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# Policy research Project 2013 -2015

## **Born Global**

*Rethinking language policy  
for 21<sup>st</sup> Century Britain*

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*Presented 23<sup>rd</sup> September 2013  
at UBS*

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# Steer from John Longworth British Chambers of Commerce, Director General

*The BCC is calling for a fundamental change in approach to the importance of language learning, to ensure that the next generation of business owners are **'born global'**. The government should revise the national curriculum so that studying a foreign language is compulsory until AS Level. Incentivising language training for SMEs through financial incentives will also ensure a tailored approach for businesses, so that staff can learn the relevant languages they need for conducting business abroad.*



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“There is no more important issue facing this country than education.”

John Entwistle

CBI director-general  
June 2013



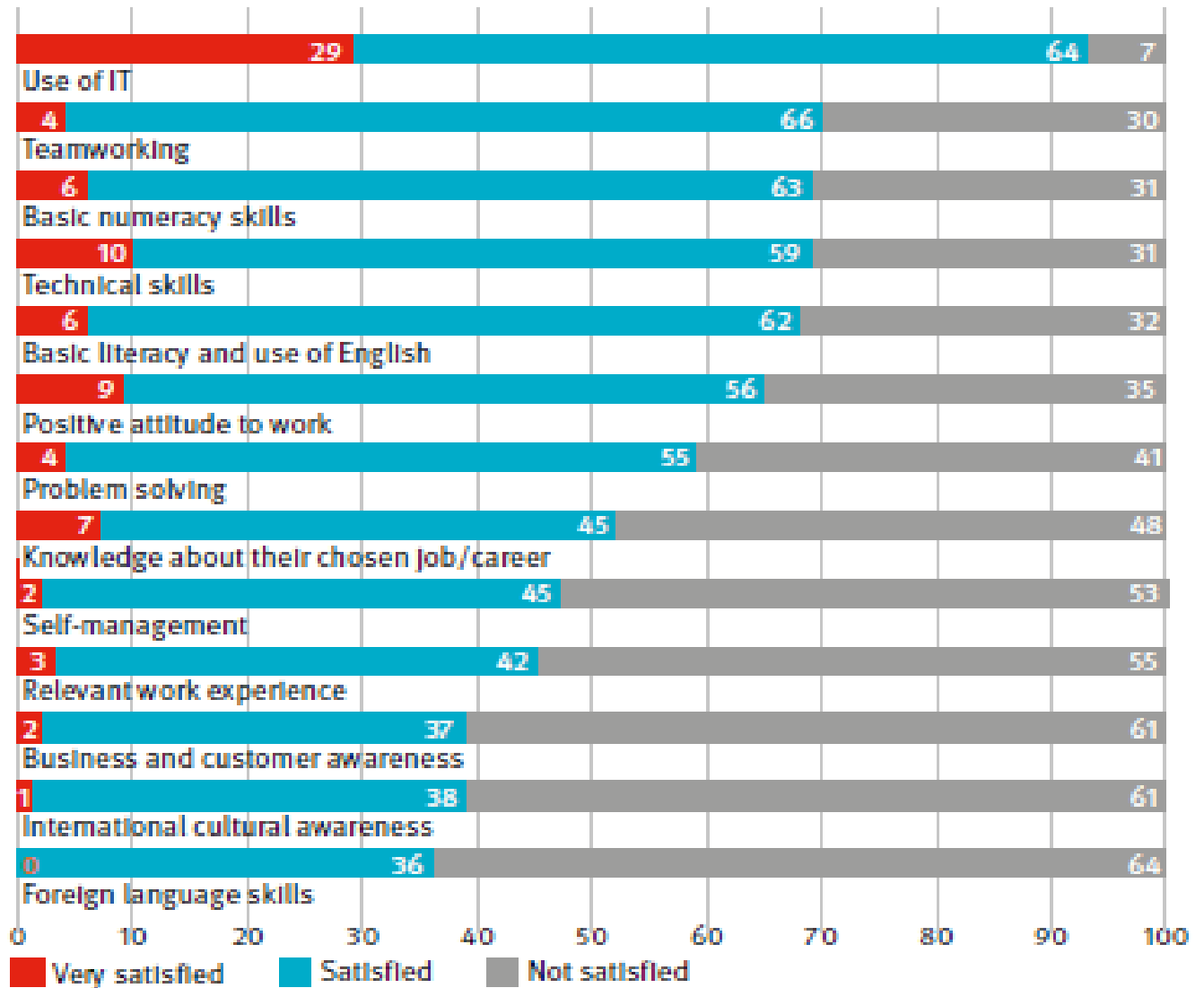


# Latest data from the CBI

- Seven in ten businesses value foreign language skills in their employees (70%), particularly in building relationships with clients, customers and suppliers (38%)
- French (49%) and German (45%) are the leading languages in demand but those geared to business in China feature increasingly prominently (of those valuing staff with foreign language skills, 28% value Mandarin and 16% value Cantonese).



# Exhibit 19 Employer satisfaction with school/college leavers' skills (%)



Source: Changing the pace - CBI /Pearson education and skills survey 2013

[http://www.cbi.org.uk/media/2119176/education\\_and\\_skills\\_survey\\_2013.pdf](http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf)



Exhibit 24 Need for employees who can speak foreign languages (%)

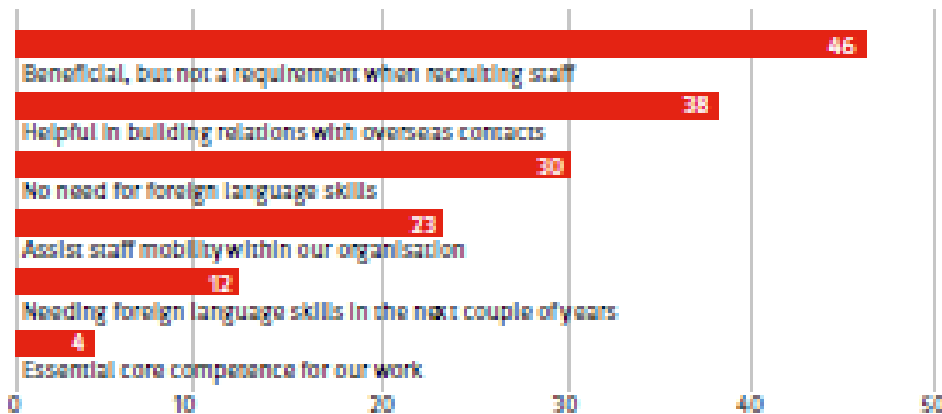
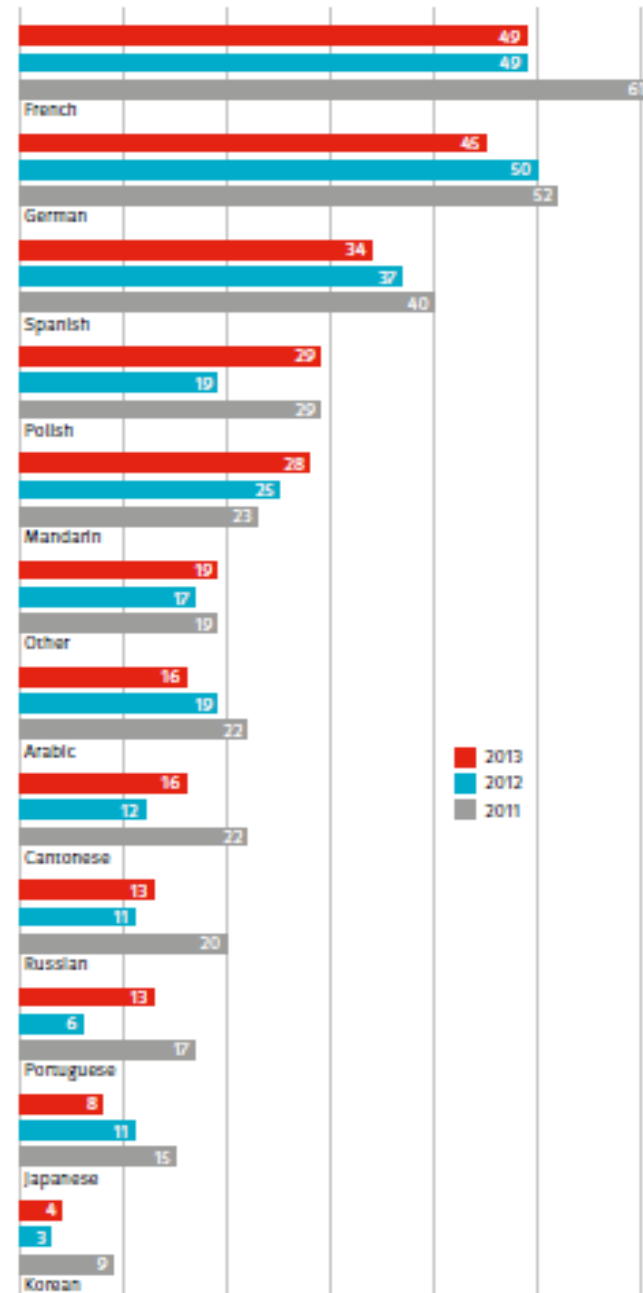


