



Report

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The University of Manchester

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**Variation in Language Attitudes
within Secondary and Higher Education in Manchester**

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1 Introduction

"Everyone should learn to speak English." (multilingual English Literature student)

"I want to be able to speak another language like the majority of the world. I was blind and ignorant to languages before." (monolingual Sociology student)

For our research on language attitudes and behaviours in higher education (HE) we interviewed students and academics across different faculties and schools of the University of Manchester, making comparisons between them. Additionally, we link our results to those of a microstudy investigating language attitudes at a High School in South Manchester. Our main research question is how attitudes and behaviours about the importance of language skills vary across the three main faculties, students and academics, pupils and teachers. After determining the participants' general attitudes towards languages, we want to obtain insights on different aspects which form their views and influence their behaviours, thus we study their motivation to learn languages outside their respective programmes. Finally, we reflect upon how our findings relate to the results of recent reports concerning language skills.

Our understanding of *attitude* links to Sankoff's definition as "a disposition to react favourably or unfavourably to a class or of objects" (Sankoff as cited in Riagáin, 2008, p.329) and as being "pluridimensional" in character (Riagáin, 2008, p.340). These characteristics determine our approach: to obtain data which reflects the complex working of language ideologies, we work both qualitatively and quantitatively. Only few changes were made to our original research plan. However, we encountered difficulties which forced us to make certain decisions. Originally, we had aimed to obtain 50 participants from each faculty. When faced with the large number of respondents from two faculties, and the neglectable participation of one, we decided to work in more depth on the data we had gathered already. We also had to take into account that the sample of 10 academics is not representative for quantitative analysis. Another difficulty we faced was the time-consuming evaluation of some open-ended questions, which we should have formulated as multiple-choice questions. Since they were essential in forming the participants' 'identity', we assessed them with the same thoroughness as the other data. Though we could deduce some interpretations from the questions directly, we also correlated many to create a better picture of the practises which are at work. The open-ended questions were grouped

according to practices described in pragmatics as inference theory and conversational implicature (Huang, 2007, chap.2).

The report is structured according to the themes tackled by our original research questions. The findings section provides general information on the participants and the construction of their 'identity'. It is followed by a discussion of our data, which focusses on different aspects of attitudes, such as 'general attitudes', attitudes relating to language policies, and attitudes towards learning a new language. The discussion concentrates on motivations, behaviours, and language awareness, and relates our findings to the microstudy.

2 Findings

University of Manchester

We asked for participants' gender, age and for information on their social background, including questions on multilingualism and social environment. Since it is not the main focus of our research to investigate how social background influences language attitudes, we will not comment on these in detail.

In total, 201 students participated in our study on language attitudes, but two entries were excluded due to data entry errors and incomplete responses, making it impossible to assign these students to a faculty. The majority of participants are female (cf. Figure 1); their age range averages at 20.38.

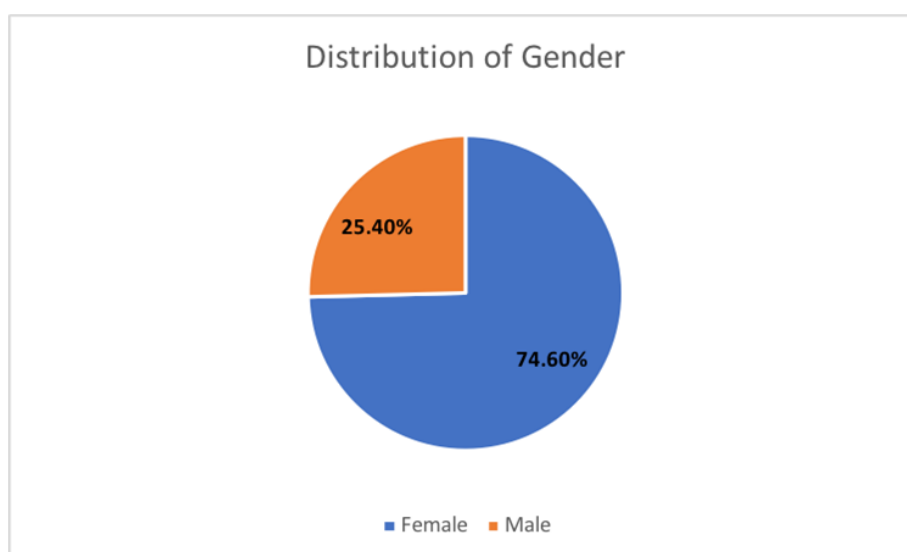


Fig. 1: Distribution of Gender (SQ1)

Question 3¹ (Q3) allows us to calculate how many participants started their GCSEs when foreign languages (MFL) were made optional in 2004. For all participants, except one, taking an MFL in their GCSEs was optional. Therefore, most participants in this survey started their GCSE education when the language policy (Smithers and Whitford, 2006) was applied.

We investigated the students' degrees in order to group them according to schools and faculties within the University. In summary, the highest number of respondents per degree came from Optometry. However, in terms of faculty, the highest number was the Faculty of Humanities (FH), with the School of Social Sciences (SSS) totalling the highest number of respondents. Further answers show that most participants (88.94%) took a language-related course at GCSE level. 79.39% of the students who took this survey did not continue to learn a foreign language at A level.

¹ In the following, reference to questions will be abbreviated Q(x). SQ stands for "student's questionnaire", AQ for academics and PQ for pupils.

FACULTY	NUMBER OF PARTICIPANTS
FACULTY OF BIOLOGY, MEDICINE AND HEALTH (FBMH)	
Medicine	8
Zoology	1
Pharmacy	16
Optometry	22
Mpharm	8
FACULTY OF SCIENCE AND ENGINEERING (FSE)	
Geology	1
FACULTY OF HUMANITIES (FH)	
<i>School of Arts, Languages and Cultures (SALC)</i>	
English Language	8
Linguistics	6
English Literature & Linguistics	2
Linguistics & Sociology	1
American Studies	2
English Literature	6
English Literature and American Studies	2
History	1
English Literature with Spanish	1
<i>School of Law (SL)</i>	
Law	1
Law with Criminology	1
<i>School of Social Sciences (SSS)</i>	
Social Sciences	10
Economics	10
Politics and International Relations	17
Development Studies and Economics	2
Philosophy and Sociology	3
Politics and Sociology	5
Economics and Politics	4
Social Anthropology	14
Politics	1
Philosophy	5
Sociology and Social Anthropology	1
Social Anthropology and Criminology	1
Sociology	14
Philosophy, Politics and Economics	13
Social Anthropology and Philosophy	1
<i>Alliance Manchester Business School (AMBS)</i>	
Business Studies	1
Accounting and Finance	3

Fig. 2: Range of Degree (SQ5)

Of the academic participants, the majority were male (60%), with the average age of 50.8 years. The academics came from various disciplines, but they could only be divided into two faculties – the FBMH and the FH.

