional order of the EU, the legal strategies adopted to achieve effective implementation of European law, and the impact of European law in the legal systems of the Member States'. LLMs have no clearly designated language elements.

European Law

- The globalization of the media has provided the stimulus for international journalism/media courses. Aston's BA German with journalism has input from visiting German journalists, and provides a media-related work/study placement in Germany. The course claims that, 'the media play an ever-increasing role in the "global village"..There are many varied opportunities for graduates with additional language skills seeking employment in the field of journalism, communications and public relations'.
- The Salford programme (BA Journalism and Modern Languages), withdrawn in 2004, seemed to be the only course accredited by the National Council for the Training of Journalists: 'You will have the necessary skills to work in the communication industries. By studying journalism and languages you will be able to work as a foreign correspondent or in media abroad'.
- With the growth of media/communication studies, particularly in the post-'92 universities, there are a number of programmes which combine languages with media, either 50%/50%, or 75%/25%. Brighton's BA French with media for example suggests that the graduate will have, 'high level language skills with a professional orientation relevant to the international market place'.
- Goldsmiths' BA International Media course is of a less usual type in this grouping: a 3 year course, with optional languages, which explores, 'the central role that the cultural industries play in the social, economic and political organisation of modern societies at local, regional, national, international and global levels'.
- Bradford's Euromasters in media, communications and cultural studies, is a dual qualification masters, with one semester spent in the UK, and the other in France, Germany or Italy.

Journalism

	<i>institution</i>	<i>Languages compulsory =x</i>
<i>Postgraduate</i>	<i>Salford</i>	
<i>undergraduate</i>	<i>Aston</i>	<i>X</i>
	<i>Chester</i>	<i>X</i>
	<i>Gloucester(creative writing)</i>	<i>X</i>
	<i>Kingston</i>	<i>X</i>
	<i>Salford(Media,lang., business)</i>	<i>X</i>
	<i>Sheffield</i>	<i>X</i>
	<i>TVU</i>	<i>X</i>

General Media/Communications

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Bradford(Euromasters)</i>	<i>X</i>
<i>Undergraduate</i>	<i>APU</i>	<i>X</i>
	<i>Birmingham</i>	<i>X</i>
	<i>Brighton</i>	<i>X</i>
	<i>Chester</i>	<i>X</i>
	<i>City</i>	
	<i>De Montfort</i>	<i>X</i>
	<i>Gloucester</i>	<i>X</i>
	<i>Goldsmiths</i>	
	<i>Herts</i>	<i>X</i>
	<i>Kingston</i>	<i>X</i>
	<i>Nott. Trent</i>	<i>X</i>
	<i>Salford</i>	<i>X</i>
	<i>Sussex</i>	<i>X</i>
	<i>TVU</i>	<i>X</i>

9. Operating internationally: the Arts

- International courses in arts-related areas tend to be grouped into the more common traditionally academic courses, and the less common practice-oriented programmes.
- In the visual arts, an MA course like that at the Kent Institute of Art and Design (MA Fine Art International Practice) places a fine art course within the, 'recognition and exploration of the increasingly international nature of fine art seen in the growth of cooperative projects, travelling exhibitions and collaboration between artists...You will be expected to recognise and demonstrate the cultural implications and international context of your chosen research project'.
- In comparison, the Languages and History of Art courses at undergraduate level are normally 50%/50% programmes combining the two disciplines.
- International/European Film Studies courses are widely offered, especially in pre '92 universities. At postgraduate level, they may specialise in a particular area (MA Italian Cinema at Reading), and can provide the opportunity for graduates to make their own video, as in Exeter's MA European Film Studies, where there is a, 'practical component in video-making in which students make either a documentary or "fictional film" '.
- At undergraduate level, programmes are normally 50%/50%. Southampton's BA Film Studies and Language for example suggests that graduates may find, 'employment opportunities in the expanding media industries'.
- Undergraduate courses in music are more strongly related to practice, with a particular emphasis often on music technology. Keele's joint Languages and Music course for example concentrates on 'Electro acoustic music' and provides a studio-environment experience in which students are introduced to, 'composition, programming and performance in a multi-speaker diffusion system'.
- At the extreme end of practice, Trinity College of Music's B.Mus. provides performance training for entry to the music profession, and offers languages as an option, 'particularly suited to singers wishing to extend their linguistic knowledge, and for equipping any student with language skills for further study abroad and an increasingly international workplace'.
- Theatre studies/drama can be combined with languages in several undergraduate courses which generally emphasise the performance nature of the drama part of the degree.
- At postgraduate level, Dartington's MA Performance and Cultural Location in Contemporary Europe is specifically designed for performance artists who, 'want to respond to the changing contexts of Europe', and who will be examining, 'contemporary European cultural management policies.'
- In international fashion, the major programmes are those offered by UMIST in Fashion Textiles/Textile Design/Textile Technology/Clothing Technology and Fashion Management, combined with foreign languages, and with a study/work placement abroad.