Exhibit 25 Foreign languages rated as useful to the organisation (%)<sup>37</sup>



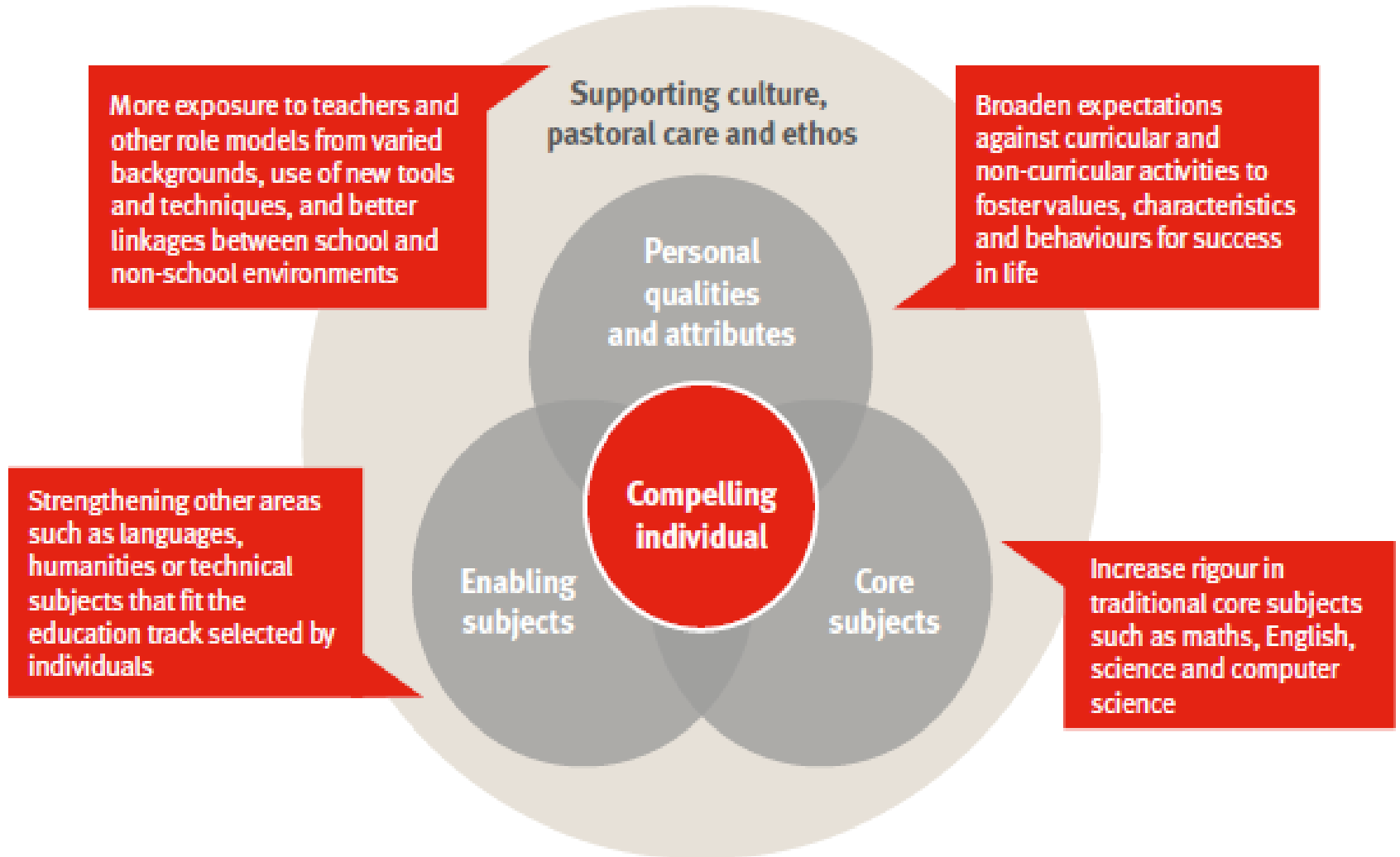
Source:

Changing the pace - CBI / Pearson education and skills survey 2013

[http://www.cbi.org.uk/media/2119176/education\\_and\\_skills\\_survey\\_2013.pdf](http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf)



# What does society need?



Source: Changing the pace - CBI / Pearson education and skills survey 2013

[http://www.cbi.org.uk/media/2119176/education\\_and\\_skills\\_survey\\_2013.pdf](http://www.cbi.org.uk/media/2119176/education_and_skills_survey_2013.pdf)

# Born Global

## British Academy research mandate

- Integral part of the British Academy's Languages and Quantitative Skills programme
- Longstanding concerns about deficits in languages
- Evidence of weaknesses in teaching and curricula at every level from school to undergraduate degrees and in life-long learning programmes





# Fixing the supply chain

- Urgent need to refine our understanding of employers' needs/requirements
- Priority that the curriculum and assessment debate in all phases should be research-informed
- New knowledge, fresh analysis and thought leadership during this crucial period of policy development and implementation

# Stakeholders/research partners

- Employers
- CBI, BCC, Education and Employers' Taskforce
- Schools
- Head teachers, teachers, governors, Academy Trusts
- Universities
- Government Policy Makers
- BIS + DfE
- Community groups
- Parents



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# New research paradigm linking employers and education

- **Qualitative research**
- Employer focus groups (By sector, size and region)
- Case studies (individuals and companies)
- Work shadowing, data capture and discourse analysis

## **Discourse analysis**

- Mapping language needs to CEFR (to develop new, accessible graded assessment understandable in school, university and at work)

# Testing the value of languages through lived experience

## Quantitative research

- Longitudinal data analysis from the British Cohort Study using SPSS V.17
- Identifying use of languages by economic sector, age, gender, ethnicity, qualification level, types and region

# Testing the impact of policy reform

## Curriculum research and development

- LEEP – languages, employability and entrepreneurship pilots in schools and universities
- Research partnerships with individual schools, clusters or chains
- Representative sample by region and type



# Research questions for employers

- How are languages used in your sector/company?
- How do employers evaluate language capability?
- How do employers currently recognise language capability? e.g. recruitment criteria; skills audits; remuneration policies; opportunities for in-service language training



# Research questions for employees

- How would you describe your language skills?
- What was your experience of language learning in school/university?
- How do you use languages in your work?
- Does your language capability count?
- How could you access language training?  
Which languages would you need? For what purposes?



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# Research fields for schools/universities

- Range of languages offered
- Curriculum model
- Staffing profile
- Assessment
- Future strategic developments to implement policy reform
- Employer engagement





# Research outcomes

- A clearer articulation of language skills required by employers
- A conceptual framework to map language skills for employability and entrepreneurship
- The development of a more relevant curriculum
- Improved communication of reliable and transparent information on language capability for employers
- Stronger strategic partnership between employers and education in developing language capability and intercultural communication skills within the labour force