High School

The 27 pupils from both senior/junior years, with an average age of 15.1 years, are all bi/multilingual, and show an equal split in gender (Appendix Fig. 2 and 3). 59.26% participants say they are going to continue or have continued learning an MFL at GCSE, despite having the option to discontinue. Among the different reasons for why pupils will not continue MFL, the most popular answer is “other priorities” (PQ8b). The most popular career paths (Appendix Fig. 4) are doctoring/medicine (22.22%) and engineering (18.52%). Degrees which rely so heavily on science provide an explanation for the 52.94% of participants who will not continue learning a language at A-Level/equivalent, due to “other priorities”.

Due to the small participation of teachers, their data cannot be commented upon. For reference, information on their view on the importance of language skills can be found in the appendix (Fig. 5,6,7).

3 Discussion

3.1 Students' and academics' attitudes

3.1.1 General attitudes

We designed SQ8 to create a general picture of the participants' attitudes towards language learning (including English) so far. Surprisingly, only 18% were promoters, which encouraged us to correlate this result with other questions on motivation and reasons for specific behaviours towards language learning. Interestingly, the percentage of promoters amongst academics is similar to the students', namely 20% (AQ8). This relatively low rating could be an indicator for negative experiences in language learning.

3.1.2 Attitudes towards language policy

More than two thirds of the students and all the academics are in favour of making MFL compulsory at GCSE level.

	Students	Academics
<i>Yes</i>	71, 36% (142 participants)	100% (10 participants)
<i>No</i>	21, 60% (43 participants)	0%
<i>Don't know</i>	7, 04% (14 participants)	0%

Fig. 3: Do you believe that modern foreign languages should be compulsory at GCSE level? (SQ11/AQ9)

Although MFL were optional for most students, the majority does not approve of the current policy. A correlation of their answers with their degree reveals some points of interest:

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>
Faculty of Humanities (146)	71,23%	20,55%	8,22%
<i>School of Social Sciences (110)</i>	75,46%	17,27%	7,27%
<i>School of Arts, Languages and Cultures (30)</i>	63,4%	26,6%	10%
<i>Alliance Manchester Business School (4)</i>	50%	50%	0%
<i>School of Law (2)</i>	0%	50%	50%
Faculty of Biology, Medicine and Health (52)	73,08%	23,07%	3,85%
Faculty of Science and Engineering (1)	0%	100%	0%

Fig. 4: Correlation SQ11 and SQ5

Surprisingly, FH students do not value languages more than FBMH students, and SALC students do not show the highest percentages of approval. Students provided one or more reasons, which were grouped into categories according to inference theory (Huang 2007, chap. 2).

Answer categories	Number of students (from a total of 142)
Beneficial/a useful skill	42
Criticism of low MFL skills in the UK, ignorance, insularity, expecting others to learn English	41
Diversity, tolerance, cultural understanding, world citizenship	38
Future prospects/opportunities	32
Good for brain development	7
General enrichment of communication skills	7
Facility of learning a language at an early age	6
Different learning approach/break from other subjects	4
MFL make traveling easier	4
Regret of not having chosen an MFL GCSE	3
Other	11

Fig. 5: Reasons given by those students who answered Yes (SQ11a)

A clear trend can be found for both *Yes* and *No* reasons. Since *Don't know* reasons are similar to *No* reasons (Appendix Fig. 8), they can be disregarded. Those in favour of making MFL compulsory identify many advantages of language learning. Most students are concerned about intercultural understanding and communication and perceive a lack of these qualities in the UK. Personal advantages are also a major factor. Those objecting to making MFL compulsory argue that people have different interests and strengths, and that everyone should have a free choice. Only five participants hold the attitude which many others

criticised: languages are unimportant. Therefore, the students' answers do not show a disregard for the relevance of languages, which is the main concern that the 2004 policy change has raised and that Worton discusses (2009, p. 24).

The academics' reasons mirror these of the students (Appendix Fig. 9). Remarkably, *all* of the 10 are in favour of making MFL compulsory.

3.1.3 Attitudes towards learning a new language

84% of participants reveal an unbinding interest in one or more languages (SQ18).

Language group	Participants (multiple answers possible)
Modern European languages	61,81%
Other languages	31,66%
Lingua <u>francas</u> (Spanish, Mandarin, Arabic, Russian)	47,24%

Fig. 6: Languages of interest to the students (SQ18)

A majority opts for European languages and almost 50% for lingua francas, presumably because of their relevance on the job market. This partly echoes Worton's (2009, p. 16) and Nguyen and Hamid's (2016) findings.

The most popular language according to school is Spanish, followed by French (see Appendix Fig.s 10-14). Arabic is conspicuously popular in the FBMH, perhaps due to the high number of Arabic-speaking patients in Manchester. Surprisingly, the number of participants interested in Chinese or Russian is low in all schools. Worton's comment on Chinese and Russian being perceived as having "the brightest future" after Spanish and Arabic (2009, p. 29) is thus contradicted by these findings.

3.2 Motivations

Motivations are key in MFL learning, but very hard to assess.