Visual Arts

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Essex Kent Institute Lancaster</i>	

	<i>Leicester Manchester Roehampton</i>	
<i>Undergraduate</i>	<i>APU Birmingham De Montfort Essex Leicester Manchester Nottingham Oxford Brookes Plymouth Reading Sussex UCL</i>	<i>X X X X X X X X X X X X</i>

Film

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Bath Exeter Manchester Reading Sheffield Southampton UCL</i>	
<i>Undergraduate</i>	<i>APU Chester Essex Exeter Gloucester Hull Kent Kings Kingston Liverpool Manchester Newcastle Nottingham Oxford Brookes QM Reading Roehampton Southampton Sussex UCL UWE Warwick</i>	<i>X X</i>

Music

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>		
<i>Undergraduate</i>	<i>APU Birmingham Bristol Bucks Chiltern Canterbury Christ C. Derby De Montfort Durham Exeter Herts Huddersfield Hull Keele Lancaster Northampton</i>	<i>X X X X X X X X X X X X X X X</i>

	<i>Kings</i>	X
	<i>Leeds</i>	X
	<i>Oxford Brookes</i>	X
	<i>Reading</i>	X
	<i>Roehampton</i>	X
	<i>Royal College of Music</i>	
	<i>Royal Holloway</i>	X
	<i>Royal Northern</i>	
	<i>Sheffield</i>	X
	<i>SOAS</i>	X
	<i>Southampton</i>	X
	<i>Trinity College of Music</i>	

Theatre/Drama

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Dartington</i> <i>Sheffield</i>	
<i>Undergraduate</i>	<i>APU</i> <i>Birmingham</i> <i>Chester</i> <i>De Montfort</i> <i>Essex</i> <i>Hull</i> <i>Kent</i> <i>Kingston</i> <i>Lancaster</i> <i>Northampton</i> <i>Oxford Brookes</i> <i>Reading</i> <i>Rose Bruford</i> <i>Royal Holloway</i> <i>Sussex</i> <i>Warwick</i>	X X X X X X X X X X X X X X X X X X X

Fashion

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>UMIST</i>	
<i>Undergraduate</i>	<i>Kent Institute</i> <i>Surrey Institute of Arts & Design</i> <i>UMIST</i>	X

Specialist Arts areas

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<i>Nott. Trent (MA English language for Art & design)</i>	X
<i>Undergraduate</i>	<i>Chester(dance)</i> <i>De Montfort(dance)</i> <i>(interior design)</i> <i>Ravensbourne(design)</i> <i>UCL(design)</i>	X X

11. Transmitting messages between international groups:

Translation

- Translation courses are overwhelmingly offered at postgraduate level, with only seven institutions providing undergraduate degrees.
- MAs in translation, without named translation market specialisms come in four basic types.

- Firstly those which major in one particular language (into/out of English), as with Durham (Arabic), UCL (Scandinavian), Newcastle (Chinese/Japanese).
- Secondly, programmes which offer courses in Translating combined with Interpreting. Salford's MA in Interpreting and Translating for example, 'is designed to meet the demand for highly trained translators/interpreters at international level...(it) provides high-level interpreting/translation skills for careers in international and regional organisations or in the freelance sector'. Such degrees generally offer translation modules, consecutive/simultaneous interpreting courses, and modules on lexicography/terminology and on the theories and principles of translation.
- A third group of postgraduate courses, generally with 'applied' or 'professional' in their title, takes a slightly broader remit. Bath's MA in Translation and Professional Language Skills for example seeks to, 'prepare linguists for careers in several areas of specialised language work, in which there is a rapidly growing demand for highly trained speakers of English, both in the UK and abroad. These areas include translation, liaison interpreting, editing and revision, précis writing and proof reading. The programme also covers enterprise skills such as project management, setting up in business and embarking on a career in the translation industry'.
- The final group focuses on translation skills adapted to overseas students whose first language is not English. Westminster's MA Bilingual Translation aims to bring such students, new graduates, as well as experienced translation students, to a professional level in translation. The programme claims it will 'familiarise you with up to date information and technology both in English and your mother tongue..., give you insights at the practical level into the various aspects of a career in professional translation.
- A small number of universities also offer part-time (normally evening) routes for the Institute of Linguists' Diploma in Translation (Dip. Trans.) which is widely held to be a professional postgraduate level exam. It consists of 3 papers: a general paper, and 2 semi-specialized options chosen from Technology, Business, Science, Literature, Social Science and Legal.
- A smaller number of postgraduate translation programmes are tightly focused on particular segments of the translation market. Imperial's MSc. in Scientific, Technical and Medical Translation for instance, or Literary Translation courses, 'for those intending to become (or who already are) professional translators, for example in the field of publishing or in a freelance capacity' (MA in Literary Translation, UEA). Leeds' MA Screen Translation Studies addresses, 'the growing demands of the visual media market for highly qualified linguists capable of creating mono- and inter-lingual subtitles'.
- The **undergraduate** translation courses (with one year spent abroad) generally include introductions to linguistics and text analysis, as well as advanced and specialised translation skills, where the discipline of translation is set within a wider cultural communication framework. Aston's BSc. Translation Studies for example argues that, 'the professional translator is an expert in mediating communication across linguistic and cultural barriers, someone with an in-depth understanding of the linguistic, cultural, socio-economic, and political contexts with which he/she is dealing'.

