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Language matters

The supply of and demand for UK born and educated academic researchers with skills in languages other than English

Ruth Levitt, Barbara Janta, Ala'a Shehabi,
Daniel Jones, Elizabeth Valentini

Prepared for the British Academy

RAND EUROPE

The research described in this report was prepared for the British Academy. The opinions expressed in this study are those of the authors and do not necessarily reflect the views of the British Academy.

Preface and acknowledgements

This study for the British Academy investigates evidence for the role of language skills in academic research in the humanities and social sciences in UK universities, with particular reference to evidence concerning UK born and educated researchers.

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Summary

This study for the British Academy investigates evidence for the role of language skills in academic research in the humanities and social sciences in UK universities. This follows on from the British Academy's earlier work on the state of language learning in primary and secondary education in the UK, and its concerns about declining abilities of UK born and educated individuals to use language skills. The particular focus of this study is on evidence about UK born and educated researchers with skills in languages other than English. We investigated four questions:

1. What is the demand for language skills for academic research[1] in UK universities?

    1.1   What are the levels of reliance on language skills?
- High - a significant or substantial amount of research requires a language other than English

- Medium - some research may require skills in other languages; most can be conducted in English

- Low - research is usually conducted in English; skills in other languages may be needed for participation in research activities abroad

    1.2   What languages?
    1.3   How do research areas (or departments) differ?
    1.4   How do different universities (Russell Group/other) differ?
    1.5   Has this changed over time?

2. What is the supply of language skills for academic research in UK universities?

    2.1   Is it high or low in comparison to the supply of researchers with those language skills from other countries?
    2.2   What languages?
    2.3   What level of skills?
    2.4   Has this changed over time?

3. Is there a mismatch between supply and demand?

    3.1   Is there oversupply and/or undersupply?

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[1] Throughout this report we use the term "research" to mean postgraduate research in the humanities and social sciences in UK universities.

3.2	If so, for which languages?
3.3	Is the gap getting bigger or smaller?

4. If there is a mismatch, what are the reasons and the consequences?

4.1	What are the reasons?
4.2	What are the consequences for academic quality?
4.3	What are the consequences for academic job/career prospects?

Findings from this study

This study was tasked with exploring the evidence on language skills for university research in the humanities and social sciences, and analysing that evidence rigorously in order to inform reliable interpretations. The relationship between use of languages and research is influenced by very many interacting factors, some of which exist outside the universities. Within the time and resources available, this study has therefore begun to identify several relevant lines of enquiry and has generated new quantitative and qualitative evidence. We used four main sources of evidence: a selective literature review (see References); a survey of heads of all 5* and 5 Research Assessment Exercise 2001-rated[2] UK humanities and social sciences departments (Chapter 1 and Appendix A give details of our methods and response rate); individual interviews with senior academics and others (see Appendix B); and four case studies (see Chapter 4).

The evidence we found and analysed enables some aspects of the four questions to be answered with confidence. For the other aspects, the evidence we studied is mixed, patchy, or otherwise not yet sufficient to reach a confident answer. We therefore indicate below which lines of enquiry it would be important to pursue further, in order to strengthen the evidence base available to answer the full set of questions.

Main findings

This study has generated a number of important findings about the relationship between skills in languages other than English and postgraduate research in the humanities and social sciences in the UK. Table 1 below lists a summary of these findings, indicating for each one the strength of evidence that we have found to support it. That is followed by Table 2 below, in which we have provided an approximate (and tentative) fit of the strongly evidenced findings to the organisations who have responsibilities for/or interests in those issues. The intention is that the British Academy uses the table as it deems appropriate, in taking forward the Language Matters discussions with those organisations and other interested organisations.

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[2] The results of the 2008 Research Assessment Exercise were published on 18 December 2008, too late for this study.

Table 1 Main findings from the study, with indicator of evidence

	Main findings *Note: "research" here means postgraduate research in the humanities and social sciences undertaken in UK universities*	Evidence
1.1	**Is the demand for language skills for academic research in UK universities high or low?** There is mixed evidence about the level of demand for researchers with language skills other than English. A survey of heads of 5*/5 departments mainly shows that there is no evidence for a changing demand in language skills in research; where there is such evidence, it is greater for increasing demand than for decreasing demand.	Needs further investigation Needs further investigation
1.2	**For what languages is there demand for language skills for academic research in UK universities?** The languages in the greatest demand across the greatest range of subjects and areas of study are (as well as English) the major modern European languages: German, French, Spanish, Italian (and to a lesser extent Russian). In some fields of research an indicator of demand for researchers with languages is the existence of continuing opportunities to undertake research using non-European languages such as Chinese, Arabic, and other Asian and Middle Eastern languages. There is some evidence of growth in demand for an increasingly diverse range of languages courses at university language centres.	Strong Strong Needs further investigation
1.3	**Does the demand for language skills for academic research in UK universities differ between departments?** There is strong evidence that research in language departments is highly reliant on language skills. The language dependency of research in non-language departments is also relatively high.	Strong
1.4	**Does the demand for language skills for academic research in UK universities differ between types of universities?** Survey results suggest that there is no strong difference in the reliance on language skills for research between Russell Group and non-Russell Group universities. There is some evidence that language departments in non-Russell Group universities experience difficulty in recruiting research students.	Needs further investigation
1.5	**Has the demand for language skills for academic research in UK universities changed over time?** An indicator of demand for (and supply of) researchers with	Needs further

	language skills in some fields (which does not take account of the nationality and place of education of the researcher) is an apparent increase over time in the amount and proportion of PhD research in some fields that need languages other than English.	investigation
2.1	**Is the supply of language skills for academic research in UK universities high or low in comparison to the supply of researchers with those language skills from other countries?** The supply of UK born and educated university researchers possessing the competence to engage with research materials in languages other than English is low. Supply is positively associated with researchers whose UK secondary school education included languages. The supply of non-UK born and educated researchers with language skills necessary for undertaking research is high.	Strong
2.2	**For what level of skills is there supply of language skills for academic research in UK universities?** The supply of UK born and educated researchers with the required level of reading and speaking skills in languages other than English is small. The supply of non-UK born and educated researchers with the required level of reading and speaking skills is high. The supply of non-UK born and educated researchers with the required level of writing skills in English is mixed.	Strong
2.3	**For what languages is there supply of language skills for academic research in UK universities?** The supply of UK born and educated researchers with modern European language skills is insufficient. The supply of non-UK born and educated researchers with modern European language skills including English is sufficient. Evidence for the supply of researchers to undertake research using other European languages, and Asian and Middle Eastern languages is mixed.	Strong Needs further investigation
2.4	**Has the supply of language skills for academic research in UK universities changed over time?** The trends are (a) a decreasing supply of UK born and educated researchers with language skills and (b) an increasing supply of non-UK born and educated researchers with language skills; (c) a continuing supply of researchers using other European languages, and Asian and middle eastern languages. Another indicator of (demand for and) supply of researchers with language skills in some fields (which does not take account of the nationality and place of education of the researcher) is an apparent increase over time in the amount and proportion of PhD research in	Strong Needs further investigation

	some fields that need languages other than English.	
3	**Mismatch between demand and supply:**	
3.1	**Is there oversupply/undersupply of language skills for research?**	
3.2	**If so, for which languages?**	
3.3	**Is the gap getting bigger or smaller?**	
	These are the central questions of the study. There is consistent evidence that the overall supply of UK born and educated researchers with modern European language skills is insufficient to meet the overall demand, and declining.	Strong
	This undersupply affects research in many non-language disciplines as well as research in language disciplines.	Strong
	There is consistent evidence that the overall supply of non-UK born and educated researchers with modern European language skills is sufficient to meet the overall demand.	Strong
	The mismatch between demand for and supply of researchers with language skills may differ between universities, with Russell Group universities relatively more able to attract researchers with the required language skills.	Needs further investigation
4.1	**If there is a mismatch, what are the reasons?**	
	There are three main reasons for the undersupply of UK born and educated researchers with language skills: • language teaching and learning in schools • dominance of English • socio-economic status of students	Strong
4.1	Other reasons may also contribute to the undersupply of UK born and educated researchers with language skills, including: • pressure to complete research studies within a time limit (reducing time available to develop language skills); • language teaching and learning in universities • research funding availability and terms and conditions • value placed on language learning and language courses relative to other subjects	Needs further investigation
4.2	**If there is a mismatch, what are the consequences for academic quality?**	
	A consequence for UK born and educated researchers not possessing language skills is to restrict the research to (a) reliance on the available English translations of the relevant primary and secondary sources in other languages; and/or to (b) selection of research topics that avoid the need for non-English language material.	Needs further investigation

	A consequence of non-UK born and educated researchers increasingly undertaking research is to restrict the quality of the research if they have (a) significantly less familiarity with the British social/historical/cultural contexts relevant to the research and (b) less facility in writing in English.	Needs further investigation
	On the other hand, a culturally and linguistically diverse research community is perceived as intellectually stimulating for students and researchers.	Needs further investigation
4.2	A consequence over time of UK born and educated researchers working in more [language-]restricted research areas may be to limit their contribution to and influence over scholarly developments in some fields.	Needs further investigation
4.2	A consequence of research training that avoids use of research materials in languages other than English, e.g. for courses badged "international", may be that UK born and educated researchers increasingly see language skills as unnecessary.	Needs further investigation
4.3	**If there is a mismatch, what are the consequences for academic job/career prospects?** If it is correct that (a) increasingly PhD research in some fields needs language skills and (b) increasingly UK born and educated researchers lack these skills, a consequence may be that UK born and educated researchers are becoming a declining proportion of the PhDs awarded in those fields.	Needs further investigation
4.3	A consequence for UK born and educated researchers who lack language skills other than English is that they are less able to participate in international research projects as researchers and/or supervisors; or to engage in other international research activities (such as conferences and publication in other languages)	Strong
4.3	A consequence of an undersupply of UK born and educated researchers equipped to undertake language-dependant research, together with an adequate supply of well-qualified researchers from elsewhere, is that the UK born and educated researchers will find it increasingly hard to compete for research posts and research funding, both in UK universities and elsewhere.	Strong
4.3	A consequence for UK born and educated researchers with limited language skills seeking work in other professional sectors (such as school teaching, international institutions and commercial professional services) may be that they or their potential employers need to invest in significant further language training for them.	Needs further investigation

4.3	Some senior academics suspect that a possible consequence of fewer UK born and educated researchers with language skills is the widening gap and opportunities between groups of a different socio-economic status, as British researchers with necessary language skills are recruited mainly from independent schools and study predominantly at Russell Group universities	Needs further investigation

We have attempted in Table 2 below, an approximate (and tentative) fit of the strongly evidenced main findings to the organisations who have responsibilities for/or interests in those issues. The intention is that the British Academy uses the table as it deems appropriate, in taking forward the Language Matters discussions with those organisations and other interested organisations.

Table 2 Main findings for interested organisations

[DIUS: Department for Innovation, Universities and Skills; RC: Research Councils UK; UUK: Universities UK]

		Main findings with strong evidence thus far
		Note: "research" here means postgraduate research in the humanities and social sciences undertaken in UK universities
DIUS	1.2	The languages for research in the greatest **demand** across the greatest range of subjects and areas of study are (other than English) the major European languages: German, French, Spanish, Italian (and to a lesser extent Russian).
RC	1.2	An indicator of **demand** for researchers with language skills in some fields is the continuing opportunities to undertake research using non-European languages such as Chinese, Arabic, and other Asian and middle eastern languages.
DIUS	2.1	The **supply** of UK born and educated researchers possessing language skills other than English necessary for undertaking research on a wide range of topics and areas of study is declining.
DIUS UUK	2.1	The **supply** of UK born and educated university researchers possessing the competence to read and engage with research materials in languages other than English is declining.
RC UUK	2.1; 2.3	The **supply** of well-qualified non-UK born and educated researchers with language skills necessary for undertaking research is increasing, for all the languages relevant to the research.
RC UUK	2.2	The **supply** of UK born and educated researchers with the required level of reading and speaking skills in languages other than English is small and declining.
RC	2.2	The **supply** of non-UK born and educated researchers with the required level of writing skills in English is insufficient.
RC	2.4	Increasingly there is a **supply** of PhD researchers in some fields who are

UUK		using language skills other than English.
DIUS UUK	3	There is consistent evidence on three aspects of the **mismatch between demand and supply**: the overall supply of UK born and educated researchers with modern European language skills is insufficient to meet the overall demand, and declining; this undersupply affects research in many non-language disciplines as well as research in language disciplines; the overall supply of non-UK born and educated researchers with modern European language skills is sufficient to meet the overall demand.
DIUS UUK	4.1	There are three main **reasons** for the undersupply of UK born and educated researchers with language skills: • language teaching and learning in schools • dominance of English • socio-economic status of students
UUK	4.2	A **consequence** of UK born and educated researchers not possessing language skills is to restrict the research to (a) reliance on the available English translations of the relevant primary and secondary sources in other languages; and/or to (b) selection of topics that avoid the need for non-English language material.
DIUS UUK	4.3	A **consequence** for UK born and educated researchers who lack language skills other than English is that they are less able to participate in international research projects as researchers and/or supervisors; or to engage in other international research activities (conferences, publication in other languages, etc.)
DIUS	4.3	A **consequence** of an undersupply of UK born and educated researchers equipped to undertake language-dependant research, together with an adequate supply of well-qualified researchers from elsewhere, is that the UK born and educated researchers will find it increasingly hard to compete for research posts and research funding, both in UK universities and elsewhere.

Next steps

Further investigation is required in relation to (a) evidence on demand for researchers with language skills, and (b) evidence about the causes and consequences of any mismatches between supply and demand. We therefore suggest some further enquiries and sources of evidence that would strengthen the assessment of the range and extent of concerns:

• <u>researchers at earlier stages in their careers</u> (UK and non-UK born and educated), to explore which factors are most salient to them in choosing whether to undertake research careers, how they identify research topics, what factors persuade or deter them

to consider areas or topics, how they decide which university to aim for, the influence that research facilities and supervision, language training and other services have in their decision and attitudes, whether they seek to develop (additional) language skills, what sources of funding they consider, their knowledge of and interest in international research activities; their interest in non-research or non-academic work.

- university leaders and senior managers, to explore what factors internally and externally influence their research and recruitment strategies, their assessment of supply and demand factors in research

- research funders, to explore what factors affect their design of funding programmes and their ways of assessing the "paybacks" from their investments

- research commissioners, to explore what value those procuring projects and evaluating bids (for example at the EC, OECD, WHO) place on language skills, and whether there are also other intangibles (such as awareness of other cultural contexts) that are perceived to be associated with other-language proficiency

- former university researchers now working in other sectors, to explore their career paths, motivations and reasons for their career decisions, the relevance of language skills to their careers, the most salient influences on their progress

- employers outside the universities, in the public and private sectors, UK, EU, US and elsewhere, to explore the economic and social implications of possession of language skills for a range of professional and occupational roles, the fitness of postgraduate researchers to take up employment opportunities on offer

- research libraries, to explore trends in UK and international libraries' acquisitions of non-English language materials, using journal subscriptions (paper and e-journals as well as free material) as one crucial indicator of the languages used for scholarly communication and trends in the development (growth and decline) of disciplines and areas of study

- undergraduates and postgraduates who choose to study language subjects for their main degree courses, to discover whether they already possess some of the language skills relevant for their course

- postgraduate students who choose to study non-language subjects that involve knowledge of languages other than English, for their main courses, to discover whether they already possess some of the language skills relevant to their course

- schools in different localities, and that tend to send students to different universities, to discover what approaches and attitudes and cultures in different schools tend to influence the students' choices

- a range of higher education institutions in the UK and elsewhere, to discover what correlations exist between staff from outside the UK and international research grants.