Answers (multiple answers possible)	Percentage (From a total of 177)
Personal interest	50,85%
Future prospects (HE, employment, etc.)	44,06%
Foreign language learning was compulsory	12,99%
External influence and future prospects	6,78%

Fig. 7: Why did you study a foreign language at GCSE level (or equivalent)? (SQ9a)

Answers (multiple answers possible)	Percentage (From a total of 41)
Personal interest	85.37%
Good GCSE results	60.97%
Future prospects (HE, employment, etc.)	48.78%
External influence	26.82%

Fig. 8: Why did you study a foreign language at A level (or equivalent)? (SQ10a)

Approximately half of the students chose "Personal interest" in both SQ9a and SQ10a, which may be interpreted as intrinsic motivation towards language learning. Those students who chose "external influence", which hints at extrinsic motivators, or for whom MFL were mandatory, did possibly not continue MFL due to their lack of interest. As expected, less participants continued MFL to A level (SQ10), thus increasing the percentage of "Personal interest" responses compared with SQ9a. Those who did not continue MFL to their A levels, did so mainly for reasons of "other priorities" (SQ10b, Appendix Fig. 16). Since 69% profess to learn a language out of "personal interest" outside school (SQ17a, Appendix Fig. 17), this increase points to a surge in motivation, possibly linked to more free time, though this motivation does not necessarily affect observed behaviours.

3.3 Observed behaviours

Since the academics' data did not provide new insights, we focused on the students' data, compared attitudes to behaviours, and correlated SQ8 with SQ14, giving insight into how many students are currently learning MFL (23%). Of those students who said to have had very positive experiences (8-10) in SQ8, more are currently learning a MFL than of those who had negative experiences (0-4). Surprisingly, for students who had neutral to positive (5-7) experiences, less are learning MFLs than those who had negative experiences (Appendix Fig. 19). This could indicate a change in perception, perhaps due to positive experiences made with languages outside secondary education. This result is also supported by SQ15: Having learnt an MFL outside school in the past correlates significantly with excellent experiences in language learning (Appendix Fig. 20).

However, the percentage of students currently learning a language is generally low compared to their motivation to learn an MFL in the future, revealing a discrepancy between language ideologies and behaviour. The correlation of SQ8 and SQ16 reveals that two thirds of the participants show great enthusiasm in learning MFL in the future, regardless of their previous experiences (Appendix Fig. 21). One factor that could be involved is the students'

attempt to create positive self-images, based on their “possible selves—that is, ‘individuals’ ideas of what they *might* become, what they *would like* to become, and what they are *afraid of* becoming” (Dornyei and Chan, 2013, p. 438). According to this theory, students’ self-perception could influence their behaviour through action to reduce the gap between their self-image, thus supporting the prediction that the students’ interest in MFL will further grow.

We correlated SQ8 with SQ17 to investigate whether there is a connection between past experiences and motives. Only 4.52% of participants admit to learning an MFL purely for utilitarian purposes (employment prospects/prerequisite for degree). 72.36% claim to have learned an MFL out of personal interest, although only 50 of them had positive experiences with language learning (Appendix Fig. 22). These results do not offer information on the causality between the variables. Our hypothesis that possibly personal interest correlates with good experiences in language learning must hence be treated with caution.

3.4 Awareness: have language attitudes changed recently?

Students

Mansell's report points to language study's difficulty to be perceived as "relevant, as young people are growing up in a world where English is portrayed as a globally dominant language" (2016, p.3). Fig. 9 underlines this observation.

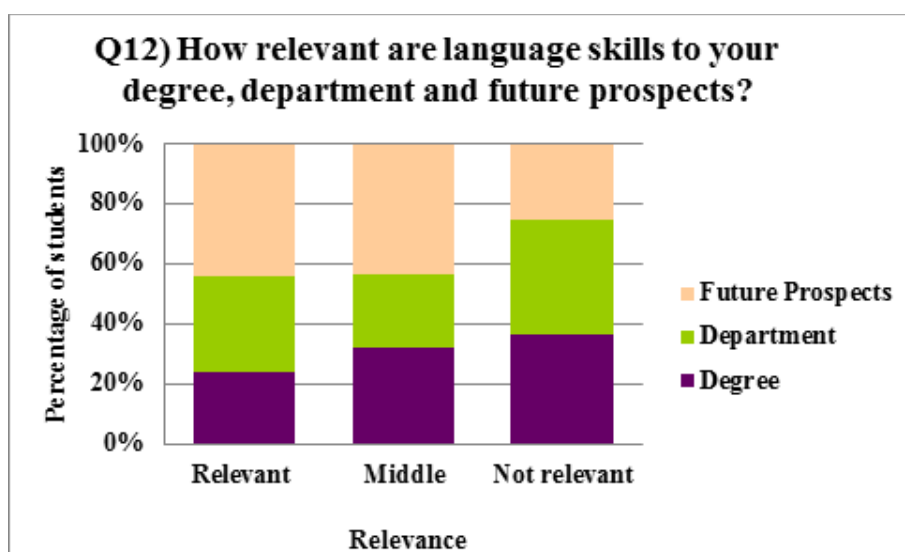


Fig. 9: Relevance of language skills for students’ degrees, departments and future prospects (SQ12)

Many participants believe language skills to be irrelevant for their degree and department. However, most agree on their relevance for future prospects (22%). The students' understanding of "language skills", however, is crucial for interpreting this data. Whilst one student states that "language skills do not refer to learning a 'foreign' language, but to the nuances of speech and the power of words", most students interpret language skills only as learning MFL. This links to Mansell's point that many MFL students undervalue the skills they develop (2016, p.3). Whereas some participants argue that there is too much reliance on English, this data shows that most students do not consider their native language as a language skill.

Fig. 9 shows that most students are aware of the benefits of speaking many languages for the job market. This links well to the students' claim to have changed their attitudes towards language skills in recent years (Fig. 10), as the highest number of responses were from third year students and they may have been thinking more about their future.

Academics

Whilst our assumption that language skills are most relevant in the FH is confirmed, academics from the FBMH show nonetheless a high awareness for MFL: when asked to comment on the emphasis given to language learning in their department, academics' opinions varied significantly. One Medicine lecturer argued that more value should be ascribed to skills in languages their patients speak. Answers also vary amongst English Literature academics (Appendix Fig. 23 and 24).