No named translation market specialism

	<i>institution</i>
<i>Postgraduate</i>	<i>Aston(in Euro context) Bath(& professional language skills) City PG Cert. In translation skills(Argentina)</i>

	<p>Durham (Arabic; translation) Exeter Hull Leeds (Applied translation) London Met. (Applied translation – with Brussels) Manchester Middx. Newcastle(& with interpreting) Portsmouth Salford (Arabic; translation & interpreting) Salford(Chinese) SOAS(Theory & practice) Surrey UCL (Scandinavian) UEA (Applied translation) UWE(distance-learning) Warwick Westminster (Bilingual)</p>
<i>Undergraduate</i>	<p>Aston Buckingham(EFL) London Met. (Applied translation) Middx. Roehampton Salford(with interpreting) UEA(with interpreting)</p>
<i>other</i>	<p>City (Dip. Trans.) Goldsmiths(Dip. Trans.) Luton (Dip. Trans.) Middx.(Dip. Trans.) Southampton (Dip. Trans.) Westminster (Dip. Trans.)</p>

Technical/scientific

	<i>institution</i>
<i>Postgraduate</i>	<p>Imperial (scientific, technical & medical) UMIST (machine translation) Westminster (technical & specialised)</p>
<i>undergraduate</i>	

Literary translation

	<i>institution</i>
<i>Postgraduate</i>	<p>Exeter Manchester UCL(Dutch) UEA</p>

<i>undergraduate</i>	
AV/screen translation	
	<i>institution</i>
<i>Postgraduate</i>	<i>Leeds (screen translation)</i> <i>Manchester (audio-visual)</i>
<i>undergraduate</i>	

12. Transmitting messages between international groups: Interpreting

- There are many fewer specialist interpreting than translation courses, and with the exception of one undergraduate course, all are at postgraduate level.
- As with translation, there are interpreting courses which specialise in particular languages (Newcastle: Chinese/Japanese), those that combine Interpreting with Translation (for example Bath, Leeds), and those that offer interpreting as part of a broader package of professional language skills (MA Advanced Language Studies, Liverpool John Moores).
- Westminster's MA Conference Interpreting Techniques is entirely focused on interpreting, and has strong links with the international interpreters' professional association, AIIC (Association Internationale des Interprètes de Conférence): 'The course aims to develop consecutive and simultaneous interpreting skills, (equip) you with a wide range of registers from non-specialised to specific technical ones, and including political, economic, scientific, medical, legal and diplomatic; provide a working knowledge of the profession and of AIIC; offer training in voice production, booth manners and professional ethics'.
- The only **undergraduate** interpreting course (Sheffield's BA Modern Languages with Interpreting) is clear that it is providing an introduction to the profession rather than professional training: 'Although the degree does not set out to offer a professional qualification in interpreting, it will enable students who complete it to assess their aptitude, interest and motivation to undertake postgraduate training in interpreting and/or translation'.
- In the area of public service interpreting (preparing students to work with UK community languages in a public service context) there is one Foundation degree at City, run jointly with SOAS and Praxis Community Projects. This programme has been established with the support of potential employers (Inner London Probation Service, Health Services, Refugee Legal Centre, Newham Language Shop). Its current language offer includes Tamil, Somali, Farsi, Kiswahili, Kurdish and Polish. The course aims to get recognition from the National Register for Public Service Interpreters.
- Other HEIs provide part-time courses for the Institute of Linguists' Diploma in Public Service Interpreting (DPSI), which is currently offering exams in 40 community languages.
- Preparation for students to become interpreters for the deaf only exists at Wolverhampton (BA Interpreting British Sign Language/English) where the aim is to train professional interpreters for work, 'in any context where deaf and hearing people interact, for example in social services, education, theatre, TV and literary events'. The course gives trainee interpreter recognition from the Council for the Advancement of Communication with Deaf People.