Analysis of evidence from this wider spread of sources would transform the robustness of understanding of the place of language skills in society. Funders from different sectors might want to support these studies jointly with the BA.

Abbreviations

AHRC	Arts and Humanities Research Council
AULC	Association of University Language Centres
BA	British Academy
CILT	National Centre for Languages
DfES	Department for Education and Skills
DIUS	Department for Innovation, Universities and Skills
EC	European Commission
EILC	Erasmus Intensive Language Courses
ELP	European Language Portfolio
EUI	European University Institute
ESRC	Economic and Social Research Council
FBA	Fellow of the British Academy
HE	Higher Education
HEI	Higher Education institution
HEFCE	Higher Education Funding Council
HESA	Higher Education Statistics Agency
HoD	Head of Department
LSE	London School of Economics and Political Science
OECD	Organisation for Economic Co-Operation and Development
RAE	Research Assessment Exercise
RC UK	Research Councils UK
UCL CES	University College London Centre for European Studies
UUK	Universities UK
UWE	University of the West of England
WHO	World Health Organisation

Introduction

This is a report on evidence concerning the demand for and supply of UK born and educated academic researchers in the humanities and social sciences with skills in languages other than English.[3] This follows on from the British Academy's earlier work on the state of language learning in primary and secondary education in the UK, and its concerns about declining abilities of UK born and educated individuals to use language skills.[4]

We developed a set of four questions, and used these as the framework to underpin our research methods and organise our analysis.

1.1 Research questions

1. What is the demand for language skills for academic research in UK universities?

1.1   What are the levels of reliance on language skills?

- High - a significant or substantial amount of research requires a language other than English

- Medium - some research may require skills in other languages; most can be conducted in English

- Low - research is usually conducted in English; skills in other languages may be needed for participation in research activities abroad

1.2   What languages?

1.3   How do research areas (or departments) differ?

1.4   How do different universities (Russell Group/other) differ?

1.5   Has this changed over time?

2. What is the supply of language skills for academic research in UK universities?

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[3] Throughout this report we use the term "research" to mean postgraduate research in the humanities and social sciences in UK universities.

[4] British Academy, *Response to the Dearing Review of Language Policy*, 2006. As of 7 January 2009 available at: http://www.britac.ac.uk/reports/dearing-2006/. See also Hobson, M., "Languages matter", *British Academy review*, Issue 10, 2007.

2.1   Is it high or low in comparison to the supply of researchers with those language skills from other countries?

2.3   What languages?

2.2   What level of skills?

2.4   Has this changed over time?

3. Is there a mismatch between supply and demand?

3.1   Is there oversupply and/or undersupply?

3.2   If so, for which languages?

3.3   Is the gap getting bigger or smaller?

4. If there is a mismatch, what are the reasons and the consequences?

4.1   What are the reasons?

4.2   What are the consequences for academic quality?

4.3   What are the consequences for academic job/career prospects?

1.2   Research methods

A brief summary of the methods we used in this research is given in this section. Fuller details are provided in Appendix A.

For the data gathering we used four main methods, in order to provide evidence from several different angles and perspectives:

- a selective literature review of documents dealing with language skills and their relevance to university research and teaching in the humanities and social sciences (sources are listed as they arise in footnotes to the main text and all together in the References);

- an email survey of heads of 5* and 5 RAE 2001-rated UK university departments in the humanities and social sciences,[5] asking for evidence of supply of and demand for UK born and educated researchers with language skills (Appendix A gives fuller details and our survey questions); we contacted 505 heads of departments in 86 universities; we received usable replies from 193 departments (212 replies in total) in 56 universities, a response rate of 38% for departments and 65% for universities and (see Table 13);

- interviews with 23 senior academic researchers and other expert informants, to obtain evidence from different perspectives on the supply and demand questions and on the implications of any perceived mismatches. Interviewees' collective expertise spanned many of the main research disciplines of the humanities and social sciences (history, politics, philosophy, law, sociology, anthropology, geography, languages, linguistics, music, etc.) and some areas studies (e.g. European studies, East Asian studies).

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[5] The results of the 2008 Research Assessment Exercise were published on 18 December 2008, too late for this study.

Interviewees were selected from the Fellowship of the British Academy, from those with experience of language skills research and policy debates (see Appendix B);

- case studies to illuminate particular aspects of our research questions; the case studies used documents (see footnotes and References) and 12 interviews (see Appendix B), and investigated:

  ➢ University language centres

  ➢ European studies

  ➢ Mobility of students and researchers

  ➢ LSE – a strategically 'international' university.

We also undertook a small pilot study to investigate whether the PhD research topics chosen in humanities and social sciences fields over time provide a useful indication of shifts in possession and use of languages skills among researchers in UK universities (see Appendix C).

Our analytical framework used the four questions given at the start of the chapter, on demand, supply, mismatch between supply and demand, and reasons and consequence of a mismatch in supply and demand for language skills for research in UK universities.

Demand for language skills

This chapter presents evidence to answer five questions about the demand for language skills for academic postgraduate research in the humanities and social sciences undertaken in UK universities:

1. What are the levels of reliance on language skills?
   - High - a significant or substantial amount of research requires a language other than English
   - Medium - some research may require skills in other languages; most can be conducted in English
   - Low - research is usually conducted in English; skills in other languages may be needed for participation in research activities abroad
2. Is the demand for language skills high or low?
3. What languages?
4. How do research areas (or departments) differ?
5. How do different types of universities differ?
6. Has this changed over time?

Throughout our research and analysis we apply quite a broad definition of the term demand; it encompasses aspects of demand arising from general academic and political circumstances, students and university policy. Language skills may be needed to carry out a spectrum of activities associated with academic research, for example undertaking literature study, fieldwork, analysis and academic writing. Researchers may also need the ability to communicate in other languages to disseminate the results of their study through participation in seminars and conferences, and through books and articles for publication. Knowledge of foreign languages may be required for participation in international collaborative projects and to write research proposals to potential international funders, as well as in undertaking research and teaching responsibilities in other countries. All these aspects of demand for language skills are examined in this study.

2.1 Is the demand for language skills for academic research in UK universities high or low?

We used the following descriptors to differentiate levels of reliance on language skills:

- High   a significant or substantial amount of research requires a language other than English

- Medium   some research may require skills in other languages; most can be conducted in English

- Low   research is usually conducted in English; skills in other languages may be needed for participation in research activities abroad

There is mixed evidence about the level of demand for researchers with language skills other than English. In our survey of heads of departments 61% said that their department has a high reliance on the language skills of researchers, with a substantial amount of research requiring a language other than English. A further 20% said their department has a medium reliance on language skills of researchers, with only some of the research requiring skills in other languages (see Figure 1).

Figure 1 Survey Q1: Reliance of all departments' research activities on researchers having language skills other than English
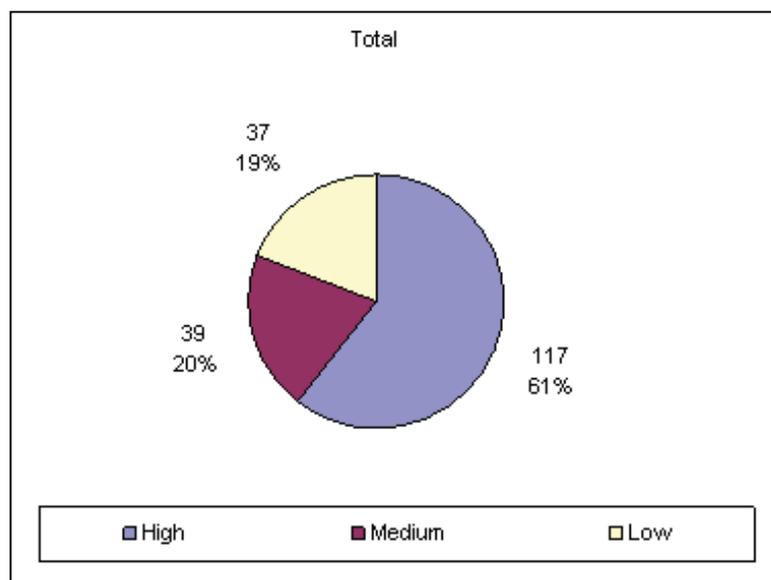
Source: RAND Europe

We asked 23 interviewees to describe this demand for language skills in more detail. They identified the following 15 factors [numbers of interviewees raising the factor in square brackets]:

- the dominance of the English language as the academic lingua franca affects perceptions of the demand for researchers to have skills in languages other than English [23]

- language skills are required for the use of source material for the study of non-language disciplines (particularly history and philosophy, and several other disciplines where much of the scholarship was and is also conducted in languages other than English), as well as language disciplines [17]

- language skills are required for understanding discourses, cultural contexts and research developments within disciplines in non-Anglophone research communities, from other parts of the world. [11]

- language skills are required for researchers and academics to participate in international scholarly activities, particularly collaboration on research projects with non-UK institutions, non-English language conferences, and teaching abroad [7]

- language skills are required for comparative studies within disciplines (e.g. comparative law, comparative politics) and across disciplines (e.g. international studies, area studies) [7]

- languages skills allow a wider view of the research context and reduce the risk of bias towards a too narrow Anglophone perspective [6]

- language skills are required for the study of languages themselves (research and teaching in linguistic studies, literature studies, comparative language and literature studies) [6]

- language skills are intrinsically valuable, as they enable people to understand or appreciate the cultures that use that language, particularly important for any research at the grass roots level and local communities [5]

- language skills are essential to the continuity of research capacity in departments and disciplines, as newer researchers are needed to replace academics who are approaching the end of their careers (assuming languages remain as equally important as they used to be) [5]

- language skills enable academic researchers to be more mobile internationally, to take up research and teaching posts abroad [3]

- a multilingual researcher is better equipped than a monolingual researcher to compete internationally (other things being equal) [3]

- language skills increase the intellectual diversity of debate (by enabling engagement with wider cultural and epistemological contexts). [3]

- language skills avoid the risks associated with the reliance on translation and translators. Translated sources are of limited use (either because of time delay in the translation of text, or because of quality, or because of nuances and fine details which are lost in translation) [2]

> • language skills are an enabler of a long-term, sustainable internationalisation of higher education [2]

All these points are considered further in later chapters.

2.2 For what languages is there demand for language skills for academic research in UK universities?

The languages with largest numbers of researchers are French, German and Spanish. Analysis of Higher Education Statistics Agency (HESA) data for an AHRC report showed that these three languages accounted for 70% of research staff in modern languages.[6] The same data showed a trend between 2000 and 2004 for other languages to increase as a proportion of the total number of modern languages, from 26% to 31%. [7]

In area studies, Middle Eastern studies and Asian studies, an indicator of demand for researchers with languages is the existence of continuing opportunities to undertake research using non-European languages such as Chinese, Korean, Japanese, Arabic, and other Asian and Middle Eastern languages. Interviewees mentioned such languages as Indonesian, Thai and Mongolian. Further evidence of research opportunities in non-European languages are indicated in recent RCUK *Health of Disciplines* annual reports. In the 2007 report, Area Studies was identified and designated as a principal discipline of concern.[8] As a result, a joint initiative has been launched by the AHRC and ESRC, in conjunction with the HE funding councils for England and Scotland to invest £25 million to establish five research programmes focusing on China, Japan, the Arab World, and Eastern Europe.[9] The 2008 update reported that there "remains a lack of capacity within language and area studies, particularly within certain sub-disciplines (Chinese, Japanese, other Asian Studies, African, and modern Middle Eastern studies)", but also reported that "there are some encouraging signs regarding the future sustainability of some of these subjects."[10] Large percentage increases in postgraduate students in Asian studies disciplines between 2002/3 and 2006/7 (see Table 4 below) are also evident.

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[6] Based on 2000-2004 data; data sets no longer separately identified. See Kelly, M. et al., *Research Review in Modern Languages presented by a review team led by the LLAS Subject Centre, University of Southampton, in partnership with UCML,* 2008, p.11. As of 23 December 2008: http://www.ahrc.ac.uk/About/Policy/Documents/modern_languages_review.pdf

[7] Ibid.

[8] It is worthy noting that area studies per se do not require language skills. However, in order to effectively conduct academic research at the doctoral level, knowledge of a foreign language is essential.

[9] Research Councils UK (RCUK), *Health of Disciplines Annual Report 2007*, p. 11. As of 23 December 2008: http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/publications/hod07.pdf

[10] RCUK *Health of Disciplines Annual Report 2008*, pp. 6-7. As of 23 December 2008: http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/publications/hod08.pdf

2.3 Does the demand for language skills for academic research in UK universities differ between departments?

Using the levels of reliance given in section 2.1 above, our survey gives a strong indication that 5* and 5 rated language departments are highly reliant on language skills for research activities undertaken by research students, doctoral and postdoctoral researchers, and academic staff (93% of respondents in those departments). The language dependency in non-language humanities and social sciences 5* and 5 rated departments is also relatively high.[11] In non-language departments 70% of respondents to our survey reported high to medium reliance on language skills, and 44% reported high reliance on language skills. Figure 2 illustrates these findings. Of all departments (language and non-language) that responded to the survey, 117 out of 193 (61%) reported high reliance on languages for research activities. 39 (20%) expressed medium reliance, and 37 (19%) reported low reliance.

Figure 2 Survey Q1: Reliance of departments' research activities on researchers' skills in languages other than English by type of department
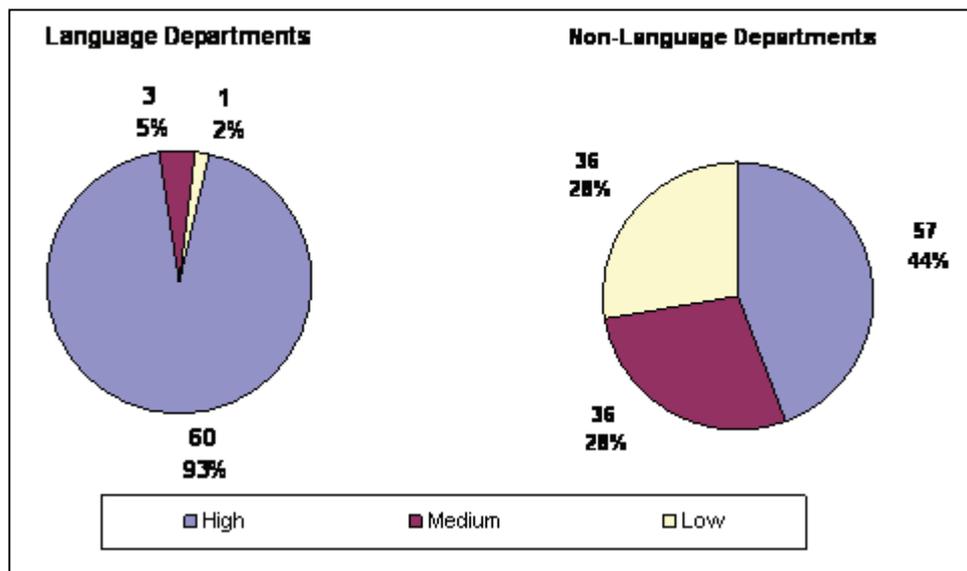
Source: RAND Europe

2.4 Does the demand for language skills for academic research in UK universities differ between types of universities?

The survey results suggest that there is not a significant difference in the reliance on language skills between Russell Group and non-Russell Group university departments (taking language and non-language departments together); 59% of Russell Group departments expressed a high reliance on languages (comprising nearly all the language

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[11] A full list of language and non-language departments is provided in Table 15 in Appendix A.

departments and 44% the of non-language departments), compared to 62% in non-Russell Group departments. Medium and low reliance were also reported in near identical proportions (see Figure 3).[12] In spite of this apparent equality of reliance on language skills, there is some evidence from the interviews that language departments in non-Russell Group universities experience greater difficulty in recruiting research students. This is also suggested by a study into Modern Languages research for the AHRC,[13] which reports that core research funding is heavily focussed in departments with higher RAE rankings (predominantly Russell Group universities).