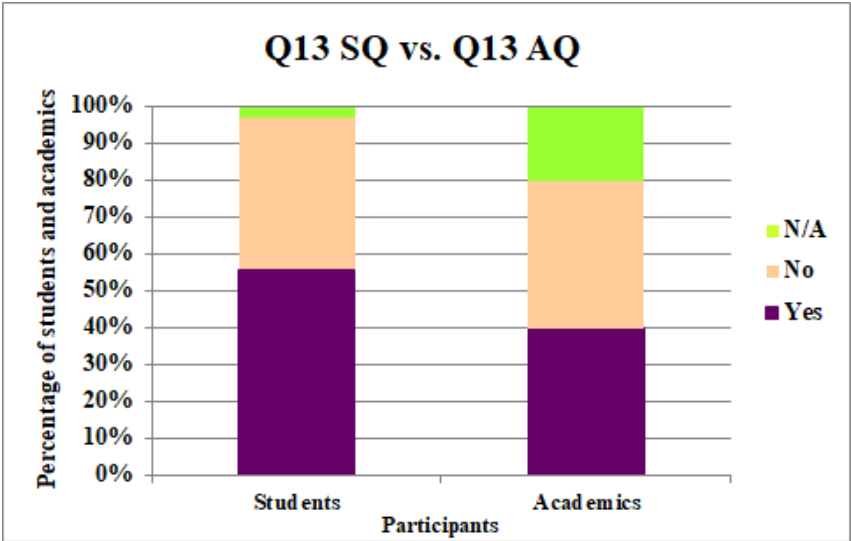


Fig. 10: Change in language attitudes (student's own perception vs. how academics perceive it)

Fig. 10 displays how the academics perceive a change in language attitudes compared to the students' own observations. The open-ended question (Appendix Fig. 25) reveals some academics' belief that students' attitudes are negative in recent years. One Linguistics lecturer stated that there is a lack of effort from students to study MFL, even when their degree involves languages. This disfavours Mansell's assertion that institution-wide language provision courses which "offer students the chance to study languages alongside, or as a minor part of, their degree courses, have been proved to be successful" (2016, p.4).

Some academics within the Languages department believe that students have negative attitudes towards language skills as some do not build upon the skills they have. Other participants believe that students' attitudes are positive towards language skills. The comments from FBMH express varied attitudes. However, Medical Education claims that language skills "can provide opportunities for working abroad": this reflects a positive attitude.

4 Comparison Micro-Macro study

Due to the limited scope of this paper, valuable data had to be left aside. We focused on general and changing attitudes, motivations for continuing learning languages, and languages of interest to the participants at the surveyed High School.

Compared to the students' ratings, the general attitudes of pupils at the surveyed High School in PQ6 are highly positive (77.77% good to phantastic); no negative experiences are mentioned explicitly. A similar number of pupils (63 % compared to 56.06 %) claim to have changed their attitudes towards language skills recently (PQ15): the entries account for a widened awareness of the opportunities language skills can enable.

When asked if they believed MFL should be compulsory at GCSE level (PQ11), 52% say *Yes* 40.74% of participants vote for *No*, whilst in HE 71% of students answer *Yes*. This feedback highlights that language learning is not a priority for many pupils between KS3-KS4. The contrast in opinion between high school and HE could be based on the factor that university students are more exposed to the demand and uses for language skills, whereas secondary school is conducted primarily via English.

Whilst 20.61% of the students decided to continue a language at A Level, 37% of pupils express the intention to do so (PQ9). Interestingly, the students' main reason for continuing MFL at A Level is "personal interest", pupils mention "future prospects" as their

motivational factor (PQ10a); and both students and pupils decided not to continue MFL because of “other priorities” (PQ10b). This points to a change of attitude amongst young participants, whose awareness is raised at a younger age.

PQ4 asks if the participants know which career they would like to pursue. This aids us to identify what ‘other priorities’ overrule learning languages. A trend for scientific career choices would explain why the participants may feel the need to prioritise sciences rather than languages (Fig. 4). And yet, like the students, KS3 and KS4 participants show great enthusiasm for learning another language in the future. Spanish is ranked first (Appendix Fig. 26), like in the SSS, SALC and FBMH, closely followed by French and Arabic. The latter, however, is not part of the school curriculum.

5 Conclusions

There are few fields in research that are more difficult to evaluate from a neutral perspective than the study of attitudes. We must thus take into consideration that the assumptions we make and the interpretations we deduce from the data are always influenced by our personal experience and social background.

Surprisingly, the encountered language attitudes are not as negative as anticipated after our review of secondary literature. On the contrary, we observed a high degree of awareness amongst most participants across the different institutions. More than two thirds of students and all the academics favour MFL being made compulsory at GCSE level, most of all the SSS students. Their reasons paint a positive picture of general appreciation for the various advantages of language learning.

A general, non-binding interest in learning languages is expressed by most students, with European languages in general and Spanish in particular as the most popular choice. Whilst the popularity of Spanish reflects its relevance as a lingua franca, it is surprising that Mandarin does not receive as much attention.

Contrary to our assumption that academics would provide exhaustive full-text answers, it is mainly the students who provided comprehensive comments on their beliefs and choices. However, with regards to content, their answers are often similar, as well as their motivations towards language learning; the most popular choice is "personal interest". Both students and academics acknowledge the importance of language skills for future prospects, even if some profess that MFL are not relevant in their department.

Overall, the pupils' attitudes were close to those of students. Both responded enthusiastically towards learning languages in the future and claim to have recently changed their attitude towards language learning for the better. Yet, we noticed that the pupils' awareness on employability is raised from a younger age and determines their behaviour. Discrepancies between language ideologies and behaviour that the participants displayed can be explained with the concept of 'possible selves', which takes into account the multidimensional and complex character of language attitudes.

At this point, the shortcomings of our research must be addressed. First, we would have gained more insights if we had obtained a larger sample of academics and a more balanced participation across various departments. Also, more meaningful conclusions could be reached if we could have surveyed people for whom taking MFL at GCSE level was compulsory and compared them to our data. Future research might benefit from monitoring changes in attitude over a longer time period, paying close attention to how language attitudes are affected by the 2004 and 2014 policy changes.