	<i>institution</i>
<i>Postgraduate</i>	<i>Bath (with translation) Bradford (with trans.for IB) Bradford(with trans.) Japanese) Leeds (with translation) Liverpool John Moores (MA Advanced language studies inc.interpreting) Newcastle(Chinese/Jap anese) Salford(with translation, and with Chinese) Westminster (conference interpreting)</i>
<i>Undergraduate</i>	<i>Salford(translation & interpreting) Sheffield UEA(interpreting & translating)</i>
<i>other</i>	<i>Salford(3 week course EFL interpreting skills)</i>

Public service interpreting

	<i>institution</i>
<i>Postgraduate</i>	
<i>undergraduate</i>	
<i>Other</i>	<i>City (foundation degree) De Montfort(DPSI) Goldsmiths (DPSI) Middlesex(DPSI) Salford(DPSI)</i>

Deaf interpretation

	<i>institution</i>
<i>Postgraduate</i>	
<i>undergraduate</i>	<i>Wolves (CACDP)*</i>

*recognition as trainee interpreters by Council for the Advancement of Communication with deaf people

13. Understanding the dynamics of International Communication

- At **Postgraduate** level where these courses are largely placed, the programmes are of three types. Firstly, courses which investigate key socio-cultural/political concepts- ethnicity(MSc. Ethnicity and Multiculturalism, Bristol), migration (MA Culture of Migration, Diaspora and Exile, Manchester).
- Secondly, courses which work within, and across, a wide range of cultures in order to examine the transnational (MA Transnational Studies: Society, Language and Culture, Southampton).

- Thirdly, courses which study the nature of intercultural communication, linking this closely to the practices of intercultural awareness. APU's MA in Intercultural Communication in Europe (which features one semester of study outside the UK) aims to give students, 'competence in diversity management, pluricentric, ethnorelative thinking, intellectual creativity, critical thinking, tolerance of ambiguity and mediation of culture-bound conflicts and discrimination'. The programme covers such topics as lingua franca communication, European identity and values, intercultural competence, intercultural training and assessment, migration and minorities, and European policy and intercultural business enterprise.
- A small number of courses examine the processes of human communication, either starting from the nature of literacy (Manchester, York), or bringing together the theory and practice of communication (Portsmouth).

Interrogating the intercultural

	<i>institution</i>	<i>Languages compulsory=x</i>
<i>Postgraduate</i>	<p>APU (<i>intercultural communication in Europe</i>)</p> <p>Bristol (<i>Msc. Ethnicity& multiculturalism</i>)</p> <p>Liverpool (<i>MA Intercultural communication</i>)</p> <p>Luton (<i>MA intercultural communication</i>)</p> <p>Manchester (<i>MA culture of migration,diaspora & exile</i>)</p> <p>Newcastle (<i>MA cross-cultural communication& international management</i>)</p> <p>QM (<i>MA language,society & change</i>)</p> <p>Royal Holloway(<i>MA 'crossing borders'</i>)</p> <p>Sheffield (<i>MA intercultural communication</i>)</p> <p>Southampton (<i>MA transnational studies</i>)</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>
<i>Undergraduate</i>	<p>APU</p> <p>Greenwich</p> <p>Lancaster</p> <p>LMU</p> <p>Royal Holloway</p> <p>St Martin's (<i>Language studies:English as a global language</i>)</p> <p>Surrey</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

Human communication

	<i>institution</i>	<i>Languages compulsory</i>
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<i>Postgraduate</i>	<i>Manchester(MA language, literacy & communication) Portsmouth(MA communication & language skills/MA technical communication) York (MSc. Reading, language & cognition)</i>	
<i>Undergraduate</i>	<i>Hull York St. John</i>	