Figure 3 Survey Q1: Reliance of departments' research activities on language skills of researchers with proficiency in languages other than English by type of university
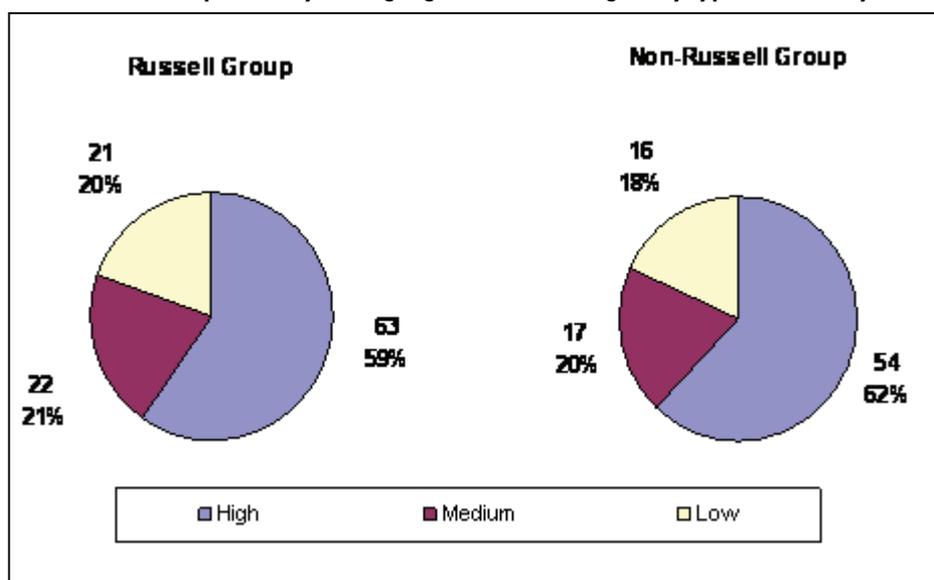
2.5 Has the demand for language skills for academic research in UK universities changed over time?

As stated earlier, we apply quite a broad definition of the term demand; it encompasses aspects of demand arising from general academic and political circumstances, students and university policy. Language skills may be needed to carry out a spectrum of activities associated with academic research, for example undertaking literature study, fieldwork, analysis and academic writing. Researchers may also need the ability to communicate in

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[12] We have also examined the survey data breaking down the survey responses into four groups: (1) Russell Group language departments, (2) Russell Group non-language departments, (3) non-Russell Group language departments, and (4) non-Russell Group non-language departments. Such a segmentation of data did not show significant differences between Russell and non-Russell universities by department. Composition of data in each of these groups (high, medium and low reliance) was in nearly identical proportions across the university types.

[13]Kelly, M. et al., *Research Review in Modern Languages presented by a review team led by the LLAS Subject Centre, University of Southampton, in partnership with UCML,* 2008, p.5. As of 23 December 2008: http://www.ahrc.ac.uk/About/Policy/Documents/modern_languages_review.pdf

other languages to disseminate the results of their study through participation in seminars and conferences, and through books and articles for publication. Knowledge of foreign languages may be required for participation in international collaborative projects and to write research proposals to potential international funders, as well as in undertaking research and teaching responsibilities in other countries.

An indicator of demand for researchers with language skills in some fields (which does not take account of the nationality and place of education of the researcher) is an apparent increase over time in the amount and proportion of PhD research in certain fields (for example, history, politics) that require languages other than English (see Appendix C).

There is mixed evidence about the changing level of demand for researchers with language skills other than English. The survey results show that for 62%, there is no evidence of changing demand in language skills in research.[14] There are over three times more of those who report that that demand is increasing (21%) compared to those reporting that it is declining (6%); 9% said that there was evidence of no change in demand. Figure 4 illustrates these responses.

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[14] Several factors may have contributed to the absence of evidence of changing demand The survey reveals that demand for language skills varies considerably between humanities and social science departments; it may be that changing demand is a more pressing issue for a small number of departments.

Figure 4 Survey Q4: The evidence for a changing demand for UK-born and educated researchers with proficiency in languages other than English
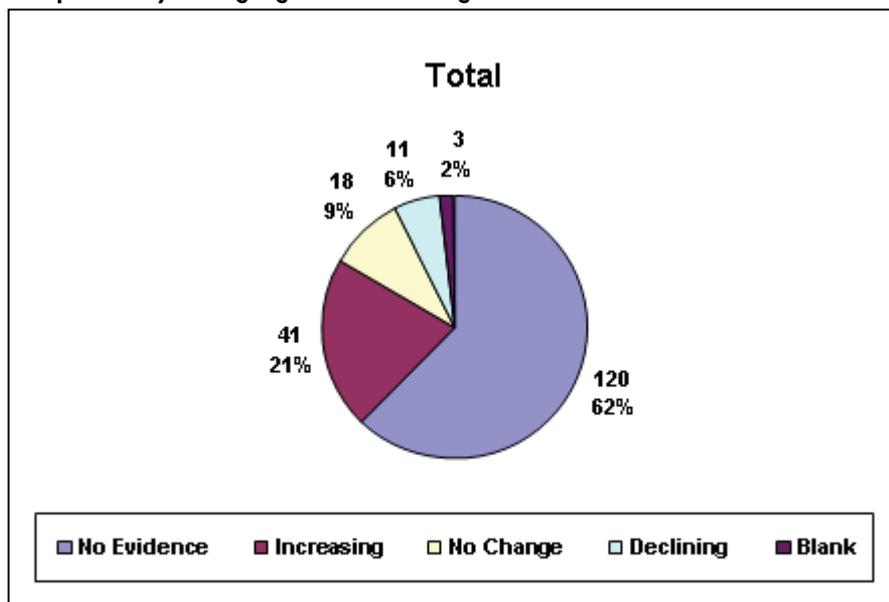
Figure 5 shows the differentiation in responses between language departments and non-language departments, and Russell Group and non-Russell Group departments. It suggests that there is slightly more evidence of increasing demand in language departments compared to non-language departments (25% compared to 19%). There is also a slightly higher proportion of non-Russell Group than Russell Group departments reporting evidence of increasing demand (23% compared to 20%). The differences do not appear to be significant, and across the board the proportions remain relatively consistent, a majority in all categories saying that there is no evidence for an increasing demand in language skills.

Figure 5 Survey Q4: The evidence for a changing demand for UK-born and educated researchers in languages other than English by type of university and type of department

Supply of language skills
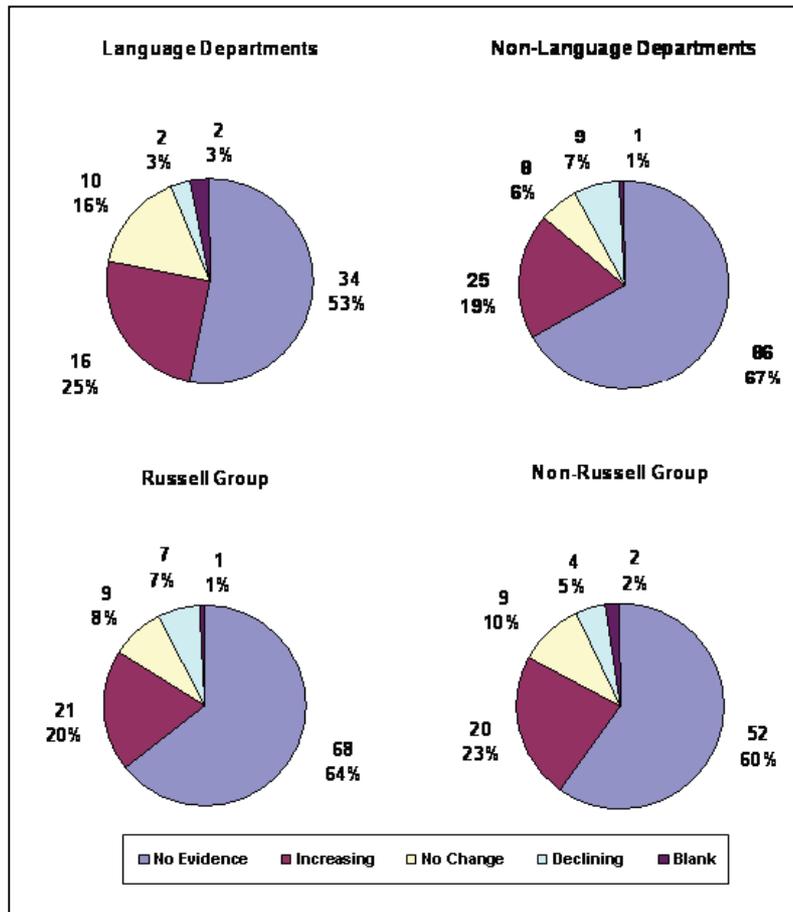
This chapter presents evidence to answer four questions about the supply of language skills for academic research in UK universities:

1. Is the supply of language skills high or low in comparison to the supply of researchers with those language skills from other countries?
2. What level of skills?
3. What languages?
4. Has this changed over time?

3.1 Is the supply of language skills for academic research in UK universities high or low?

We first discuss evidence about supply of students taking language department courses, then the supply of students taking courses in other disciplines. Supply factors can be addressed in two ways, (a) differentiating between UK born and educated researchers, and non-UK born and educated researchers, and (b) taking the overall supply irrespective of researchers' origins and place of education. Dealing first with the differentiated picture, there is strong evidence to suggest that the supply of UK born and educated researchers possessing the competence to engage with research materials in languages other than English is low in comparison to the supply of researchers with those language skills from other countries.

Supply in language department courses

Analysis of HESA statistics shows that between the academic years 1998/9 and 2001/2, there was a 15% fall in UK born and educated undergraduate students taking languages at English universities (either in single honours, joint honours or in combined degrees) at a time when overall higher education numbers were expanding.[15] DfES (Department for Education and Skills)[16] analysis of HESA data for 2002/3 to 2006/7 shows that UK domiciled undergraduates taking languages first degrees decreased by 6%, the overall

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[15] Footitt, Hilary, *The national languages strategy in Higher Education,* Department for Education and Skills Publications, Nottingham, RR 625, 2005, pp. 8-9.

[16] The DfES ceased to exist in June 2007; the remit is shared between the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS).

number of first degree undergraduates taking languages decreasing by 5.9%[17] The number of UK domiciled undergraduates taking languages not for a first degree rose by 9.6%, with the overall number rising by 4.6%. This growing trend in non-language first degrees shows that languages remain a relatively popular option among UK undergraduate students, although the number of students who focus solely on language study is declining over the analysed timeframe. Possible implications of this trend are explained in more detail later in this section.

While overall numbers of postgraduate students studying languages rose by 9.1%, numbers of UK domiciled postgraduate students taking languages fell by 4.2%, over the same period. This is illustrated in Figure 6.

Figure 6 Enrolment trends for modern languages courses at UK Universities, 2002/3 to 2006/7
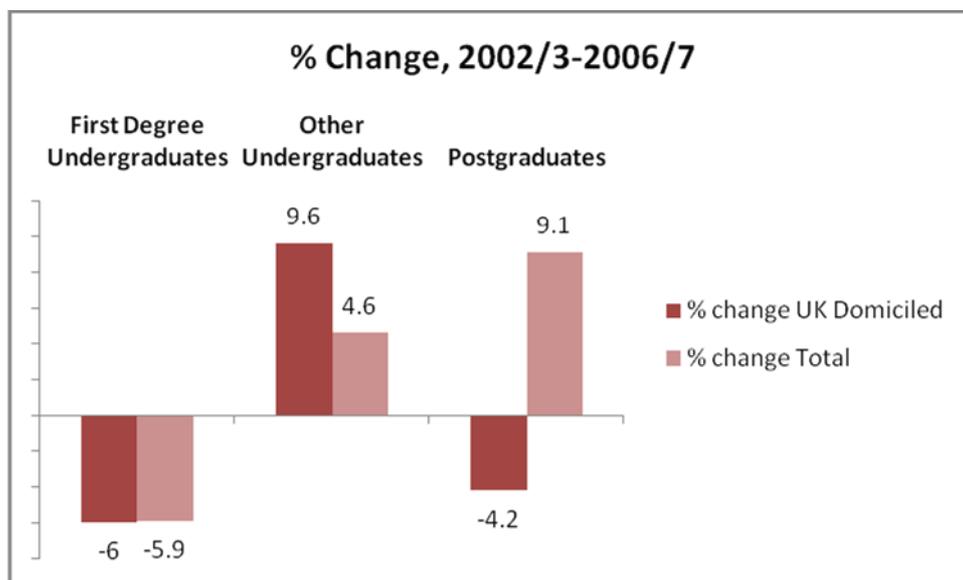
Source: DfES analyis of HESA data[18]

Taking HESA data from 1996/7, 2000/1, 2002/3 and 2006/7, numbers of UK born and educated students in language courses, undergraduate and postgraduate combined, fell between 1996/7 and 2000/1, despite a rise in the number of students in higher education overall, and rose between 2002/3 and 2006/7, with the exception of French studies. The highest increase was reported in Spanish, Chinese and Japanese studies, with the latter two languages experiencing large boosts in numbers in recent years. The direct comparison of data across all those years is not, however, possible due to the change in the classification of

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[17] The National Centre for Languages (CILT) *Languages in higher education, Higher Education Statistics: Frequently Asked Questions, DfES analysis of HESA data.* As of 22 December 2008: http://www.cilt.org.uk/research/statistics/education/higher.htm#higher1

[18] CILT, *Languages in higher education, Higher Education Statistics: Frequently Asked Questions, DfES analysis of HESA data, HE language student enrolments in the UK, 2002-3 to 2006-7, by language and qualification type.* As of 22 December 2008 available from: http://www.cilt.org.uk/research/statistics/education/higher.htm#higher1

university subjects. Up to and including 2001/2 languages are listed as 'language, literature and culture', for example French language literature and culture. In 2002/3 a new subject classification was introduced called the Joint Academic Coding System and a Full Person Equivalent Data is used, where numbers are weighted according to division of study. This means that language subjects have been defined in a different way, for example 'joint' degree courses previously listed in a separate section became part of 'language studies'. Therefore subject data is not comparable to that previously published by HESA.[19]

Table 3 shows data for five European and non-European languages.