6 Bibliography

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7 Appendix

1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year	12 th Year
5	60	71	6	5	1

Fig. 1 Appendix: Year of Study (SQ4)

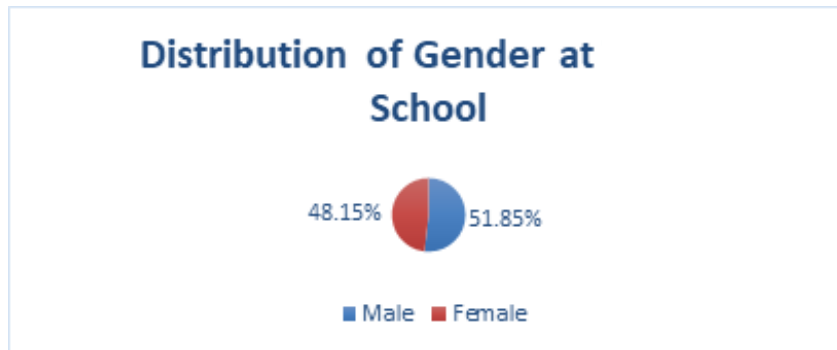


Fig. 2 Appendix: Distribution of gender at surveyed High School (Q1, TSQ)

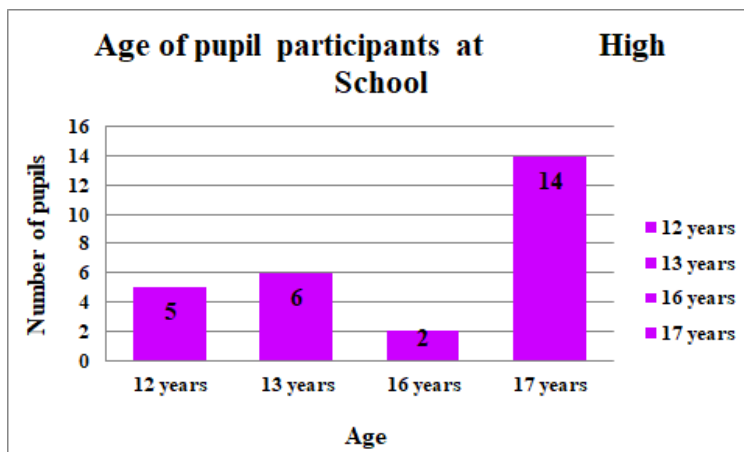


Fig. 3 Appendix: Age of the pupil participants at surveyed High School (Q2, TSQ)

Doctor/Medicine	22.22%	6 entries
Engineer	18.52%	5 entries
Unsure	18.52%	5 entries
Computer Science	11.11%	3 entries
Business	7.41%	2 entries
Childcare	3.70%	1 entry
Economics/Politics	3.70%	1 entry
Football	3.70%	1 entry
Forensic Science	3.70%	1 entry
Physics	3.70%	1 entry
Teacher	3.70%	1 entry

Fig. 4 Appendix: Career choices of the participants at surveyed High School (PQ4)

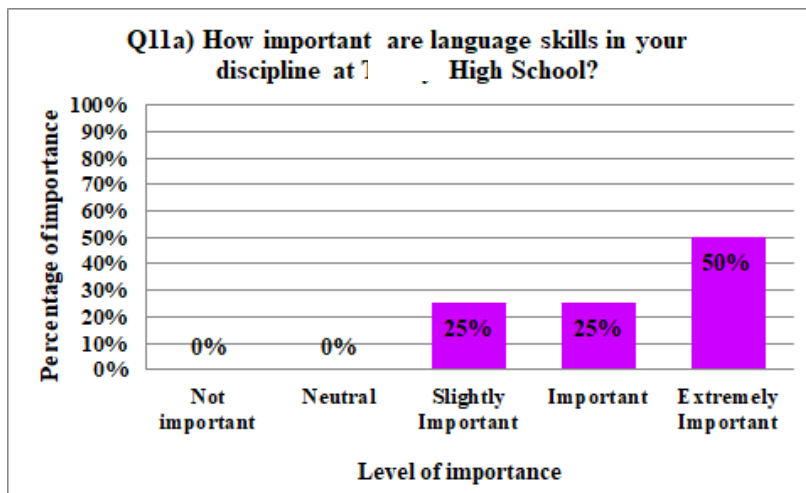


Fig. 5 Appendix: Importance of language skills in your discipline. (TQ11a)

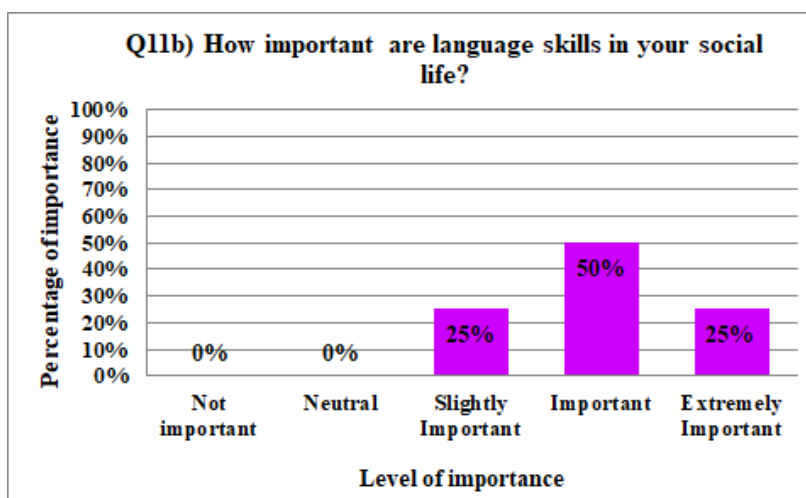


Fig. 6 Appendix: Importance of language skills in your social life. (TQ11b)

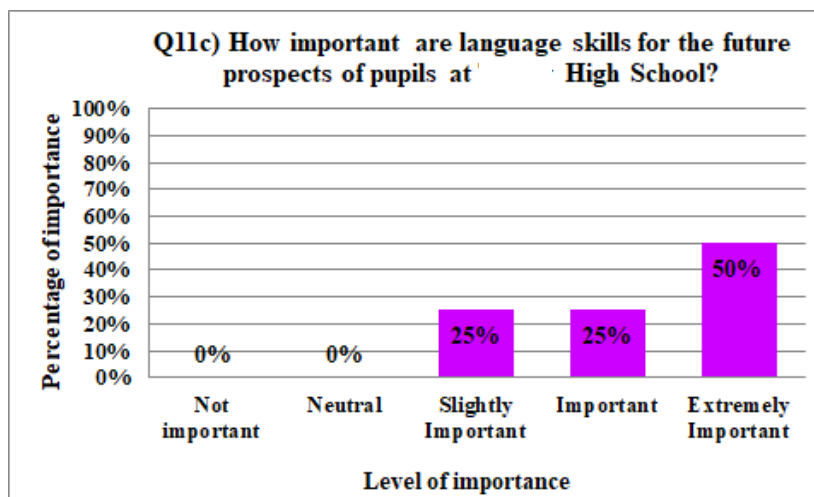


Fig. 7 Appendix: Importance of language skills for pupils' future prospects. (TQ11c)