14 Helping others to develop international competence

- There are approximately 46 PGCE secondary courses in languages, and 17 primary. Almost all are geared to producing teachers of European languages.
- At St. Martin's the secondary PGCE is a dual qualification (for example a maîtrise).
- At a limited number of institutions it is possible to take a BA in Education and Modern Languages (Lancaster), or a BA Primary Education, Languages (Canterbury Christ Church).
- Masters courses tend to concentrate on the teaching of one foreign language (MA Teaching Japanese as a Foreign Language, Durham), or on examining the processes of foreign language acquisition (M.Phil, Second Language Education across Culture, Cambridge).
- Nottingham's MA Teaching Content through a Foreign Language takes a very specific pioneering area, and investigates the principles and practice of content and language integrated learning.
- English as a Foreign Language teaching is a burgeoning area at postgraduate level, most typically combining TESOL with Applied Linguistics (Sussex), or ELT with British Cultural Studies (Warwick). In this group, Aston offers a distance-learning mode TESOL/TESP.
- Some postgraduate EFL courses focus on particular sectors of the market: MA Teaching English for International Business (Central Lancs), MA English Language Teaching Management (Surrey).
- Mainly in post-92 universities, it is possible to combine modern languages with EFL at undergraduate level, giving students, 'a solid grounding in both the theory and practice of modern English language teaching,...an excellent base from which to start a career in the fast-paced international world of TEFL (BA languages with TESOL, Central Lancs.).
- Several HEIs provide the facility for students to take (additional to their degree programmes) recognised EFL qualifications: Trinity, CELTA etc.
- A handful of postgraduate courses provide training for teaching support professions, particularly CALL/language-learning technology. Leeds Metropolitan's MA Materials Development for language teaching suggests graduates may become senior teachers, materials writers, curriculum developers, teacher trainers, or professional materials writers/publishers.

Teaching FLs

	<i>institution</i>
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<p><i>Postgraduate: PGCE primary</i></p>	<p><i>Cambridge Canterbury, Christ C. Derby Durham Goldsmiths Greenwich Kingston Liverpool Hope Marjons Newcastle Newman Nott. Trent Oxford Brookes Southampton Sunderland St. Mary's UWE</i></p>
<p><i>PGCE:secondary</i></p>	<p><i>APU Bath Birmingham Brighton Bristol Brunel Cambridge Canterbury Christ C. Chester Chichester Durham Edge Hill Exeter Gloucester Goldsmiths Herts Hull Institute Keele Kings Kingston Leicester Liverpool Hope Liverpool John Moores London Met. Manchester Manchester Met. Marjons Newcastle Nottingham Oxford Oxford Brookes Portsmouth Reading Roehampton(Sec. Returners) Sheffield Sheffield Hallam Southampton St. Martin's St. Mary's Sussex Trinity & All Saints UEL UWE Warwick York</i></p>

<i>Postgraduate</i>	<i>Cambridge(2nd. Lang. Education) Durham(Japanese) Institute Kings Lancaster LMU Marjons Nottingham (teaching tho'content) Southampton York</i>
<i>Undergraduate</i>	<i>Lancaster Canterbury Christ C. Coventry</i>
<i>other</i>	

Teaching EFL

	<i>institution</i>
<i>Postgraduate</i>	<i>Aston(TESOL/TESP,dis-learning) Brighton(TESOL/ELT) Central Lancs (for IB) Institute(TESOL) Lancaster(TESOL) Leicester(TESOL) London Met. (TESOL) Luton(TEFL) Manchester(ELT) Portsmouth(TEFL) Sheffield Hallam(TESOL) Salford(TEFL) Southampton (ELT) Sunderland(TESOL) Surrey (Eng. Lang. Management) UWE(English for bus.) Warwick</i>
<i>Undergraduate</i>	<i>APU Brighton Central Lancs Coventry Liverpool John Moores Middx. Lancaster Nottingham Trent Sussex</i>
<i>other</i>	<i>Including: Liverpool (cert. TEFL/ESP/TESOL) London Met. (Cert. Bus. English teacher-training) LMU (TESOL: Trinity) Notts. Trent(CELTA) Portsmouth(Trinity TESOL)</i>

Supporting teaching

	<i>institution</i>
<i>Postgraduate</i>	<i>Brighton (media-assisted teaching & learning) Hull(lang.learning & technology:dis.-learning) LMU(materials dev. for teaching) UMIST (CALL)</i>
<i>undergraduate</i>	

Annex D

Languages as supplementary modules

Over the past five years, the HE sector has seen a considerable rise in students taking 'supplementary modules', that is to say, one or two modules of languages on institution-wide/university-wide language programmes. Estimates suggest that a large number of such students are learning languages uncredited within their degree programmes, and indeed are often paying themselves for this additional study. The latest Association of University Language Centres (AULC) survey argues that out of their estimated 54,588 students on one/two module language programmes in the UK, 25,750, or 47%, are studying languages in this uncredited mode (N. Byrne, AULC survey, 2004).