Table 3 Student numbers in language courses, UK and total numbers, all HE undergraduate and postgraduate

Language	UK/Total Numbers	1996/7	2000/1	2002/3	2006/7
French	UK	6,987	5,440	12,065	11,755
	Total	7,517	6,040	13,175	12,975
Spanish	UK	2,368	2,785	7310	9,460
	Total	2,630	3,295	8135	10,530
Modern Middle Eastern	UK	910	730	1425	1,470
	Total	1,215	1,030	1840	2,020
Chinese	UK	571	520	1025	1,330
	Total	663	615	1425	1,665
Japanese	UK	735	560	725	1,365
	Total	822	800	915	1,720

Source: HESA[20]

The Higher Education Funding Council's Advisory Group on Strategically Important and Vulnerable Subjects added modern languages to the list of vulnerable disciplines in 2005. It stated that "volumes overall are being sustained in HE", however individual modern languages are experiencing various difficulties. For that reason, it took the view that languages remain vulnerable.[21] Kelly's AHRC-commissioned Modern Languages Review

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[19] http://www.hesa.ac.uk/index.php/content/view/1282/161/, as of 9 January 2009.

[20] System of apportionment applied (e.g. 50% joint honours = 0.5); see Higher Education Statistics Agency (HESA), *Students and Qualifiers Data Table*. As of 22 December 2008:
http://www.hesa.ac.uk/index.php/component/option,com_datatables/Itemid,121/task,show_category/catdex,3 /#subject

[21] Higher Education Funding Council (HEFCE), *Strategically important and vulnerable subjects: Final Report of the 2008 Advisory Group,* 2008, p. 20.

also notes that undergraduate numbers have an impact on the pool of potential academic researchers and school- teachers in modern foreign languages.[22]

Supply for other humanities and social sciences

For other disciplines and areas of study beyond languages themselves, the survey responses and comments from interviewees shed some light on the level of supply. Several interviewees had comments about the proportions of UK born and educated and non-UK born and educated researchers. For example, one senior academic said that UK-born researchers constitute less than 10% of the entire research community in his department. Another senior academic observed that four of his ten current PhD students are British; he estimated that the proportion of British Masters students in his department has been approximately 30% in recent years, a department where language skills were a formal requirement for students enrolling on courses. Another senior academic in a different discipline observed that it is untypical for British students to arrive equipped with a language other than English, unless they come from a background with an additional language in their family. She said that this is now regarded as a generic problem for students from Anglo-Saxon backgrounds. The institution therefore relies upon talented foreign researchers where language skills are required.

The survey of heads of departments for this study provides mixed evidence of changes in the supply of UK born and educated researchers with language skills: in total 56% of respondents reported no evidence, which includes 46% of respondents in languages department and 61% of non-language departments. In total 2% reported evidence of increasing supply, 5% reported evidence of no change in supply, and 35% reported evidence of decreasing supply. In languages departments 41% reported evidence of a declining supply, and 46% reported no evidence of a change; in non-language departments 32% reported evidence of a declining supply. There were relatively large differences of responses between Russell Group and non-Russell Group universities, with 40% in Russell Group departments reporting a declining supply compared to 29% at non-Russell Group departments. Figure 7 illustrates these findings.

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[22] Kelly, M. et al., *Research Review in Modern Languages presented by a review team led by the LLAS Subject Centre, University of Southampton, in partnership with UCML,* 2008, p.20. As of 23 December 2008: http://www.ahrc.ac.uk/About/Policy/Documents/modern_languages_review.pdf

Figure 7 Survey Q3: Evidence on the supply of language skills

Total

2
1%   1
      1%

67
35%

109
56%

10
5%   4
      2%

■ No Evidence	■ Increasing	□ No Change
□ Declining	■ Blank	■ Comment Only

Language Departments

2
3%

26
41%

30
46%

5
8%   1
       2%

Non-Language Departments

1
1%

41
32%

79
61%

5
4%

3
2%

Russell Group

1
1%

42
40%

56
52%

6
6%   1
       1%

Non-Russell Group

1
1%   1
       1%

25
29%

53
61%

4
5%

3
3%
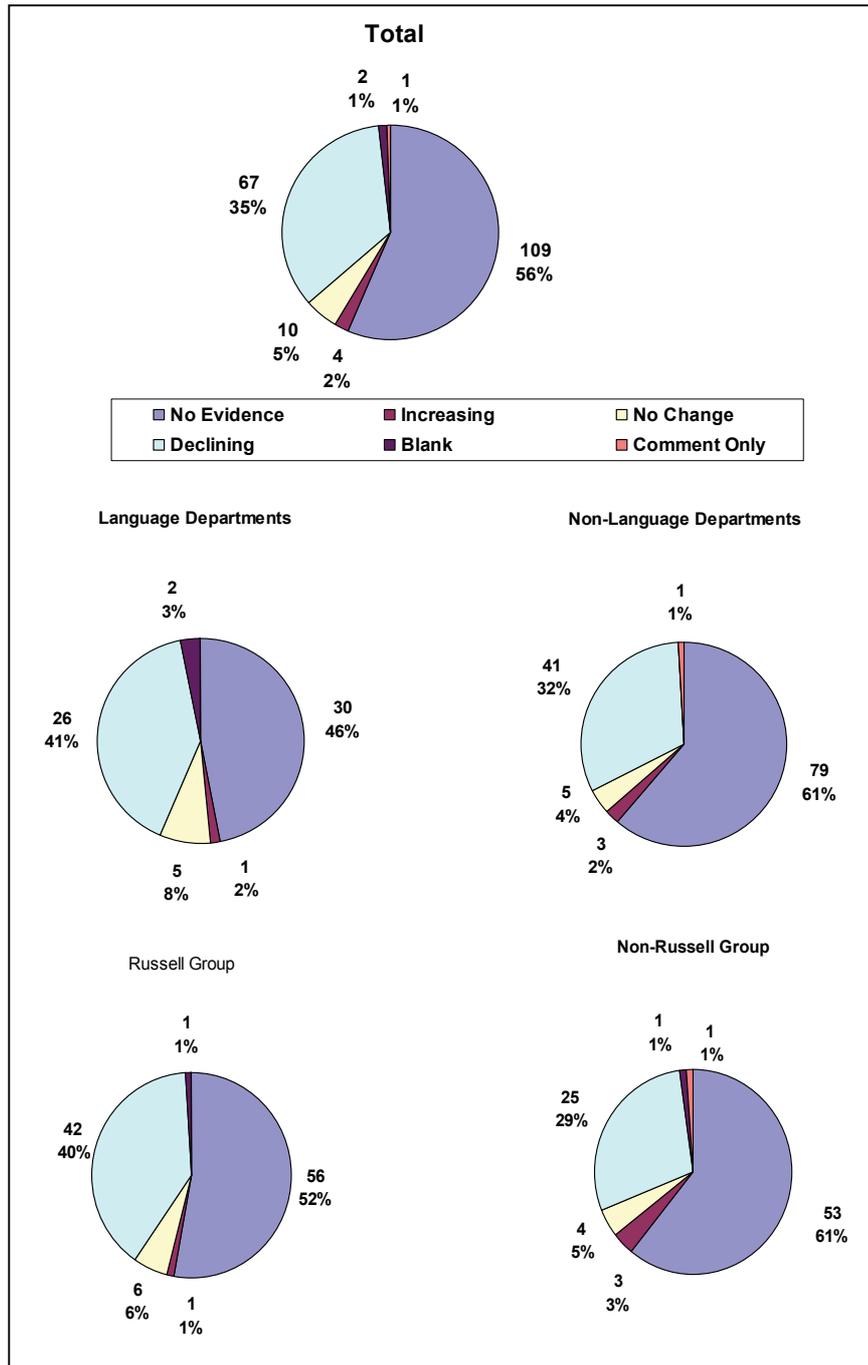
Source: RAND Europe

Supply of non-UK born and educated researchers

The findings of our interviews and case studies, in addition to information from the literature, suggest strongly that the supply to UK universities of non-UK born and educated researchers with the relevant language skills for academic research is high. This seems to reflect in part the "internationalisation" of higher education, a phenomenon that

is addressed in two of our case studies (on mobility and on LSE – see Chapter 4). A Universities UK research document from July 2008 reports that there are 50,000 international postgraduate research students in the UK, 42% of all postgraduate research students. This represents approximately 15% of the global market, making the UK the top recruiter country per capita in the world at present.[23] The case study on the LSE shows that nearly 40% of its teaching and research staff are from outside the UK, and approximately the same proportion of its postgraduate students are not UK born and educated. Our interviewees cited a high supply of well qualified international researchers.

Overall supply

Information on the number of enrolments of postgraduates to language-related courses indicates that the proportion of UK born and educated students enrolled decreased by 4.2%, while overall postgraduate numbers went up by 9.1% (see Figure 6 above). Chapter 5 explores the perceived causes and consequences of having sufficient overall supply of language skills for undertaking research, which includes a declining supply of UK born and educated researchers with those skills and an increase in supply of non UK born and educated researchers with those skills.

3.2 For what level of skills is there supply of language skills for academic research in UK universities?

The European Language Portfolio (ELP) specifies five language skills: "Listening, Reading, Spoken interaction, Spoken production and Writing".[24] Interviewees explained the relevance of these different skills for undertaking academic postgraduate research. They emphasised reading skills above the other modes, followed by speaking skills. They commented that the supply of UK born and educated researchers with the required level of reading and speaking skills in languages other than English is small. They observed that the supply of non-UK born and educated researchers with the required level of reading and speaking skills was high. They also suggested that the supply of non-UK born and educated researchers with the required level of writing skills in English is mixed. The consequences of these perceptions are discussed in Chapter 5. The case studies on language centres and on European studies also present relevant findings.

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[23] Kemp, N. et al., *The UK's Competitive Advantage: The Market for International Research Students,* UK Higher Education International Unit, London, 2008, p.1.

[24] The ELP, first published in 2002, was revised and reapproved by the Council of Europe in December 2006 and published in spring 2007. According to CILT, the UK adult ELP follows the format (specified by the Council of Europe), of all European Language Portfolios, but has been tailored to be particularly relevant to adult or work-related language learning in the UK; see CILT *European Language Portfolio for Adult and Vocational Language Learners.* As of 6 January, 2009: http://www.cilt.org.uk/qualifications/elp/adultelp.htm.

3.3 For what languages is there supply of skills for academic research in UK universities?

Modern European languages are the languages most commonly needed in humanities and social sciences research in UK universities: English, German, French, Spanish, Italian and to some extent Russian. Other languages used in research can include an enormous range from all regions and continents. Modern Middle Eastern and Asian languages are said to be growing in importance for research, as is suggested by the statistics in Table 4 below, which shows the numbers of postgraduate research students in UK in different languages from 2002/3 to 2006/7.

Table 4 Postgraduate enrolments in Modern Language Studies, 2002-3 to 2006-7

Language	2002/3	2003/4	2004/5	2005/6	2006/7	% change
Celtic studies	300	325	295	285	290	**-3.3%**
French	500	485	420	385	420	**-16.0%**
German	345	310	315	280	280	**-18.8%**
Italian	170	170	155	165	195	**+14.7%**
Spanish	305	270	290	300	360	**+18.0%**
Portuguese	25	35	25	25	30	**+20.0%**
Scandinavian studies	20	15	20	20	15	**-25.0%**
Russian & Eastern European studies	300	330	295	305	390	**+30.0%**
Other European languages	1,415	1,520	1,685	1,670	1,555	**+9.9%**
Chinese	150	170	185	225	245	**+63.3%**
Japanese	250	200	195	180	160	**-36.0%**
South Asian studies	195	135	120	105	100	**-48.7%**
Other Asian studies	45	130	125	140	165	**+266.7%**
African studies	80	120	95	105	115	**+43.8%**
Modern Middle Eastern studies	515	530	545	575	650	**+26.2%**
Other non-European languages	255	250	265	210	240	**-5.9%**
Translation studies/ theory	920	1,195	1,230	1,320	1,110	**+20.7%**
Total	5,790	6,185	6,270	6,290	6,315	**+9.1%**

Source: CILT (DfES analysis of HESA data)[25]

The supply of researchers with skills in modern European languages comes increasingly from non-UK born and educated researchers rather than from UK born and educated researchers, according to our interviewees and case studies. Table 4 shows an increase of 9.1% in postgraduate numbers at UK universities, at the same time as UK domiciled students fell by 4.2%. Chapter 5 discusses the implications of these trends.

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[25] CILT, *Languages in higher education, Higher Education Statistics: Frequently Asked Questions, DfES analysis of HESA data, HE language student enrolments in the UK, 2002-3 to 2006-7, by language and qualification type.* As of 22 December 2008: http://www.cilt.org.uk/research/statistics/education/higher.htm#higher1

3.4 Has the supply of language skills for academic research in UK universities changed over time?

From the survey and interviews, the trends appear to be (a) a decreasing supply of UK born and educated researchers with language skills and (b) an increasing supply of non-UK born and educated researchers with language skills; (c) a continuing supply of researchers using other European languages, and Asian and Middle Eastern languages. In the survey we asked "Do you have evidence that the supply of UK-born and educated researchers with skills in languages other than English is increasing or declining?" The percentages of replies stating "no evidence of decline" were high, so the findings are not conclusive and the question merits further investigation.

Other sources of evidence on this include, for example, information from CILT stating that numbers of students of Spanish and Portuguese have been increasing over the past eight years; numbers of students of Chinese and Japanese decreased significantly between 1998/9 and 2001/2, but have been rising since 2002/3.[26] One interviewee described an AHRB-funded programme specially introduced to recruit linguistics researchers, to strengthen the supply of UK based university expertise in languages research and teaching; it was unable to recruit researchers of sufficient quality after the first year.[27]

Research libraries' acquisitions of non-English language materials (see box below) shed some light on these trends over time, particularly in respect of Leeds University Library's experience. That Library reported a narrower range of languages now being bought compared to previously, but nevertheless continuing purchases in the modern European languages and Asian languages for the taught courses and research. The information is only indicative, but it suggests that trends in such acquisition policies could be investigated further and internationally, to provide a clearer picture.

Box 1: Research libraries' purchases of materials in languages other than English

Research output (rather than demand for, or levels of use) currently drives the British Library's purchases of materials in languages other than English, while it has the budget to afford to acquire what is available. Monographs, journals and some grey literature and popular literature are included. The British Library purchases materials from Europe and the Americas, India, Africa and Asia, in the languages of those countries. It is having to consider whether it is aiming to be comprehensive, or a collection of last resort. The British Library is reviewing its journal subscriptions and rationalising new/old titles. Sheffield University Library continues to purchase materials in the modern European languages and Japanese, Chinese and Korean. Journals are an increasing proportion of the purchases. Leeds University Library traditionally bought a wide range of languages

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[26] Based on DfES and CILT analyses of HESA data and HE student applications and acceptances data from UCAS; see CILT, *Languages in higher education, Higher Education Statistics: Frequently Asked Questions, DfES analysis of HESA data.* As of 22 December 2008 available from: http://www.cilt.org.uk/research/statistics/education/higher.htm

[27] According to Professor Richard Hudson, the AHRB agreed to fund six ring-fenced doctoral studentships per annum over three years, 2004-2006, in the linguistics of the 'major foreign languages' (French, German and Dutch, Spanish and Portuguese, Italian, and Russian).

for a wide range of disciplines. Now the focus on English is greater, with purchases of non-English language materials to support teaching and research in foreign language area studies, including several European and East Asian languages. The library is actively collecting works in Indonesian, Thai and Mongolian.

CHAPTER 4 **Case studies**

This chapter presents five selective case studies to illustrate elements of the subject of this investigation, namely the role and relevance of languages for academic research in the humanities and social sciences in UK universities. These case studies do not attempt to offer a comprehensive picture or a total survey of the scene. Rather they help to show how aspects of the supply and demand for language skills affect activity, and they add evidence about some of the contexts in which languages matter for academic research.