Answer categories	Number of students (From a total of 14)
Not everyone is interested	4
MFL GCSEs are taught in the wrong way	3
Other	4
<i>Unclear answer</i>	3

Fig. 8: Reasons given by those students who answered *Don't know* (SQ11a)

Answer categories	Number of academics (From a total of 10)
Broadening horizons, cultural understanding	4
Poor language skills in the UK, “insularity”	4
Globalization	2
Brain fitness	2
Other	5

Fig. 9: Reasons given by academics for answering *Yes* (AQ9)

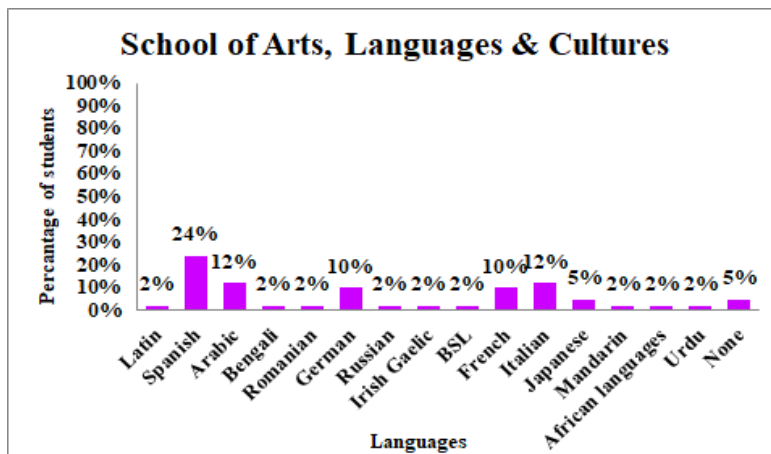


Fig. 10: Language interest according to school (SALC)

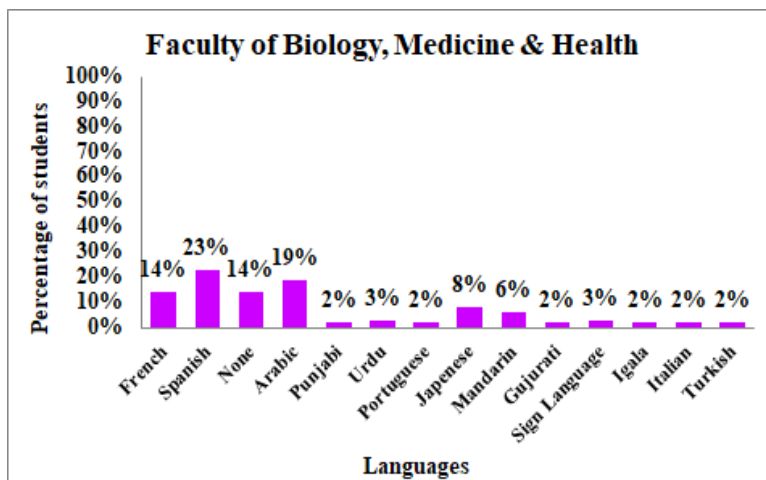


Fig. 11 Appendix: Language interest according to school (FBMH)

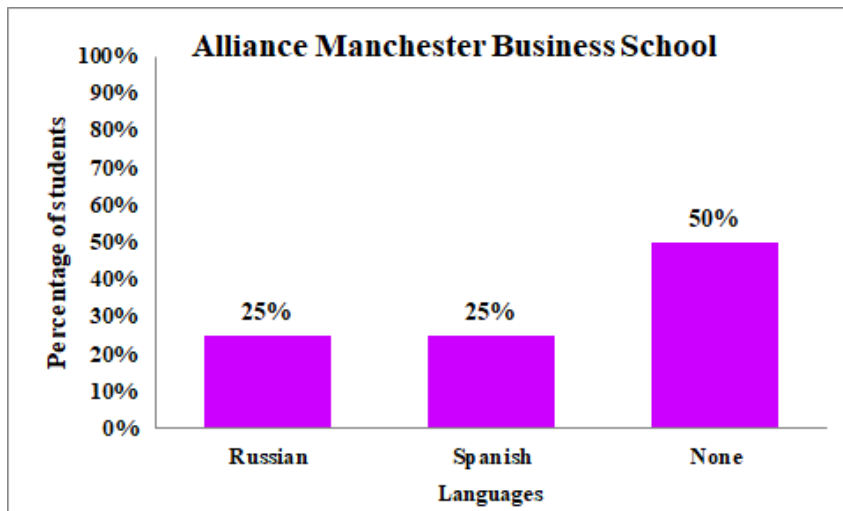


Fig. 12 Appendix: Language interest according to school (AMBS)

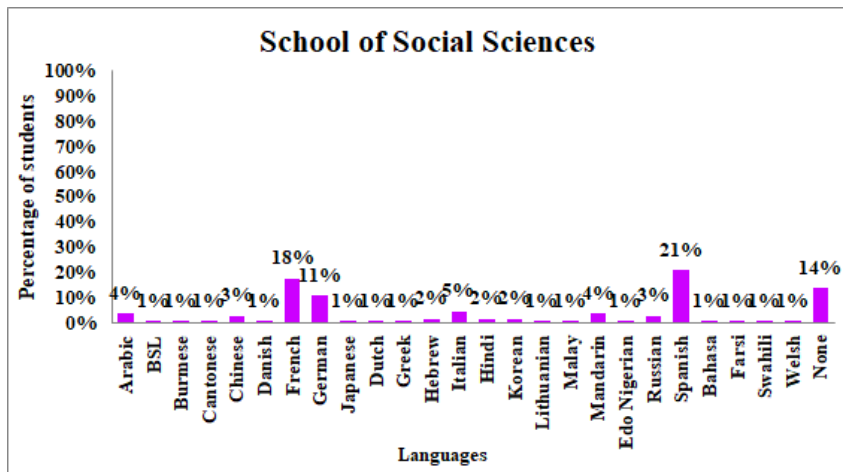


Fig. 13 Appendix: Language interest according to school (SSS)