Given the size of this group, it seems relevant to begin to investigate their motivations for learning languages, and the ways in which such students relate their language-learning to professional/vocational aims. The Project Team therefore commissioned a small pilot study to begin investigations in this area.

The pilot was sited at the London School of Economics, on the grounds that LSE currently has one of the largest numbers of these uncredited language learners.

The pilot was conducted by John Heyworth, Language Centre Manager; Inés Alonso-García, Teaching and Learning Facilitator; and Daniela Giovannetti, Teaching and Learning Facilitator.

1. Preamble

- 1.1. Over the last five years the number of LSE students choosing to learn or improve a foreign language has grown by 500%. Similar growth is mirrored in other institutions across the country.
- 1.2. There is at present no accurate picture of the number of students who are taking a vocational language course at university, or the reasons why.
- 1.3. This survey forms part of a wider DFES survey to address this issue. It is hoped the results will help inform the development of the Government's National Languages Strategy and provide a better and more targeted service in language provision in the UK.
- 1.4. The survey targeted the LSE Institution Wide Language Programme (MFL Certificate Course Programme). At the time of the survey (20 March 2004 – 4 May 2004) registrations on this programme totalled 1619 across 12 languages.
- 1.5. Those who returned a completed questionnaire were entered into a draw for a £100 British Airways Travel voucher. In addition the UK students who were invited to help us with follow up group sessions (and attended) were entered into a draw for another £100 British Airways Travel voucher.
- 1.6. It was not possible to target UK students from the information held on the Language Centre database. In any case the multinational/multilingual make up of the LSE student populous could give an interesting benchmark. So all students registered were invited to take part in the survey and filtering was conducted within the analysis to highlight solely UK student opinion for key questions. In addition UK students were invited for more in depth follow up group sessions. Thus the survey produced a mixture of quantitative and qualitative data.
- 1.7. The questionnaire was emailed to each student on the MFL Certificate Course programme on a class-by-class basis inviting them to take part. Teachers were also encouraged to remind students of the survey. A copy of the questionnaire is at Appendix A.
- 1.8. Follow up interviews were then arranged for the week beginning 4 May 2004.

2. The Sample

- 2.1. We received a total of 84 completed questionnaires giving us a sample size of 5.19%.

- 2.2. 30.95% of the sample were UK students, 22.62% were from another EU country and 46.43% were from non-EU countries. The most recent LSE figures on student headcount by domicile are 39% UK, 17% EU and 44% non-EU. Thus the sample is assumed to be representative of the LSE student body¹.
- 2.3. Of the 12 languages taught on the MFL Certificate Course programme, 11 were represented in the results, Turkish being the only exception, which has just one Level 1 (A1) class. In terms of the levels studied, 75.28% were either A1 or A2, 17.98% were B1 or B2 and 6.74% were C1 or C2.
- 2.4. 5.95% were studying two languages on the programme. Nobody surveyed was taking three languages. 7.69% of UK students were studying more than one language.
- 2.5. Excluding English, 70.24% of the sample already knew another language and 48.81% a third. In comparison 50.00% of UK students were learning or improving their second language and 19.23% were learning a third.

3. The Reason for Studying

- 3.1. We asked people to rank as many of these in order of importance. Many gave 'Other reasons' as a free answer but the spread of answers was too wide to enable any valid conclusions to be drawn, other than that the reasons were personal and should be included in that category.
- 3.2. In order of importance the results are given in the tables as an average of their rank.

Personal reasons	1
Good for my future career	2
Desirable additional qualification	3
Useful for holiday	4
Need it for future residence abroad	5

- 3.3. The results for UK students alone were...

Personal reasons	1
Good for my future career	2
Desirable additional qualification	3
Need it for future residence abroad	4
Useful for holiday	5

- 3.4. As stated the tables show an average rank. It is also interesting to point out the top three 'number 1' choices outside of the average rank in percentage terms. These were...

Personal reasons	48.81%
Desirable additional qualification	26.19%
Good for my future career	22.62%

4. Career Intentions

- 4.1. In broad terms students were asked about their career intentions. The categories given were well used. Of the 'Other' intentions only Non-Governmental Organisations merited an individual mention. The table shows the responses in percentage terms.

Banking, Finance and Accountancy	27.38%
Education	26.19%
Civil Service and Government Related	14.29%
Other	9.53%
Business	8.33%
Media	7.14%
NGO	4.76%

¹ Figures from the LSE Planning Unit: Student Headcount by Domicile 2001-2002

Marketing/Market Research	2.38%
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4.2. For UK students alone the results were...