There are four case studies, and the table below indicates which areas of the research they illuminate:

1. University language centres

2. European studies

3. Mobility of students and researchers

4. LSE – a strategically 'international' university

Table 5 Case studies

	Case study
Demand	European studies
Supply	Language centres
	European studies
	LSE
Mismatch causes	Language centres
	Mobility of researchers

4.1 **University language centres**

The objective of this case study was to find out how relevant the services offered by university language centres are to the use of languages for research. We gathered more detailed information, in order to understand what language centre courses may contribute to the supply and demand issues with which this project is concerned. In particular, whenever possible we were seeking more information about the status, range, design and

content of language courses offered to postgraduate researchers, and attitudes about the role of language centres in equipping UK born and educated researchers. However, more detailed information about postgraduate students' participation in language courses was not always available, mostly due to the way language centres gather their statistical data.

We selected two centres that were not in London, Oxford or Cambridge, at the universities of Birmingham and Manchester, on the advice of Nick Byrne of the Association of University Language Centres (and himself director of a language centre at LSE).

- Both centres are separate organisational units, located in the same school as academic language departments.
- Manchester and Birmingham language centres provide language courses that students can take alongside their principal study specialism. Courses contain assessed modules that gain students credits, counting towards their final degree score.
- In both universities students can also take languages courses that do not constitute credits for their degree score - these courses require the payment of a subsidised fee. In Manchester, priority is given to students taking courses for credits, but both types of students are taught alongside each other.

Undergraduate
- In Manchester, courses typically are worth 20 credits - one year of a standard undergraduate degree comprises 120 credits (the entire undergraduate degree consists of 360 credits), thus course units offered by the Language Centre would make up one sixth of a student's mark for one year.

- In Birmingham there are two main programmes. Language modules tend to be worth 20 credits, though the entire undergraduate degree consists of 360 credits.

Postgraduate
- Some postgraduate courses in Manchester offer credits for languages, but the picture is more heterogeneous than at undergraduate level.

- At Manchester, specialist courses are offered for postgraduates – these are French and German for Academic Reading and French for Academic presentation. At Birmingham, a course is beginning next year for German for Historical Research.

Types and levels of courses
- Manchester offers 18 languages in 66 courses, and the number of languages has been increasing over the last 10 years. In its institution-wide programme, Birmingham offers 10 languages. Both institutions offer special language courses to medical students, and languages to business students (e.g. Business French; Business Italian).

- The increase in the number of languages on offer at the Manchester University Language Centre has been demand and supply driven. Due to a closure of another language education centre, some of its courses were transferred to the University Language Centre. It is also not uncommon practice that students enquire about the possibility of opening a new language class and in such a situation, the Language Centre management team usually decides to start a new course and review its financial sustainability after a six-month period. Range of languages on offer also increased due

to a system of recruitment of language tutors – PhD students researching linguistics of less common languages are often offered a stipend by a university covering their fees in exchange of a provision of language tutorial at the Language Centre.

- Both language centres recruit about 1500 students per annum to their language courses. In Manchester, around 6% of these are postgraduates, (not including specialist academic reading courses) and 4% are academic staff.[28]

Fees and funding

- Specialist postgraduate language courses in academic reading at Manchester, and forthcoming course in German for historical research are paid for through Roberts[29]funding.

- Courses are 'free' to students for whom the language course credits are being counted towards their degree – it is effectively funded by a proportion of their tuition fees and HEFCE funding. Additional, subsidized fees are levied if the language studied is an additional course for the student. Manchester was initially nervous about introducing a fee for courses, in case this was regarded as an obstacle by potential participants. But it has proved very effective in enabling the language centre to raise funds externally as a means of funding courses.

- At the Birmingham centre, students are annually turned away from courses due to over-subscription, thus fees have not been observed to have been a deterrent.

- Language courses are funded so that money 'follows the student'. This introduces a potential disincentive to the student's 'home' department, particularly in research led universities, as encouraging students to take language courses means the cost is born by that department's research budget.

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[28] As explained in the earlier section of this case study, university language centres do not systematically collect and report data neither on the type of study (undergraduate and postgraduate students), nor on the level of language course (beginner, intermediate, advance level). For that reason, it is not possible to assess from these data how many postgraduate students and research staff are participating in language courses at the level required for academic research. Furthermore, it was reported by our informant from the Manchester University Language Centre that students are classified by their native language (English or non-English native speakers). All native English students regardless of their country of origin are classified in the same category, and it is not feasible to disaggregate the data on UK and non-UK born students.

[29] The Roberts Review (commissioned by the government) was published in April 2002. It examined the supply of people with science, technology, engineering and mathematics skills, identifying a mismatch between the skills of graduates and postgraduates, and the skills required by employers in these areas. In response, from 2004 the government provided extra money for the Research Councils to provide additional training. The Career Development and Transferable Skills Training (Roberts) Payments are from this additional funding. This encompassed the Arts and Humanities Research Council, or AHRC (until 2005 the Arts and Humanities Research Board, or AHRB), although the Roberts Review addressed mathematics and sciences. The AHRB initially decided to allocate research training payments, in line with the other Councils, setting up The Research Training Fund (RTF). From 2004, the RTF funded subject specific skills, though since September 2007, in line with other Research Councils, it has been restricted to funding transferable skills training (although this may still include 'generic research training.') The payments are due to expire in 2011. See Research Councils UK (RCUK), Research Councils' Career Development and Transferable Skills Training (Roberts) Payments, Frequently Asked Questions, 2007, pp.2-4. As of 7 January 2009: www.rcuk.ac.uk/cmsweb/downloads/rcuk/researchcareers/faqs.pdf

- At Birmingham these funding arrangements have operated for the last 15 years. From the next academic year a new approach is being introduced, based on bidding centrally for funding on the basis of student numbers. It is said this will be done through University Schools, though the finer detail is still to be formulated.

- The Association of University Language Centres has information about the motivation that students report for choosing to study languages in addition to their specialist discipline. These include helping with career, helping with research and more general interest.[30]

Impact on supply and demand

- Manchester University Language Centre sees itself as a service provider, and thus 'demand-driven'. The increase in number of languages offered there is in response to increasing demand for a more diverse range of language choices. Additionally, some advertising is used to try and stimulate demand for certain courses (e.g. Beginners' Persian). The table below shows the provision of courses in Manchester since 2001/2

Table 6 Courses at Manchester University Language Centre, 2001/02-2008/09

Closures	Academic Year	Courses Offered						
	2001/2	**French** Beginner Intermediate PostIntermediate Further Advanced	**German** Beginner Intermediate PostIntermediate Further Advanced	**Spanish** Beginner Introductory Preintermediate Intermediate Further	**Italian** Beginner Intermediate PostIntermediate Further	**Urdu** Beginner Intermediate Furhter	**Chinese** Beginner Intermediate	**Russian** Beginner
		Courses Added						
	2002/3	**Portuguese** Beginner						
German Advanced Level	French Advanced Level	2003/4	**Dutch** Beginner Intermediate					
	2005/6	**French** Intermediate Business PostIntermediate Business Further Business Advanced Business Further Science Advanced Science	**Spanish** IntermediateBusiness	**Arabic** Beginner				
	2006/7	**French** Preintermediate Expert	**Polish** Beginner Intermediate	**Arabic** Intermediate	**Chinese** PostIntermediate	**Italian** PreIntermediate	**Persian** Beginners	**Russian** Further	**Spanish** PostIntermediate	**Turkish** Beginner	**Catalan** Beginner*
Urdu Further	2007/8	**Greek** Beginner	**Hebrew** Beginner	**Polish** PostIntermediate	**Portuguese** Intermediate			
	2008/09	**French** Advanced Level	**Greek** Intermediate	**Arabic** PostIntermediate	**Catalan** Beginner			
Imported from UMIST (University of Manchester Institute for Science and Technology)	*non-credit bearing							

Source: University of Manchester Language Centre

- Several other factors may hinder the uptake of language courses, according to our informants, including the turnover of first year tutors, a perceived lack of "creative awareness" in undergraduates as to the use and import of languages, and the reluctance of some research academics to acknowledge the need to develop wider language skills for research (commitment and dedication to own subject area), which can result in "tunnel vision". It was observed that the "embedding" of expectation to study a language would be likely to provide the centre with consistent demand from particular departments, but, on the whole, this was currently lacking.

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[30] Byrne, N., and Abbott, J., *How UK universities are offering integrated and non-integrated language modules*, A presentation for the NLS HE Implementation Group [provided by Nick Byrne], 2008.

- Universities may not insist on implementing an institution-wide strategy for languages, because of the principle of academic autonomy.

Nationality of students taking language courses

- Neither Birmingham nor Manchester language centres systematically capture students' nationalities. They do record whether the student is from an EU country or not, but not specifically whether the student's home country is the UK. Birmingham centre estimates that non-UK students make up over 40% of language students on language courses.

4.2   European studies

The objective of this case study was to see whether evidence about the supply of and demand for language skills in the specific context of research in European studies could help to illuminate the overall supply and demand questions of this study. We compared two leading European universities' activities in relation to European studies. One is a UK university - University College London, specifically its Centre for European Studies (UCL CES). The other is in continental Europe – the European University Institute (EUI) in Florence.

We briefly examined the profile of research students, and research and teaching staff in both institutions, their language skills and how those linguistics skills are used in the research projects and wider research activities. We found that the different approaches seem to be effective in terms of producing good research outcomes. However, the models they adopt may not be easily transferrable to other settings or environments, because of four factors: institutional goals; main language in the institution; funding; and chosen scope of European studies.

EUI has two main institutional goals: to equip Europe in future with professional specialists, and to advance academic knowledge. UCL CES places more emphasis on scholarly excellence. Although both UCL CES and EUI predominantly use English in the institution, EUI is more multicultural and multilingual in its nature than UCL CES. Virtually all EUI researchers are fully funded by grants, which therefore allows them to undertake research topics that might not be supported by UK research council grant programmes and priorities. However, European studies at EUI focuses mostly on socio-political issues, whereas UCL CES actively encourages research in a much wider range of dimensions to European studies, such as literature, culture and philosophy. Both EUI and UCL CES are positive about their research agendas, which they pursue in distinctive ways. In the table below we present the main findings of this case study.

Table 7 Comparative analysis of UCL CES and EUI

	UCL CES	EUI
Overview	Not a department but a 'virtual' way of combining skills of members of staff from various departments of a university, to encourage interdisciplinarity and to encompass	An intergovernmental comparative studies institution established by the European Community member states to contribute to cultural and scientific development in the social science in a

	UCL CES	EUI
	a broad range of disciplines and fields	European perspective
Types of study	Mainly postgraduate and PhD programmes (undergraduate studies are organised within social and political science department). Four taught MA programmes (European Culture, History, Thought and Society), from 2009/2010 a fifth programme: European Society (focus on EU integration)	Postgraduate and postdoctoral teaching and research institute. Degree programmes organised in four departments: Economics, History and Civilisation, Law, and Social and Political Science.
Students/ researchers	About 50% of students/researchers are British; however UCL CES does not collect data on nationality; students are classified by their native language.[31]	Number of students/researchers is proportionate to the population of EC countries, with flexible quotas in place. About 40-50 British students at any time (out of 600 postgraduate students/researchers in total),[32] that is 7-8% of the total student population.
Staff	Academic staff can cover most of European languages, however no data on staff nationality. Recent trend to increase range of languages on offer.	About 60 full time professors and residents from all over the world.
Language require-ments	No formal language requirement when applying	A formal requirement of two EU languages (including English) when applying. No formal language requirement for professors.
Language training	Students wishing to improve their language skills are able to take advantage of the courses and facilities of the UCL Language Centre.	Two types of language training provided: (1) research purpose – advance level in French, German, Spanish and Portuguese, also basic level in Spanish; (2) Italian for social purposes (compulsory for all students/researchers).
Language of study	All courses delivered in English but some courses may have an additional language requirement	Courses predominantly taught in English, however some courses also in French,

[31] According to our interviewee, proportion of UK to non-UK born students is similar at Master and postgraduate research courses.

[32] At EUI, the majority of students is enrolled on the doctoral programmes; masters' programme are only offered in law (LL.M degree). According to our interviewee, there are about 600 doctoral and 100 postdoctoral students at EUI at any one time.

	UCL CES	EUI
/research	(e.g. requiring students to read literature and study material in other languages)	German and Italian. Students are expected to use sources, such as academic publications, daily newspapers, white papers, audio-visual material and so forth in language(s) of country(ies) they are researching or comparing, and engage with the wider scholarly and non-academic community.
Scope of study/ research	Students encouraged to conduct interdisciplinary research. No much difference in choice of topics/scope of research between British and non-British students/researchers	All theses must have a comparative European component. Students can write their theses in any language on condition they can find a EUI supervisor and jury to review the work.
Other points		Almost all students are fully funded for the duration of their study programmes. There is no dominant language group at this institution; EUI is not part of a linguistic or cultural affiliation.

Source: RAND Europe

Results

The main difference between these two institutions is the nationality mix of students/researchers and the scope of their studies. Research undertaken at EUI has to compare at least two countries, whereas students/researchers at UCL CES are enabled and encouraged to conduct interdisciplinary research, which may be national, regional or European in scope.

Nationality of students/researchers and their language skills also play a major role in the selection of topics studied. EUI student/researchers are multicultural reflecting the range and composition of languages and cultures within the EU. At UCL CES, UK born and educated students and researchers constitute half of UCL CES population. It is worth noting, however, that internationalisation of its students and academic staff is a deliberate strategy at EUI, whereas it is not an explicit policy at UCL CES. According to one interviewee from the Academic Services, British candidates come equipped with a similar level of language skills as their counterparts from other countries. Students and researchers at both institutions are interested in conducting research that explores various aspects of European cultures. Exposure to the multilingual and multicultural environment is perceived as an enriching experience enabling students/researchers to engage with a wider academic community at the beginning of their professional career, either in academia or in other institutions. Alumni from both universities often continue their careers in leading universities, or work as officials in European institutions and international organisations.

4.3   Mobility of students and researchers

The objective of this case study was to find more detailed evidence of the supply of students and researchers across Europe and any distinctive trends associated with UK born and non-UK born categories. To provide this quantitative evidence we investigated information on the European mobility of students and researchers in two main categories: (1) Erasmus exchange programme participants, (2) students and researchers registered for a full duration degree programme at a university in a country other than their country of origin.

The Erasmus programme is the EU's education and training programme for enabling and encouraging students and academic teachers to study and work abroad; the programme also supports co-operation between higher education institutions across Europe.[33]

Our analysis compared data on these two categories, using evidence about British students and researchers and their counterparts from other major European countries, namely Spain, Germany, France and Italy. We used the published statistics that are available.

Mobility of students and researchers between countries is a world-wide phenomenon and has increased rapidly in the last two decades. Existing research shows that mobility enhances human capital and provides opportunities for academic development by improving language skills and accessing foreign work experience.[34] Mobility is also seen as a chance to add to an individual's social and cultural capital, thus improving career prospects and creating opportunities for the international research networks and projects.[35]

Erasmus exchange programme participants

In the academic year 2006-2007, the number of Erasmus students from Spain, Italy and Germany was three times higher than students from the UK. For Erasmus teachers, the proportion of other country teachers on exchange programmes was on average two times higher than the population of the UK teachers. The trend data (Figure 8) reveals that while the number of Erasmus students from all EU countries was continuously increasing over the last seven years, the reverse trend can be observed in the UK, with a declining number of students from UK universities participating in the student exchange programmes.

