# Recent Publications – Abstracts and Weblinks

### Council of Europe (2015) The Language Dimension in all Subjects – A handbook for curriculum development and teacher training

CoE2015_The_Language_Dimension_in_All_Subjects

Mastery of the language of schooling is essential for developing in learners those skills that are necessary for school success and for critical thinking. It is fundamental for participation in democratic societies, for social inclusion and cohesion. This Handbook is a valuable resource for education authorities and practitioners in Council of Europe member states. It will help them to reflect on their policy and practice in language education, and support them in developing responses to the current challenges of education systems.

### Dyssegaard, C.B *et al* (2015) A systematic review of the impact of multiple language teaching, prior language experience and acquisition order on students' language proficiency in primary and secondary school

ClearingHouse_ResearchSeries_2015_Number28

This report, commissioned by The Swiss Council for Educational Research, includes a systematic review of the international empirical research on the impact of multiple language teaching, prior language experience and acquisition order on students' language proficiency in primary and secondary school. The report offers an analysis of the research which investigates factors and impacts on third language acquisition.

### European Commission (2015) Language teaching and learning in multilingual classrooms

For the children of migrants, learning the language of instruction and assessment so that they can enter school or carry on their education is paramount. Education authorities in many parts of the EU are faced with this challenge because of growing levels of mobility. Enabling such children to access teaching and learning quickly is critical to ensuring they can reach their potential and progress to higher education and employment to the same degree as non-migrant children. In the process the children themselves gain linguistic and meta-linguistic skills from learning the language of instruction and assessment in addition to their mother tongue. This research is designed to gather, analyse and synthesise existing data and research on:

- What works to enable migrant children who use a language at home different to the language of school instruction to participate in learning, attain proficiency in the language of instruction, and achieve results (qualifications, progress to higher education, progress to employment) that match their potential; and
- What works to maintain and develop the multilingual skills of migrant children which will enable them to use these competences for cultural and economic purposes.

**European Second Language Association [EuroSLA] (2015) Social interaction, identity and language learning during residence abroad**

EuroSLA_2015_LanguageLearning_ResidenceAbroad

Study and residence abroad are significant contexts for second language learning and development, which are known to promote oral skills, fluency and socio-pragmatic competence in particular, alongside broader intercultural competence. However learner achievements during residence abroad are variable and cannot be fully understood without attention to the social settings in which learners engage, and the social networks they develop. This edited collection sets out to explore the relationship between sociocultural experience, identity and second language learning among student sojourners abroad.

**Go International and British Council (2015) Student Perspectives on Going International**

The research aims to provide evidence for UK higher education institutions and policy makers who are developing and implementing initiatives to increase the number of UK-domiciled students accessing international opportunities. The findings are based on the responses to an online survey by 1588 UK-domiciled undergraduate students (out of a total of 3010 responses) in 36 institutions and on focus group interviews in eight of these institutions.

*Key findings include:*

- The majority of students surveyed perceived a relationship between spending time abroad during their studies and their employability, academic success and personal development.
- Students perceive very short mobility periods to result in similar impacts to longer periods of mobility of one semester or a full year
- The principal motivations to go abroad, whether studying, working or volunteering, were a desire for an enjoyable experience and to enhance employability and career prospects.
- Key factors in the decision to go abroad were the availability of funding, personal safety and security and perceived quality of host and location
- Services and information offered by institutions such as help completing an application were considered the most valuable in decision making, especially for students from disadvantaged backgrounds
- While students are motivated by the experiences and opinions of other students when making a decision, the encouragement of academic tutors was a significant factor

*Barriers to mobility cited by students considering a period abroad included:*

- fear of isolation,
- insufficient funding
- lack of knowledge of available opportunities
- lack of language skills *and*
- potential impact on degree length

**Jalkanen, J *et al* (Eds). (2015). Voices of pedagogical development – Expanding, enhancing and exploring higher education language learning. Dublin Ireland: Research-publishing.net.**

Voices_of_pedagogical_development

The publication is a collection of articles written by teacher-researchers at the University of Jyväskylä Language Centre. **Part 1** aims at establishing and expanding perspectives on the multilayered and multivoiced reality of pedagogical development in higher education. **Part 2** looks at how practices can be enhanced by engaging teachers, students and other cooperating partners in reflection and development. **Part 3** focuses on exploring perceptions of language, language learning, and literature.  As a whole, the collection represents a spectrum of approaches and shows the various stages of pedagogical thinking and perception. It provides insights into pedagogical development in higher education language teaching through an examination of policies, perceptions, and practices.

**London Centre for Languages and Cultures [LCLC] (2015) A Future for Languages in Schools? Report on Proceedings of a Colloquium held in July 2015**

LCLC2015_A_Future_for_Languages_in_Schools_Report

The Colloquium was hosted by LCLC to address the future of modern foreign language learning and teaching. Various interested parties including representatives from schools, universities, government, and language organisations came together to discuss the issues facing modern foreign languages as a subject. The opening keynote speech saw Peter Horrocks, new Vice-Chancellor of The Open University, talking about his experiences of modern foreign languages both at the OU and previously as Director of the BBC World Service (a transcript is available by clicking here). The second keynote of the day was a varied and often humorous speech delivered by Oliver Miles, former British Ambassador to Libya, Luxembourg and Greece, about his life as a serial language-learner. Delegates also heard from Kathryn Board and Teresa Tinsley – authors of the British Council and CfBT's Language Trends Survey and external evaluators of the LCLC project.

LCLC2015_Further_Details_and_Links

LCLC2015_VideoClip

**Working Papers in Translation and Translanguaging**

http://www.birmingham.ac.uk/generic/tlang/working-papers/index.aspx

This series publishes research findings from the TLANG project.  It focuses on communication practices in urban contexts and is interdisciplinary in its scope. We are committed to data driven analysis of communication practices in a wide range of city contexts in which people interact, learn, and engage in contemporary and changing social environments.  Sociolinguistic ethnography underpins this work, which integrates a wide range of disciplines in the arts and humanities and the social and environmental sciences. We work closely with different sectors in the arts, business, law, libraries, museums, charities, and third sector organisations, to address questions about diversity and communication in urban settings.