Education	30.77%
Banking, Finance and Accountancy	23.08%
Media	15.38%
Business	7.69%
Civil Service and Government Related	7.69%
Other	7.69%
Marketing/Market Research	3.85%
NGO	3.85%

5. Working Outside the UK

5.1. The questionnaire asked where people expected to work. 78.57% said outside the UK. For UK students alone 61.54% said they expected to work outside the UK, 11.54% said they did not expect to work outside the UK and 26.92% did not know.

5.2. To follow we asked whether it was felt languages would help with their career goal.

A great deal	38.10%
Quite a lot	14.29%
It will be of some help	34.52%
Of not much help	1.19%
It will make no difference	11.90%

5.3. UK students alone gave the following responses...

A great deal	42.31%
Quite a lot	7.69%
It will be of some help	30.77%
Of not much help	0.00%
It will make no difference	19.23%

6. The EU Goal

6.1. We asked opinion on whether or not the EU goal of all citizens being able to speak their own language, plus two additional languages, is necessary, desirable, feasible, unachievable or undesirable. We invited as many responses as people felt appropriate.

6.2. All LSE students saw this goal as desirable (71.43%), rather than necessary (11.90%), although nobody thought it undesirable.

6.3. As a whole, 23.81% of LSE students thought the goal was unachievable, and 75.00% thought it unfeasible.

6.4. LSE UK students saw the goal as desirable (80.77%), rather than necessary (3.85%), and nobody thought it undesirable.

6.5. 34.62% of UK students though the goal was unachievable, and 84.62% thought it unfeasible.

7. Interviews with UK students

7.1. We conducted further research with those UK students who indicated they would be willing to be interviewed as part of this research. We wanted to examine in greater depth their reasons for taking a language course at university.

7.2. The interviews were conducted during 5 May 2004 – 7 May 2004.

7.3. A total of 16 UK students said they would be willing to attend follow up group discussions. Two group sessions were arranged both 1-hour long. Five students

- attended the arranged sessions (see Appendix B for framework of group discussions).
- 7.4. The interviews confirmed that the choice to study languages and which language was overall governed by personal reasons.
 - 7.5. Many of those interviewed were fluent in other languages and also lived in other European countries. The groups had an obvious interest in and a positive view of language learning.
 - 7.6. Two of those interviewed had studied languages in other European countries and one had lived in another European country. The consensus was that the UK should copy other European countries' example and make foreign language learning compulsory at school. They all agreed that primary school is the best time to start learning a language and moreover, to foster the idea of language learning as both a useful and necessary part of the education process. All agreed language learning becomes more difficult in later years.
 - 7.7. The consensus was that language teaching in UK schools is poor, particularly at GCSE level, with few exceptions. There is a distinct lack of native speakers teaching languages in UK schools.
 - 7.8. In this respect, because of bad experiences at School, the group felt that many UK students do not choose languages at university. Languages are seen as a desirable 'added' extra, not essential. This is reinforced by the belief that everyone else will speak English anyway.
 - 7.9. At University, most experienced a lack of encouragement by personal tutors with respect to taking language courses. 'My tutor did not encourage the studying of languages as part of a degree...due to heavy workloads', (BSc International Relations, 1st year).
 - 7.10. Those tutors who did encourage language learning suggested the extra curricular route. Most of the students interviewed came from two Departments (International Relations and International History) that support this option by refunding the course fee for those students who complete an MFL Certificate Course.
 - 7.11. Two students (BSc International History, 2nd year) and (BSc International Relations, 2nd year) both stated they chose to take the extra curricular option as opposed to the degree (credited course) because they were worried that this may affect (adversely) their degree classification. Both preferred to study languages in a relaxed atmosphere rather than via a degree course with all the pressure this would entail.
 - 7.12. All accepted that languages can help with career progression but only if an 'advanced' level was achieved. Low levels would not be helpful at all.
 - 7.13. All felt that having 'languages' on their CV would help, and those studying International Relations and International History strongly believed that languages were an important complementary tool to their studies.

8. Findings

- 8.1. **There is a high level of language competence of those surveyed.** It should be pointed out that 45.76% of those surveyed were actually native speakers of another language i.e. advanced English speakers (studying at LSE) and learning their 3rd or even 4th language on our MFL Certificate programme. This was also the case for the UK students surveyed, a finding reinforced by the group sessions.
- 8.2. In 2.4 levels of ability vary tremendously. If we remove those who do not have English as their first language, the figures drop to 38.10% (already know another language) and 42.86% (already know two more languages).
- 8.3. In 3.0 very similar results for both UK and the LSE student body as a whole. Personal reasons were very strong. These findings were followed up with group sessions with UK students. The two groups had an obvious interest in and a positive view of language learning rather than a specific career path that required a particular language or languages. **The accepted view is that languages are an essential and invaluable part of the make up of a high profile graduate.**
- 8.4. **Education and Banking are the main career intentions of UK students interviewed.** This 1-2 is reversed when all student responses are

taken into account. For UK students a career in Media ranked third with approximately twice the support the whole sample gave. Conversely Civil Service and Government was twice as popular across the whole sample as opposed to just UK students. Non-Governmental Organisations got 4.76% (whole sample) and 3.85% (UK only) and was the highest 'other' career path. During the group sessions with UK students the consensus was that languages would only help in a career if high level of competency was achieved and maintained.