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[33] European Commission Education and Training, *Erasmus.* As of 5 January, 2009:
http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm

[34] Teichler, U. and Maiworm, F. *The Erasmus Experience*. Luxembourg: Office for Official Publications of the European Commission, 1997; West, A. (coordinator) *Higher Education Admissions and Student Mobility within the EU: "ADMIT"*, Final Report of TSER Programme. London: LSE, 2001.

[35] Findlay, A., King, R., Stam, A. and E. Ruiz-Gelices , "Ever reluctant Europeans: The changing geographies of UK students studying and working abroad", *European Urban and Regional Studies*, 13(4), pp. 291-318, 2006 , and Schnitzer, K. and Zempel-Gino, M, *Euro Student: Social and Economic Conditions of Student Life in Europe 2000*. Hannover: Hochschul-Informations-System, 2002.

Figure 8 Outgoing Erasmus students from Germany, Spain, France, Italy and the UK, 2000-2007
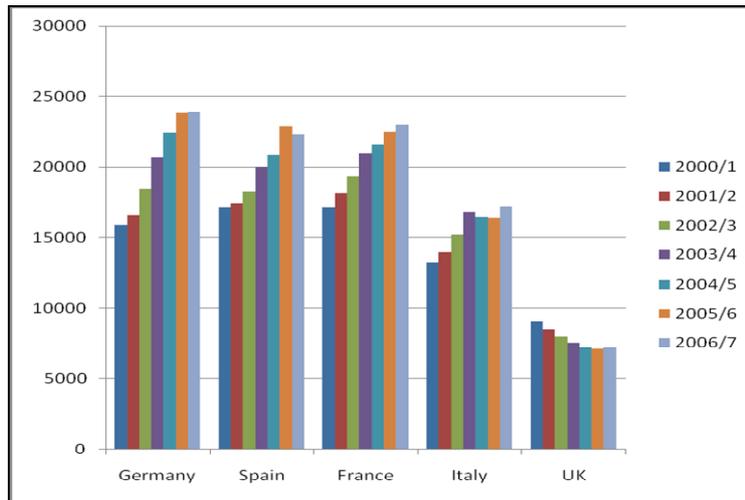
Similarly, the number of mobile Erasmus teachers was constantly increasing in continental European countries, yet the population of UK teachers participating in Erasmus exchange programme remained at largely the same level in the last seven years (Figure 9).

Figure 9 Outgoing Erasmus teachers from Germany, Spain, France, Italy and the UK, 2000-2007
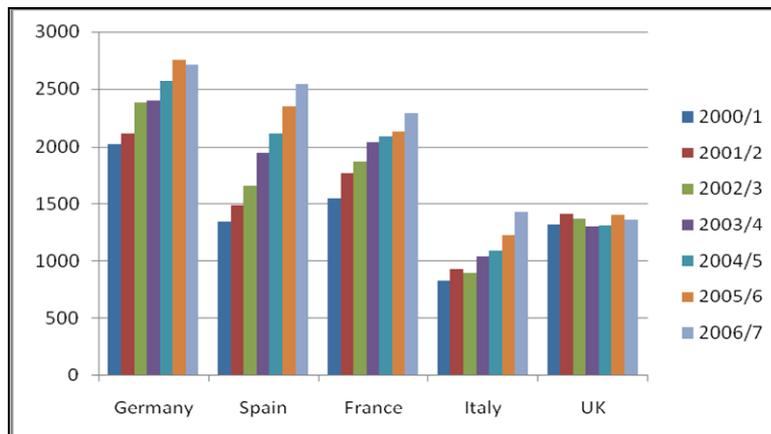
Data on the subject areas of Erasmus students and teachers also provides insights. While students of languages and philological subjects from Germany, Italy, Spain and France constituted between 10 and 19 per cent of the student population from these countries participating in student mobility programmes in 2006/7, in the UK the proportion of students of languages and philological subjects was more than 40% of those taking part in such student mobility programmes. However, a reverse proportion can be observed in teacher populations, with teachers from these major continental European countries constituting about 20% of the total teachers' mobility population, and only 10% of the UK mobility teachers.

Analysis of the Erasmus Intensive Language Courses (EILC) also provides useful data on student and teacher mobility. EILC, a scheme supported by the European Commission, facilitates participation in specialised courses for up to 6 weeks in the less widely used and less frequently taught European Union languages, these being the languages of a number of countries participating in the Erasmus programme. German, French, Spanish and English language tuition is not covered in this scheme. Over the last seven years, there was an increase in the number of UK students participating in the EILC. However, in 2006 there were twice as many students from Spain, France and Italy, and six times more from Germany than from the UK participating in the intensive language courses (Figure 10). In 2007, the total of 154 UK students participated in these intensive language courses. The most popular destinations were Italy (61 students), the Netherlands (18 students), Sweden (13 students) and Portugal (11 students).

Figure 10 Number of German, Spanish, French, Italian and British students participating in the Erasmus intensive language courses, 2001-2006
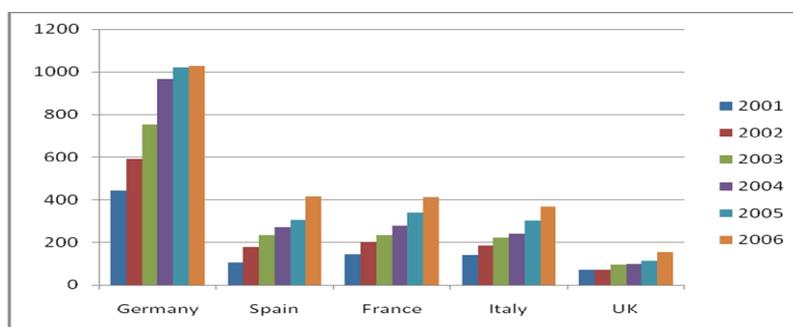
Source: Erasmus student and teacher mobility statistics, available from
http://ec.europa.eu/education/programmes/llp/erasmus/stat_en.html

Data on the institutions participating in the Erasmus programmes gives an indication of the popularity of student exchange programme in certain countries. In 2006/7 not a single UK university was present in the list of the top 100 home institutions for outgoing Erasmus students and teachers. By way of comparison, there were 26 Spanish, 20 German and 18 Italian universities present in the top 100 list for student mobility, with 15 Spanish, 14 Czech and 11 Polish institutions present in the same list for teachers. In the top 100 list of institutions for incoming Erasmus students, there are eight UK universities for student mobility and no UK institutions present on the list for teacher mobility.

Foreign students and researchers at British, French and German universities

Data from the Higher Education statistics Agency (HESA) on students enrolled in Higher Education Institutions in the UK for the academic year 2006/7 reveals an increase in numbers of European students studying in the UK.[36] Overall, the total (non-UK national)

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[36] This 6% overall increase in a number of European students was on par with the growth rate of 7% in the number of non-EU domiciled students. The total non-EU student population in the UK rose from 223,855 students in 2005/06 to 239,210 in 2006/07. China remained the source of the highest number of non-UK domiciled HE students, though numbers fell by 2% from 50,755 in 2005/06 to 49,595 in 2006/07. The number of domiciled HE students from India rose by 24% from 19,205 in 2005/06 to 23,835 in 2006/07. Overall, non-EU students constitute more than 10% of the student population at UK universities. EU (excluding UK) students represent a further 5% of the student population (http://www.hesa.ac.uk/index.php/content/view/1158/161/, as of 6 February 2009). Due to the substantial

EU student population in the UK rose from 106,225 students in the 2005/6 academic year to 112,260 in 2006/7, an increase of 6 percent. The number of students from all but two EU countries (Ireland and Greece) was higher in 2006/7 than in the previous academic year. The total population of students from France was over 12,000, and over 13,000 from Germany. Table 8 provides more details on the number of EU students in the British universities.

Table 8 Top ten EU countries of domicile in 2006/07 for HE students in UK Higher Education Institutions

Country of domicile	2005/06	2006/07	% change
Republic of Ireland	16790	16255	-3%
Greece	17675	16050	-9%
Germany	13265	14010	6%
France	12455	13070	5%
Cyprus	7205	8710	21%
Poland	4325	6770	56%
Spain	6225	6350	2%
Italy	5460	5990	10%
Sweden	3325	3380	2%
Portugal	2885	3010	4%
Total EU	106225	112260	6%

Source: HESA Students in Higher Education Institutions 2005/06, 2006/07
Note: Total EU excludes UK and 2007 Accession countries - Romania and Bulgaria

Of the foreign students and researchers studying at French universities, non-French EU students are 2.5 times fewer than in the UK. Furthermore, the total number of British students at French universities in 2007/8 was 2,377, a figure five times lower than the number of French students enrolled at British universities (Table 9).

Table 9 Top ten EU countries of domicile in 2007/8 for university students in French higher education institutions

Country of domicile	2007/8
Germany	6322
Italy	4543
Romania	3663

differences in the fees paid by students depending on their country of domicile, with international (non-EU students) normally being classified in the highest fee band, UK universities are increasingly financially reliant on the inflow of foreign students. This subject is further analysed in the LSE case study, whereas possible implications of this trend are presented in Chapter 5.

Poland	3077
Spain	3230
Belgium	2426
United Kingdom	2377
Bulgaria	2230
Portugal	2142
Greece	1846
Total EU	38030

Source: Vitry, D. (2008) Repères et références statistiques sur les enseignements, la formation et la recherche - édition 2008, Le ministère de l'Éducation nationale et le ministère de l'Enseignement supérieur et de la Recherche.

Similar patterns can be observed in German data on numbers of foreign students in higher education institutions in Germany. Overall, the number of non-German EU students in Germany is just over 57,000, nearly two times lower than the equivalent figure in UK universities. British students constitute a small proportion of this total (too small a sample to be present in Germany's list of top ten EU countries contributing students), with only 994 students from the UK enrolled in university degree courses in Germany in 2007/8 (Table 10).

Table 10 Top ten EU countries of domicile in 2007/8 for university students in German Higher Education Institutions

Country of domicile	2007/8
Poland	10289
Bulgaria	10161
France	4726
Austria	4503
Spain	3563
Italy	3461
Romania	3247
Luxembourg	2364
Greece	2182
Hungary	1823
Total EU	57025

Source: Statistisches Bundesamt (Federal statistical office)
Note: Number of non-German students includes only students of foreign origin who do not hold German A-level qualification

Two further findings: although the level of European mobility among British students and teachers decreased in recent years, the overall mobility level is stable (or even rising), but British students are increasingly heading to other English-speaking countries, such as Australia and the US. The internationalisation of British universities is third highest among OECD countries, currently at c. 16% level, with only Australia and New Zealand noting higher levels of international body of students and staff.[37]

Results

Patterns of student mobility are different for British students and their counterparts from elsewhere in the European Union. While a trend of increased student and researcher participation in the wide range of study abroad programmes available in EU countries has occurred elsewhere, in Britain the trend has been the opposite, with fewer British students taking up opportunities available for student mobility within the European Union. In addition, British universities have become increasingly popular among the wider European student population - this in turn contributes to a growing 'trade deficit' with the EU in students and researcher migration to and from British Universities. A possible consequence is that this could exacerbate language deficit effects, for example if British students are also less able to communicate with their increasingly international fellow students than those international students are with each other, one could expect growing disadvantages in terms of collaborations, social capital and future career prospects.

From the numerous factors that are thought to have an impact on the decreasing numbers of British students and researchers making use of the mobility opportunities discussed, financial constraints and language skills are the factors most commonly referred to in the broad literature on this topic. Some interviewees in the main study speculated that middle class students are more likely than their less socio-economically enabled counterparts to perceive the importance of language skills and the advantages of cross-border European mobility (and to have greater opportunities to study those languages at school), socio-economic inequalities may be reinforced if only students from certain socio-economic groups exploit these enabling opportunities. Decreasing linguistic and intercultural competence of UK graduates may render the British graduate less competitive in what is not only a European, but global graduate labour market.[38]

4.4   London School of Economics – a strategically "international" university

The objective of this case study was to find out what part the supply of and demand for UK and non-UK born and educated researchers with language skills may play in the internationalisation strategy of a world-class research-active institution. The case study

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[37] Findlay et.al., 2006.

[38] Findlay et al., 2006.

focuses on the London School of Economics and Political Science (LSE), a social sciences specialist university, which has chosen to adopt and pursue an explicit and intensive internationalisation strategy.

The 'internationalisation' of higher education attracts increasing attention.[39] There is no agreed definition of "internationalisation"[40] but simply put, it is the process of integrating an international/intercultural/global outlook into teaching, research and services offered by universities.[41] It can include:

- international contributions to curricula
- literature in foreign languages
- teacher and student exchanges
- the activities that fall within international studies
- international educational exchanges
- international technical cooperation
- mobility of academics
- joint research initiatives
- foreign language education
- external marketing opportunities.[42]

LSE's strategy: diverse staff and international research focus

LSE's stated strategic aim is to engage with the wider international community, and it has created a framework for its international activities.[43] LSE has for several decades positioned itself to benefit from the increasing globalisation of higher education, doing so significantly earlier than many other UK universities. This is reflected in the established international focus in much of its teaching and research, in the design of its research centres, in the courses offered, in the nationalities of its teaching and research staff and in its sources of funding.

The LSE brand is globally recognised and is exploited to attract students from many countries, not principally the UK,[44] a highly diverse faculty and prestigious speakers from

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[39] See for example Universities UK International Unit *International Research Collaboration Opportunities for the UK Higher Education Sector, London,* 2008 *and McCaig, C., Drew, S. et al., International Research Collaboration in UK Higher Education Institutions, Sheffield: Sheffield Hallam University, UK, Department for Innovation Universities and Skills (DIUS) Research Report 08 08, 2008.*

[40] Knight, J *"*Internationalization Remodeled: Definition, Approaches, and Rationales"*, Journal of Studies in International Education* 8; p. 5, 2004.

[41] Knight, J., & de Wit, H. (Eds.), *Quality and internationalisation in higher education*. Paris: Organisation for Economic Cooperation & Development, 1999.

[42] Yang, R., "University internationalisation: its meanings, rationales and implications", *Intercultural Education,* vol. 13, No. 1, 2002.

[43] *LSE Strategic Plan 2008-2013,* London, 2008. As of 5 January 2009: http://www.lse.ac.uk/collections/planningUnit/pdf/Strategic_Plan_2008_13.pdf

[44] The LSE statistics do not break down the total number of students by nationality/ethnicity AND by type of study (undergraduate and postgraduate). Therefore, it is not possible to provide an accurate number of UK born and educated researchers pursuing a postgraduate degree at the LSE.

around the world. LSE's ability to attract faculty from other countries, given the global competition for the best academic staff, is a key factor in maintaining the research capacity of the institution. The study of social, economic and political problems at the LSE covers not only the UK and European Union, but also countries of every continent. The presence of researchers and academics able to engage with languages of many different countries would seem to enrich this research capability. LSE also achieves high visibility through actively disseminating its research, for example in advising policy makers in governments, non-governmental organisations and businesses around the world. The LSE's brand and influence are also spread internationally through various forms of executive education programmes and staff consultancies.

Currently nearly 40% of LSE's 1,875 staff are not British, with the highest representation of nationalities being American, German and Italian (see Table 11 below).