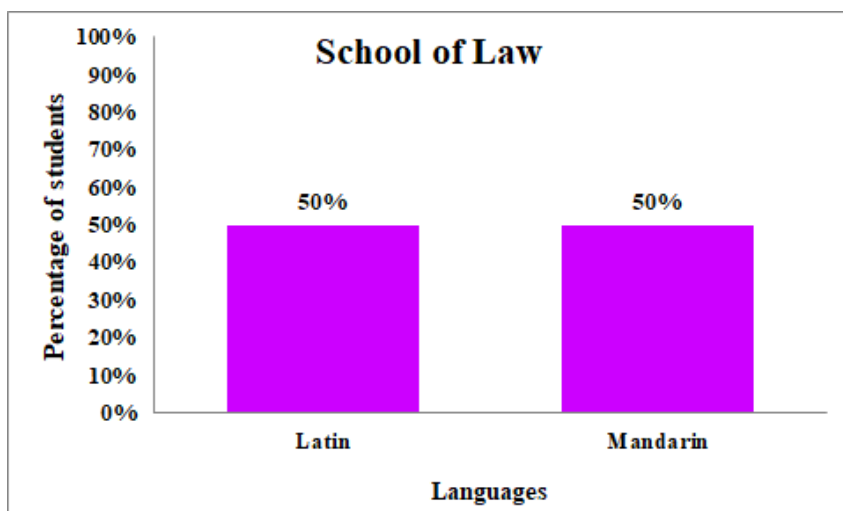


Fig. 14 Appendix: Language interest according to school (SL)

Answers (multiple answers possible)	Percentage (From a total of 22)
Other priorities, no interest	59.09%
"School didn't encourage it"	18.18%
"No influence in my future prospects"	13.63%
"I'm really bad at them"	9.09%

Fig. 15: Why did you decide not to study a foreign language at GCSE level (or equivalent)? (SQ9b)

Answers (multiple answers possible)	Percentage (From a total of 159)
Other priorities	54.08%
No interest	26.41%
No influence on my future prospects	18.87%
Dissatisfied with my GCSE results	9.43%

Fig. 16 Appendix: Why did you decide not to study a foreign language at A level (or equivalent)? (SQ10b)

Answers	Percentage (Answers from 68% of participants)
Personal interest	69%
Employment prospects	26%
Other	4%
It is a prerequisite for my degree	1%

Fig. 17 Appendix: If you answered yes in any of these, what encouraged you to learn a language? (SQ17a)

Answers	Percentage (Answers from 32% of participants)
Too much work/difficult	56%
Not necessary for future prospects	17%
No interest	14%
Other	13%

Fig. 18 Appendix: If you answered no, why not? (SQ17b)

Experiences:	Are not learning a MFL at the moment:	Are learning a MFL at the moment:
Negative (0-4)	75.51 %	24.49 %
Neutral (5-7)	82.95 %	17.05 %
Positive (8-10)	67.74 %	32.26 %

Fig. 19 Appendix: Correlation Q8 and Q14

Experiences:	have not studied a language outside school in the past:	have studied a language outside school in the past:
Negative (0-4)	69.38 %	30.61 %
Neutral (5-7)	64.77 %	35.22 %
Positive (8-10)	40.32 %	59.68 %

Fig. 20 Appendix: Correlation Q8 and Q15

Experiences:	do not want to learn a foreign language in the future:	do want to learn a foreign language in the future:
Negative (0-4)	32.65 %	67.35 %
Neutral (5-7)	30.68 %	69.32 %
Positive (8-10)	32.25 %	67.75 %

Fig. 21 Appendix: Correlation Q8 and Q16

	Had negative experiences	Had neutral experiences	Had positive experiences
Participants learning languages out of personal interest (144)	33	61	50

Fig. 22 Appendix: Correlation Q8 and Q17

Yes	No	Not relevant
Adequate for English Literature degree.	Not emphasised in my department except teaching some Middle and Anglo-Saxon English.	Pathology
More value should be focused on skills in languages our patients speak (e.g. Urdu) and developing some basic communication in such languages (Medicine).	English Literature	
Community based Medical Education.	History	
Linguistics and English language x2	Medical Education	
But students tend not to take full advantage of the learning opportunities offered to them (1).		

Fig. 23 Appendix: Do you believe the emphasis your department puts on language learning is adequate? (AQ15)

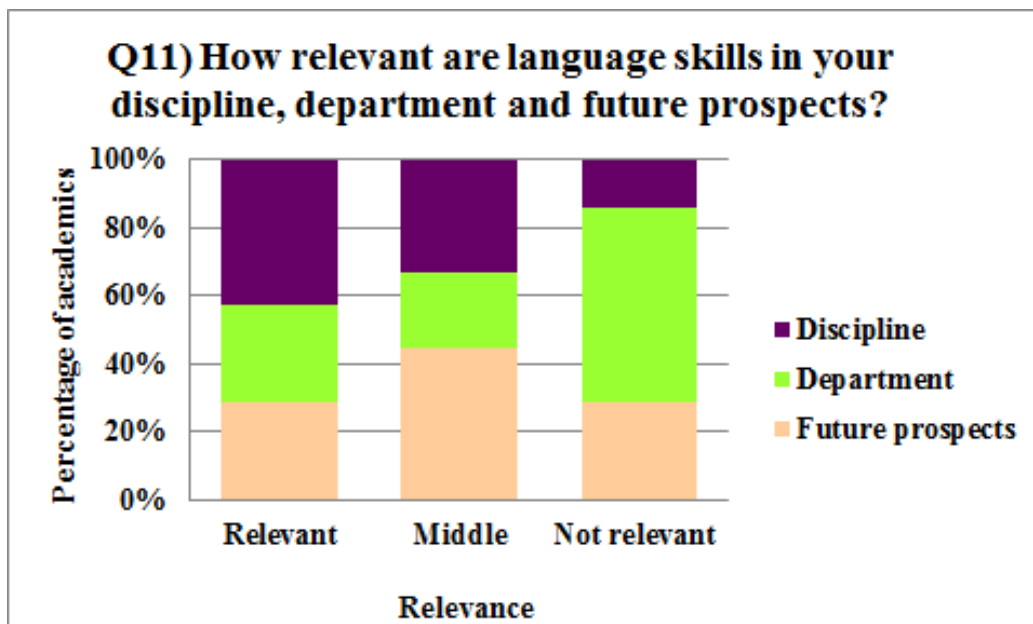


Fig. 24 Appendix: Relevance of language skills (AQ11)