- 8.5. **61.54% of UK students said they intended to work outside the UK** at some point and 42.31% said that languages would help them to achieve their career goal 'A great deal'.
- 8.6. **50.00% of UK students thought that languages would help with their career goals** either 'a great deal' or 'quite a lot'. 30.77% though it would 'be of some help'.
- 8.7. **Both UK students and the whole sample saw the EU 'goal' as being desirable rather than essential and mostly unachievable and definitely unfeasible!** UK students thought that their own education system should follow the lead of other European countries in making language learning obligatory at School. The consensus was that this should begin in primary school and not just as a means to an end but to instil and develop the ideal, at an early age, that language learning is both a useful and necessary part of the education process.
- 8.8. The group sessions with the **UK students indicated that they either preferred or were encouraged to take an extra curricular language option** rather than select a language option as part of their degree.

Appendix A
Questionnaire

Question 1: Please tick the appropriate box

I am a student from the UK	<input type="checkbox"/>
I am a student from another EU country	<input type="checkbox"/>
I am a non-EU student	<input type="checkbox"/>

I am a student from the UK and I am willing to be interviewed as part of this project

My email address is (CAPITALS please)

Question 2: Which language(s) are you studying at LSE, and at which level? (Use the A1, B1, C1 etc. guidelines below)

A1: beginners	A2: lower intermediate
B1: intermediate	B2: upper intermediate
C1: advanced	C2: near native speaker

Language	<input style="width: 100%;" type="text"/>	Level	<input style="width: 100%;" type="text"/>
Language	<input style="width: 100%;" type="text"/>	Level	<input style="width: 100%;" type="text"/>
Language	<input style="width: 100%;" type="text"/>	Level	<input style="width: 100%;" type="text"/>

Question 3: Which languages do you already know (include heritage languages if applicable) and at which level? Please add additional languages & levels if necessary!

Language	<input type="text"/>	Level	<input type="text"/>
Language	<input type="text"/>	Level	<input type="text"/>
Language	<input type="text"/>	Level	<input type="text"/>

Question 4: Why did you decide to learn/improve a foreign language? Please rank your reasons from 1 – 5 (or 6), 1 being the most important? (You can also use 1=, etc.)

Good for my future career	<input type="text"/>	Useful for holiday	<input type="text"/>
Need it for future residence abroad	<input type="text"/>	Personal reasons	<input type="text"/>
Desirable additional qualification	<input type="text"/>		

Other, please specify.....

Question 5: What are your career intentions in broad terms?

Advertising	<input type="text"/>	Media	<input type="text"/>
Banking, finance and accountancy	<input type="text"/>	Civil Service and government related	<input type="text"/>
Business	<input type="text"/>	Publishing	<input type="text"/>
Computing/IT	<input type="text"/>	Retail	<input type="text"/>
Education	<input type="text"/>	Telecommunications	<input type="text"/>
Insurance	<input type="text"/>	Travel and tourism	<input type="text"/>
Marketing/Market research	<input type="text"/>		

Other, please specify.....

Question 6: Do you expect to be working outside the UK at some time in the future?

Yes No Don't know

Question 7: To what extent do you think your knowledge of a language/languages will help you in your goal?

<i>A great deal</i>	<input type="text"/>	<i>Quite a lot</i>	<input type="text"/>
<i>It will be of some help</i>	<input type="text"/>	<i>Of not much help</i>	<input type="text"/>
<i>It will make no difference</i>	<input type="text"/>		

Question 8: Do you think that the EU goal of all citizens being able to speak their own plus two additional languages is: (tick as many as you want)

necessary desirable feasible unachievable undesirable

Appendix B

Framework for group discussions

1: How have languages helped shape your career goal? Did the choice of career come first or your interest in languages?
2: Is this why you are taking an MFL Certificate Course...why not a degree option?
3: How far did you get with languages at School?
4: Started at University? Family?
5: How will these courses help in your career?
Other discussions: Information

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