Table 11 Nationality of LSE staff, 2008

Total number of staff: 1,875					
British	62%				
Non-British	38%				
% of non-British staff by nationality (greater than 1%)					
United States	12	Australia	2	South Africa	1
Germany	10	China	2	Lithuania	1
Italy	9	Netherlands	2	Nigeria	1
Greece	6	Slovakia	2	Austria	1
Irish Republic	5	Portugal	1	Colombia	1
France	4	Belgium	1	South Korea	1
Spain	4	Brazil	1	New Zealand	1
India	4	Jamaica	1	Pakistan	1
Poland	3	Finland	1	Norway	1
Canada	3	Turkey	1	Hungary	1
				Switzerland	1

Source: LSE
Note: includes all research, teaching and administrative staff, 31July 2008

The many research centres at the LSE with an international, regional and country focus reflect LSE's strategic global research outlook. Its taught Masters degree programmes (unlike its undergraduate programmes) also include many with an international, regional and country focus. These are all listed in Table 12 below.

Table 12 LSE Centres and taught degree programmes with international focus

Research Centres with international focus	Taught degree programmes with international focus
• Centre for International Studies (CIS) • IDEAS - Centre for the study of international affairs, diplomacy and grand strategy • Department of International History • Department of International Relations • International Trade Policy Unit • STICERD Suntory and Toyota International Centres for Economics and Related Disciplines • Centre for the Study of Global Governance • Global Public Policy Network • The Kuwait Programme on Development, Governance and Globalisation in the Gulf States • Asia Research Centre • Canada Blanch Centre for Contemporary Spanish Studies • Centre for Research into Economics and Finance in Southern Africa (CREFSA) • Crisis States Research Centre • European Foreign Policy Unit (EFPU) • European Institute • India Observatory • Nations and Nationalism • RICAFE (Risk Capital and the Financing of European Innovative Firms) • Taiwan Research Programme • Africa Climate Change Forum • CCPN China in Comparative Perspective Network • European Neuroscience and Society Network • GEHN Global Economic History Network • Hellenic Observatory	• MSc International Health Policy • MA/MSc History of International Relations • LSE-Columbia Double MA Degree in International and World History • LSE-PKU Double MSc Degree in International Affairs • Sciences-Po-LSE Double Degree in Affaires Internationales and International Relations / International Political Economy • MPA International Development • MSc International Employment Relations and Human Resource Management • MSc International Management (IMEX route) • MSc International Political Economy • MSc International Relations • MSc Theory and History of International Relations • MSc China in Comparative Perspective • MSc Comparative Politics • MSc European Political Economy • MSc European Social Policy • MPA European Public and Economic Policy • MSc European Studies • MSc Global History • MSc Global Media and Communications • MSc Global Politics • MA Global Studies: A European Perspective • MSc The History of Empires • MSc Global Media and Communications

Source: LSE

International academic partnerships – limited but strong

The LSE has been selective in its academic partnerships, partly intending to lead to the development of applied research and establishing exchange of students and staff "…that adds to the lustre and research environment of the sponsoring LSE academic Department, Institute or Research Centre." [45]

Its official partner institutions are Columbia University (New York), Sciences Po, Paris, and Peking University (Beijing). LSE is currently developing its relationship with the National University of Singapore, having already established cooperative activities with the Lee Kuan Yew School of Public Policy.

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[45] LSE, *Academic Partnerships*. As of 6 January 2009: http://www.lse.ac.uk/collections/academicPartnerships/

LSE has also developed double Masters degree programmes with Fudan University (Shanghai), Hertie School of Governance, Berlin, and University of Southern California (Annenberg School for Communication).

Funding from outside the UK – the highest and increasing

The LSE has the highest proportion of research grants from outside the UK compared to other universities. This is nearly 30% of its total research grants in 2005/6; 20% of this is from EU sources and this has been increasing over time. Figure 11 below compares LSE's funding sources from 2001/2 to 2005/6 with that of all UK universities and with Bristol, Cambridge, Imperial, Oxford, UCL, Warwick and York, for funding sources that are UK based, EU based and from elsewhere.

Figure 11 LSE research grants and contracts expenditure, 2001/2 to 2005/6
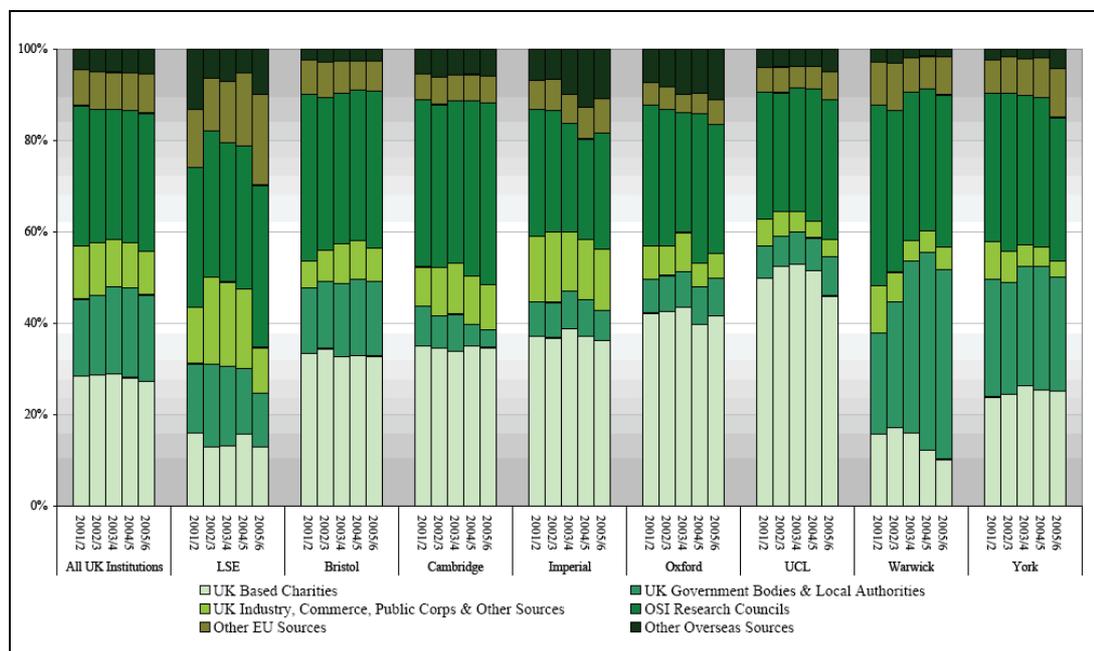
Source: LSE Context Statistics 2007
http://www.lse.ac.uk/collections/planningUnit/pdf/ConStats2007_Final.pdf

This case study focuses on a single institution. In the light of its findings, further investigation could explore the correlation between international teaching and research staff and international research grants at several institutions. That kind of analysis, combined with other measures, could eventually provide a more robust basis for analysis of this factor.

LSE and languages

LSE's Language Centre has around 60 staff on permanent full-time and fractional contracts and offers an extensive language teaching programme that works to support students on degree courses and researchers. It offers 11 languages at 5 different levels. Providing foreign language teaching to academic staff is part of its core remit. According to an LSE academic, the difficulty of teaching students whose English is not good enough, particularly in their writing skills, is growing. The Language Centre has been trying to

bring the (English) language skills of foreign students (particularly from the Far East) up to the required level.

Internationalisation carries significant risks

The benefits of internationalisation to LSE include strong brand recognition, ability to attract and retain high quality staff and students, access to diverse funding streams, and a heterogenous and lively environment for study and work characterising the institution. However, institutions that have opted for high international exposure run some risks. The main risks are due to external factors (mainly economic) and the impacts of internationalisation on the quality of teaching and research.

There is a possibility of future restrictions on international student movements,[46] a contraction in the supply of British students due to demographic factors and the decline of the UK's competitive advantage in higher education due to the higher costs of studying in the UK. These factors may have a marked impact on the LSE model, which is heavily reliant on foreign students, and teaching and research staff. Other risks come from increasing global competition for high quality researchers due to the expansion of the higher education sectors of other English-speaking countries, other EU countries and other developing countries, particularly China. The risk from commercialisation and commodification of education programs, homogenisation of curriculum and quality of higher education are also other risks of internationalisation.

The international education market is becoming increasingly competitive, with more non-English speaking countries providing opportunities to study in English (e.g. in the Netherlands, Nordic countries, to some extent Germany). As this trend continues, the UK may lose its advantage of being one of only a few European countries offering tuition in English, and other countries may attract a higher proportion of international students. In addition, tuition fees are usually lower in continental Europe than in the UK. The risk is that the UK may not have enough home-grown talent and at the same time may be able to rely less on a sufficient inflow of international talent.

Another risk is that the lack of adequate language skills of UK born and educated students and staff could leave LSE vulnerable if it is unable to recruit sufficient well-qualified students and staff to the UK; to date non-UK born and educated staff and students seem to have compensated for this deficit.

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[46] Kemp, N. et al., *The UK's Competitive Advantage: The Market for International Research Students*, Higher Education International Unit, London, 2008.

Implications and need for further evidence

5.1 Introduction

Overall, this study has generated a number of important findings about the relationship between skills in languages other than English and postgraduate research in the humanities and social sciences in the UK. The previous chapters on supply and demand have presented what evidence we have found to answer the research questions we developed on these two factors. The case studies added depth and detail to some of the issues raised in the study. This chapter takes forward the analysis to look at three issues:

- evidence for a possible mismatch between supply and demand

- the implications of such a mismatch

- the need for further evidence.

5.2 Evidence of a mismatch between supply and demand

We attempted to find out:

(a) Is there oversupply/undersupply of language skills for research?
(b) If so, for which languages?
(c) Is the gap getting bigger or smaller?

The evidence so far studied seems mixed, patchy, or otherwise insufficient to reach a confident answer at this stage about these specific aspects of a possible mismatch between the demand for and supply of researchers with skills in languages other than English. The survey results show that in total 53% of respondents had no evidence of a gap between supply and demand, 37% had evidence of an increasing gap and 2% had evidence of a declining gap. For language departments 47% had evidence of an increasing gap, compared to 31% in non-language departments. For Russell Group departments 41% had evidence of an increasing gap, compared to 32% in non-Russell Group departments (see Figure 12 below).

Figure 12 Survey Q5: Mismatch between supply and demand
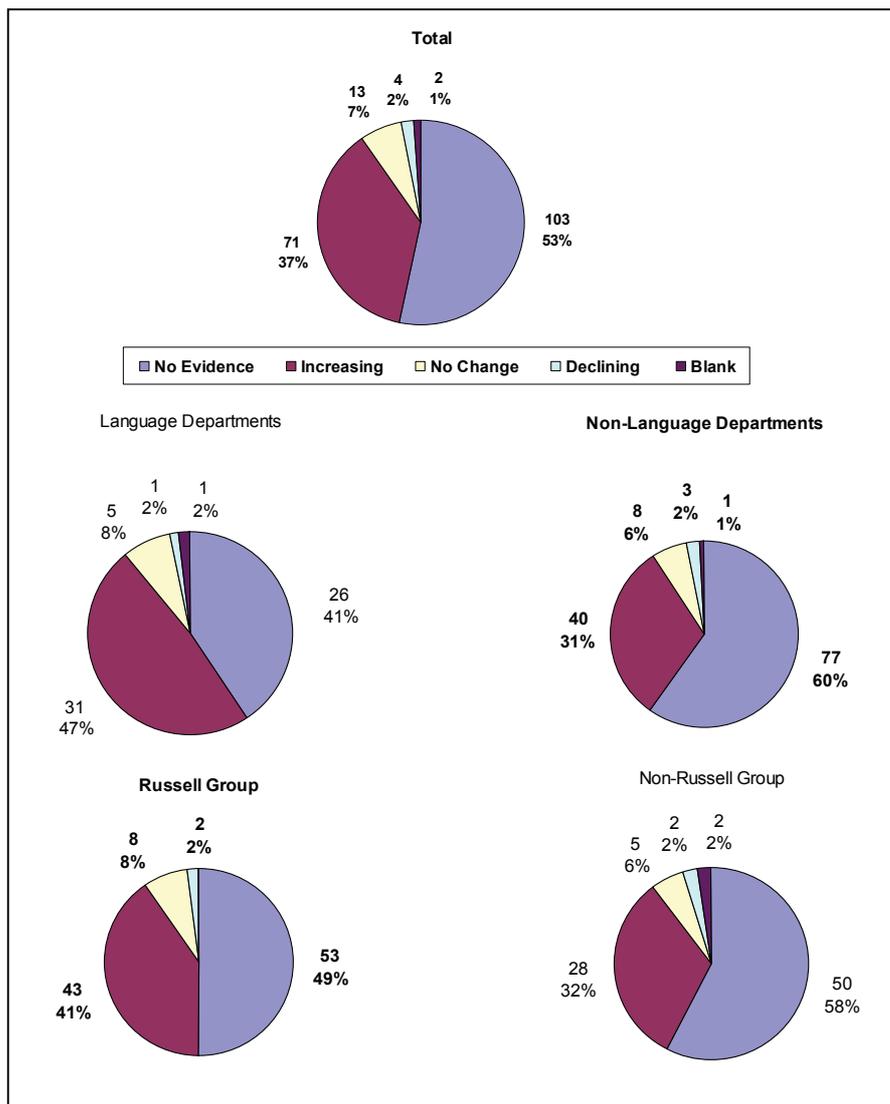
The literature we consulted also does not resolve the questions of mismatch. However, the interviews revealed two tendencies in the comments made about mismatch. One cluster tended to focus on the nationalities of the researchers. These comments drew attention to a perception of an increasing influx of non-UK born and educated researchers into research posts and teams in UK universities. (This matches evidence of increasing numbers of foreign workers coming into the UK.)[47] The other cluster of comments tended to focus on the perception of the (narrower) scope and impact of research conducted in UK universities by UK born and educated researchers who lack language skills.

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[47] UK Border Agency, *Visa Statistics.* As of 1 July: http://www.ukvisas.gov.uk/en/aboutus/statistics/

5.3   Reasons for a mismatch

Several possible reasons can be indentified for a mismatch in the supply of and demand for languages skills for research. Language learning in schools, the dominance of English and the socio-economic status of students were the most frequently mentioned.

Language learning in schools
The Nuffield Languages Enquiry investigated the UK's capabilities in languages and reported on what needed to be done to improve the capabilities. It found that the UK's outlook on language skills is complicated by 'the global role of English, now essentially the language of science, law, banking, technology and much else'.[48] Some of our interviewees referred to the lack of students' appetite for languages that they perceived being fuelled by growing social disincentives, media influence and the fact English dominates many cultural forms.

The Nuffield Languages Enquiry emphasized that "English alone is not enough",[49] identifying real and imminent risks to the health of the UK's national skills' base in the continuation of the status quo. It argued for the importance of an accredited post-16 language qualification as a requirement for entry into higher education,[50] which was not adopted in the 2002 National Languages Strategy.[51] Several interviewees expressed frustrations at what they regard as the ineffectiveness of the National Languages Strategy, (echoing the findings of Footitt, 2005).[52] They perceive inconsistencies in the government's policy, regarding as regressive making foreign languages cease to be compulsory at KS4 (GCSE) level from September 2004. One professor of French history described "a collapse of language provision in schools over the last 20 years".