Yes responses from academics	
Response	Discipline
Students in the UK are less and less motivated to put in the effort it takes to learn a language, even when on degree programmes involving languages.	German Linguistics
Anecdotal observation suggests that a smaller proportion of UK school-leavers arrive at my Division with experience of foreign languages.	English Language & Linguistics
Students are increasingly likely not to have skills in any language than English (and their skills in English seem also to be declining).	English Literature
Fewer from state schools with foreign language A-Levels; less knowledge of formal grammar	English Literature

Fig. 25 Appendix: Academics' Yes responses to whether they have noticed a change in students' attitudes towards language skills in recent years (AQ13)

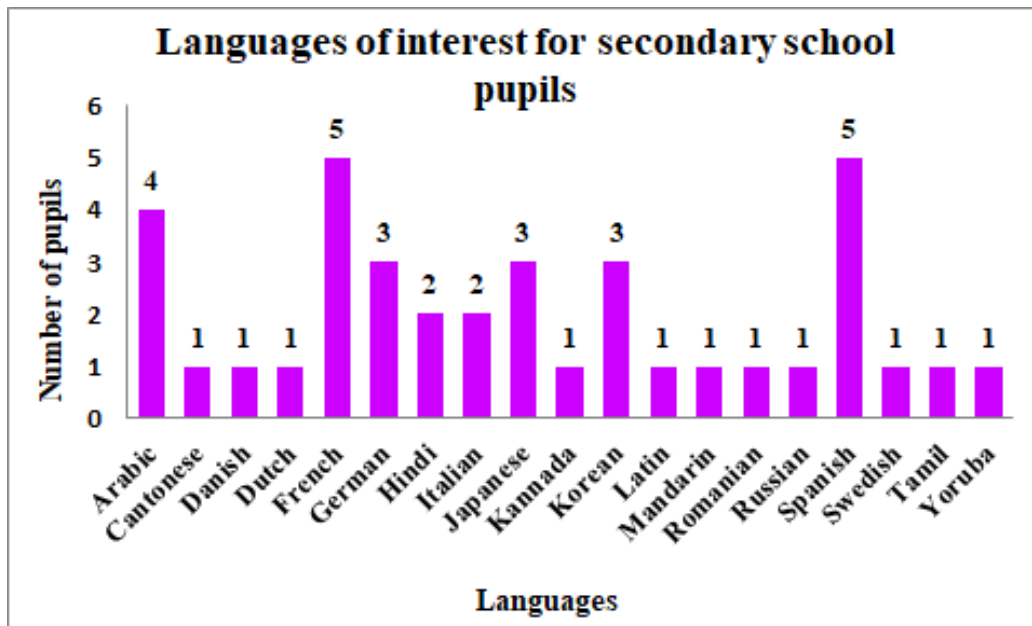


Fig. 26 Appendix: Languages of interest for secondary school pupils (PQ19)

	Percentage of bi/-multilingual	Grew up in a diverse neighbourhood	Rating of experience
Students (199)	37, 3%	equal split	46% would rate this experience as negative
Academics (10)	40 %	none	60% found this to be unfortunate

Fig. 27 Appendix: Information on the participants based on SQ and AQ

Interesting yes responses from students	
Response	Degree
Learnt about the processes of language learning and is less judgemental of others who are learning a new language.	English Literature & Linguistics
It is not useful to be multilingual as it is not necessary when you have other outsourced professionals who are multilingual.	Medicine
Communication in other languages can help make new friends, new contacts and aid job prospects.	Social Sciences
English is more of a universal language than I thought.	Economics
English people are often branded as arrogant or close-minded as our schools do not urge students enough.	Politics, Philosophy & Economics
Urdu, Punjabi, Farsi, Mandarin and East European languages would be more useful for healthcare workers than French, Spanish, or German.	Medicine
We shouldn't rely upon English all of the time and we expect other European countries to learn English fluently.	Sociology & Philosophy
Everyone should learn to speak English.	English Literature
Language skills doesn't refer to learning a 'foreign' language, but to the nuances of speech and the power of words and how that deserves our academic and personal attention.	Social Sciences
Knowing multiple languages helps to enable multicultural diversity but in the future I don't think it will be required or necessary.	Pharmacy

Fig. 28 Appendix :Interesting Yes responses from students with regard to whether their attitudes towards language skills have changed in recent years (SQ13)

Answer categories	Number of academics (from a total of 10)
General lack of emotion to study a language.	2
Do not see the need to study a foreign language.	1
Provides opportunities to work abroad.	1
Okay, but not great.	1
Largely immaterial.	1
Not great.	4

Fig. 29 Appendix: Academics' opinions on students' attitudes towards language skills now (AQ14)

	Students	Pupils
Percentage of participants continuing a MFL at A Level + main reason	20.61% personal interest	37.04% future prospects
Both students and pupils decided not to continue MFL because of 'other priorities'.		
Change in attitudes	40.40 % <i>No</i> 56.06% <i>Yes</i> 3.54% <i>N/A</i>	37% <i>No</i> 63% <i>Yes</i>
Motivation for learning a language in the near future	68% <i>Yes</i>	78% <i>Yes</i>
Attitudes in general		Attitudes mainly positive, no negative experience mentioned explicitly, only to be deduced from comments
Awareness	Similar awareness on the importance of languages 'Languages are essential for communication and expression.', 'helps with communication' and finally 'more job opportunities'	
Making MFL compulsory for GCSE	71% <i>Yes</i>	52 % <i>Yes</i>
Ranking: Interest in Languages	FBMH <ol style="list-style-type: none"> 1. Spanish 2. Arabic 3. French/None 4. Japanese SSS <ol style="list-style-type: none"> 1. Spanish 2. French 3. None 4. German SALC <ol style="list-style-type: none"> 1. Spanish 2. Italian/Arabic 3. German/Arabic 	High popularity of French (5) and Spanish (5), part of their school curriculum. Followed by Arabic (4), German (3), Japanese (2), Korean (2) and others.

Fig. 30 Appendix: Comparison of some aspects of SQ and PQ