The Higher Education Funding Council (HEFCE)'s Advisory Group on Strategically Important and Vulnerable Subjects observed that "…changes to language provision in schools could destabilise languages provision in HE over the next five to 10 years."[53] This is corroborated by Ofsted's *Changing landscape of languages* report (2008), noting that since the end of statutory language requirement at KS4, numbers studying languages have fallen dramatically, with less than 50% of the cohort entering GCSE or other accreditation in 2007.[54] Ofsted also reports that approximately one in five schools are the exception to the

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[48] McDonald, T., Boyd J. et al., *Languages, the next generation; The final report and recommendations of the Nuffield Languages Enquiry*, 2000, p. 4.

[49] Ibid, p.14.

[50] Ibid, p. 57.

[51] Department for Education and Skills, *Languages for All; Languages for Life*, DfES publications, Nottingham, UK, 2002. As of 22 December 2008:
http://publications.teachernet.gov.uk/eOrderingDownload/DfESLanguagesStrategy.pdf.

[52] Footitt, 2005, p.44,

[53] HEFCE, *Strategically important and vulnerable subjects: Final Report of the 2008 Advisory Group,* Policy Report 2008/38,2008, p. 20.

[54] Ofsted, *The changing landscape of languages; an evaluation of language learning 2004/2007*, London, 2008, p.40.

general trend of decline, about half of which are specialist language colleges.[55] Research Councils UK identified modern languages as among "specific disciplines of principal concern", citing an ageing research base, with over 30% of teaching and research staff aged over 50, and under 20% under the age of 35 in 2004/5.[56] Small and vulnerable areas of research were other reasons given for modern languages' precarious status as academic disciplines.

Dominance of English

An argument that arises consistently in the literature, the survey, interviews and case studies is that the dominance of the English language as the academic lingua franca has reduced the perceived need for researchers to have skills in other languages. It would be possible to test whether or not this is the case by, for example, asking some European organisations that commission research if they favour more linguistically diverse research teams.

At the same time, across Europe and other regions worldwide, another influential trend is that research staff and students are increasingly working in institutions that embrace "internationalisation" as an organisational strategy. "Internationalisation" can include research that is international in its scope and languages, student exchanges and teacher exchanges, international collaborations and sources of research funding (see section 4.4 above).

Socio-economic status of students

Several interviewees suggested that the supply of students with language skills is associated with the socio-economic status of those students. The HEFCE advisory group had identified a "…narrow student class profile" in modern language students.[57] Kelly observed that while the number of students taking foreign languages at A Level declined, the proportion of students obtaining 'A' grades increased. [58] He suggests this could be attributed to both an academic elitism that rewards more able students with focused and competent teaching, and an educational elitism that enables languages to be given greater priority in more academically successful schools. Kelly says that the emphasis given to languages in independent schools is "well known".[59] One senior academic interviewee said that state school pupils were likely to be at a disadvantage to independent school pupils where languages are taken more seriously. Cambridge University (the institution with the most 5* and 5 arts, humanities and social sciences departments in the UK according to the 2001 RAE) decided in 2008 to drop its compulsory admission requirement for a language GCSE. The University stated that "having a formal entry requirement that at least half of

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[55] Ibid

[56] Research Councils UK (RCUK), *Health of discipline Annual Report 2008*. As of 23 December 2008: http://www.rcuk.ac.uk/cmsweb/downloads/rcuk/publications/hod08.pdf

[57] HEFCE, 2008, p.20.

[58] Kelly, M., & Jones, D., *A New Landscape for Languages*, *report commissioned by the Nuffield Foundation*, London, 2003, p. 22.

[59] Ibid

all GCSE students are unable to meet is not acceptable in the context of Cambridge's commitment to widening participation and access".[60]

Other possible factors
However, other factors may be associated with the choice of research topics, which interviewees mentioned, including (a) pressure to complete research studies within a time limit, reducing time available to develop language skills; and (b) research funding availability and terms and conditions.

Factors affecting the supply of researchers possessing skills in the other European languages, and Asian and Middle Eastern languages need further investigation. For example, universities with Asian studies research programmes or Middle Eastern studies research programmes may attract researchers including native speakers from countries where those languages are used, and others who may already have strong skills in the relevant languages.

The overall supply of undergraduates and postgraduates is likely to be affected by external factors, including availability of funding for study and research, and (international) competition for students from other countries.

5.4   Consequences of a mismatch

We attempted to find evidence to show whether a mismatch influences academic quality, and whether it influences academic job and career prospects.

Quality of research
A consequence for UK born and educated researchers not possessing language skills is to affect the research they can undertake. Lack of reading knowledge of languages for PhD work constitutes a serious problem for the quality of the PhD work, or serves as a limitation on the choice of subject for the PhD. Our interviewees reported a UK and North American bias in the selection of topics investigated by UK born and educated postgraduate students. The extent of research sources accessible to individuals without language skills is limited, and researchers have to rely on the available English translations of the relevant primary and secondary sources in other languages. We were told that translated sources are of limited use, either because of the time delay in the translated text becoming available, or because of quality of the translation, or because of a loss of nuance and finer detail (of discourses, of cultural context etc.) through translation. Interviewees also said that because there are fewer sources available in translation than in the original language(s), reliance on translated sources can bias the research. These interviewees were concerned that the selection of research topics that avoid the need for non-English language material narrows the scope of the research. Analysis of the nationalities and of the language of sources used in PhD research would enable these perceptions to be assessed.

Some interviewees perceive that one consequence of non-UK born and educated researchers increasingly undertaking research in UK universities is to restrict the quality of

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[60] 'Cambridge changes entry requirements', http://www.admin.cam.ac.uk/news/dp/2008051303.

the research, if these researchers have significantly less familiarity with the British social/historical/cultural contexts relevant to the research, if they have different intellectual training and research approach, and if they have less facility in writing in English. There were comments about these researchers' weaknesses compared to English native speakers, for example where they are less able to teach or supervise high quality essay writing and other scholarly writing in English. There were comments about a perceived long term trend in the quality and robustness of the English used by researchers if it is usually their second language.

On the other hand, some interviewees observed that as the best UK universities do attract the best postgraduate students from abroad, this will enhance research quality, and this is an asset for a world class university. They welcomed UK universities' attitude of being receptive to people with many different research trainings. They regarded a culturally and linguistically diverse work environment as intellectually stimulating for students and researchers. A message from this group was that other industries operate in a globalised economy, and there should be no reason for HE research to be any different. The nationality of the researcher was not a cause for concern. Some commented that a much broader range of topics can be addressed knowledgeably within the core curriculum and research programmes by researchers from a mixture of origins and trainings. Several interviewees did not perceive there to be a problem with appropriate linguistic competencies, or that if there were problems with communication and knowledge of the system, these could be easily overcome.

Language training for researchers at universities is an important factor in strengthening language skills. The case study on language centres in the previous chapter gives some information on this. The Association of University Language Centres (AULC) commissioned a three year student survey study (2005/6, 2006/7 and 2007/8) taking a sample of universities providing language centre courses to find out how UK universities are offering integrated and non-integrated language modules.[61] The results of the study need to be read with some caution as only on average 25% of respondents were postgraduate students; nevertheless they show some interesting trends.

AULC Survey of HEIs, 2005/6 - 2007/8

- High numbers of students taking language courses
- Percentage of students taking degree modules is falling in favour of extra-curricular courses
- Spanish and French are the preferred languages
- German, Italian and Japanese remain popular
- Chinese has doubled in growth and is on track to occupy 3rd place
- Arabic has continued to grow
- Russian surviving

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[61] Note that 25% of the respondents were postgraduates and 75% were undergraduates; 75% were from the UK, 14% were from elsewhere in the EU and 11% were not from the EU. Byrne, N., and Abbott, J., *How UK universities are offering integrated and non-integrated language modules*, a presentation for the NLS HE Implementation Group [provided by Nick Byrne], 2008.

> - Healthy spread of language levels from A1 to C1
> - Students recognise the importance of language learning for both personal and professional reasons, and 18% of students declare future work in academia and academic research as the main goal for language acquisition
> - No evidence of universities blocking students from taking a language as part of degree
> - Mobility on the increase
> - Decrease in number of students who see the necessity or achievability of the EU Language Policy goal of 1 + 2 languages
> - Acknowledgement of the importance of multilingualism but tempered by an implicit recognition of English as a lingua franca

Five interviewees in our research said that language training in universities does not adequately equip UK born and educated researchers who lack language skills to undertake research using languages other than English. Some were concerned that the type of training was inappropriate, for example if it focused more on conversation and everyday vocabulary, or if it was mainly geared for students taking business studies degrees. They see training in the reading skills required for research as distinctive (and the case study on language centres identified some examples of such courses, e.g. German for Academic Reading at Manchester). Some were concerned that unless the language training was included as a component of a research course, students might not opt to find the time to spend on language learning alongside their research programme. The approach US universities take to research training was thought by some to be exemplary, being mentioned by more than one interviewee. They noted that US universities acknowledge that schools do not provide a language basis adequate for academic research, therefore in order to equip researchers in the required linguistic skills it is essential to provide language courses at university level education. Language training at US universities constitutes an integral part of the course structure and is often incorporated into the core of programmes. Students obtain credit for participation in language courses; the universities emphasise that language skills are necessary for postgraduate research and careers.[62]

Some interviewees commented that the status of language centre courses at British universities is "non academic", which sends a message about the low value placed on acquiring language skills. Similarly they thought that by approving research work that avoids use of research materials in languages other than English, UK universities are reinforcing the idea among UK born and educated researchers that language skills are unnecessary and monoglot status is acceptable. There was a concern that language competence will not be seen as a core skill of a UK degree educated person; "cultural blinkers" was one expression used.

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[62] Often the top-ranked US universities require knowledge of at least one foreign language prior to enrolment to a postgraduate programme. For example, the special requirements for a PhD degree in History at Yale say "All students must pass examinations in at least two foreign languages, one by the end of the first year. Students are urged to do everything in their power to acquire adequate linguistic training before they enter Yale and should at a minimum be prepared to be examined in at least one language upon arrival." http://www.yale.edu/bulletin/html/grad/hist.html, as of 6 February 2009.

The supply of undergraduates and postgraduates is likely to be affected by external factors too (including availability of funding for study and research, and (international) competition for students from other countries).

Academic job and career prospects

If it is the case that (a) increasingly PhD research in some fields use language skills and (b) increasingly UK born and educated researchers lack these skills, a consequence may be that UK born and educated researchers are coming to account for a declining proportion of the PhDs awarded in those fields. We were told that there is dominance of students from other countries in certain fields (e.g. European studies) at postgraduate and PhD level at UK universities. There were several accounts of the difficulty of finding suitably qualified UK born and educated individuals to fill important research posts (e.g. in European history), and a comparative ease of finding non-UK born candidates instead.

We were told that the lack of language skills is holding back a cadre of students and teachers from entering research, and that without language skills, scholars are missing out a large volume of scholarly developments, and are unable to understand and significantly influence the research in their fields. Some countries and topics are only being investigated by native speakers of these regions/countries (e.g. central and eastern European politics, Chinese archaeology). We were told that UK born and educated researchers who lack language skills other than English are less able and willing to participate in international research projects as researchers and/or supervisors; or to engage in other international research activities (such as conferences and publication in other languages). For established academics, lack of ability to use languages constitutes a bar to international administrative posts. Collaboration on major pan-European research projects is also ruled out; these now involve large sums of money and insist on a minimal number of European countries collaborating. UK born and educated scholars without foreign language skills have a limited ability to collaborate as investigators/co-supervisors on non-Anglophone topics, and will rely on collaborators to speak English.

Other consequences of an undersupply of UK born and educated researchers equipped to undertake language-dependant research, together with an adequate supply of well-qualified researchers from elsewhere, were mentioned to us. These include that the UK born and educated researchers will find it increasingly hard to compete for research posts and research funding, both in UK universities and elsewhere, as well as in international institutions and commercial professional services. The remit of this study did not extend to the employability of UK born and educated graduates with research skills outside the university sector, so we were not able to explore this aspect further.[63] There was also a specific concern about whether the flow of people taking up language teaching in schools, and teaching and researching languages at university level is sustainable. We were told that these two aspects are inseparable: without good language provision at schools there will probably not be good language students at universities, and without good language

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[63] We were asked to interview the head of language training at the Foreign and Commonwealth Office about the approach that the FCO takes to equipping its staff with the required level of language skills which revealed a significant investment in further language training.

graduates there would not be good language teaching at schools and good researching at universities.

Several interviewees were concerned that the reduction in numbers of UK born and educated researchers with language skills is also widening an existing gap of opportunities available for groups of different socio-economic status. We were told that UK researchers with necessary language skills are recruited mainly from private schools and study predominantly at Russell Group universities.

5.5   Need for further evidence

The findings reported in this chapter present an interesting picture that is evidently incomplete. The picture is sometimes inconsistent regarding the implications of a mismatch between supply and demand of language skills. It is not always absolutely clear whether the fears some observers express are borne out by the facts or whether the optimism of other observers are necessarily well grounded. This lack of clarity could pose the British Academy some difficulties if it wishes to make claims for policy interventions by relying on the evidence reported here.

It would be advisable to reduce the lack of clarity by obtaining more details about these matters, in order to assess the range and extent of concerns more solidly. We outline here some further sources of evidence that could usefully be explored:

- researchers at earlier stages in their careers (UK and non-UK born and educated), to explore which factors are most salient to them in choosing whether to undertake research careers, how they identify research topics, what factors persuade or deter them to consider areas or topics, how they decide which university to aim for, the influence that research facilities and supervision, language training and other services have in their decision and attitudes, whether they seek to develop (additional) language skills, what sources of funding they consider, their knowledge of and interest in international research activities; their interest in non-research or non-academic work.

- university leaders and senior managers, to explore what factors internally and externally influence their research and recruitment strategies, their assessment of supply and demand factors in research

- research funders, to explore what factors affect their design of funding programmes and their ways of assessing the "paybacks" from their investments

- research commissioners, to explore what value those procuring projects and evaluating bids (for example at the EC, OECD, WHO) place on language skills, and whether there are also other intangibles (such as awareness of other cultural contexts) that are perceived to be associated with other-language proficiency

- former university researchers now working in other sectors, to explore their career paths, motivations and reasons for their career decisions, the relevance of language skills to their careers, the most salient influences on their progress

- employers outside the universities, in the public and private sectors, UK, EU, US and elsewhere, to explore the economic and social implications of possession of language

skills for a range of professional and occupational roles, the fitness of postgraduate researchers to take up employment opportunities on offer

- research libraries, to explore trends in UK and international libraries' acquisitions of non-English language materials, using journal subscriptions (paper and e-journals as well as free material) as one crucial indicator of the languages used for scholarly communication and trends in the development (growth and decline) of disciplines and areas of study

- undergraduates and postgraduates who choose to study subjects that involve knowledge of languages other than English, for their main degree courses, to discover whether they already possess some of the language skills relevant for their course

- postgraduate students who choose to study non-language subjects for their main courses, to discover whether they already possess some of the language skills relevant to their course

- schools in different localities, and that tend to send students to different universities, to discover what approaches and attitudes and cultures in different schools tend to influence the students' choices

- a range of higher education institutions in the UK and elsewhere, to discover what correlations exist between teaching and research staff from outside the UK and international research grants.

Analysis of evidence from this wider spread of sources would transform the robustness of understanding of the place of language skills in society. Funders from different sectors may wish to support these studies jointly with the British Academy.

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Appendix A: Methodology

Project design and management

The overall project design was proposed by RAND Europe, discussed with the British Academy and jointly kept under review. Advice was also sought from CILT (the National Centre for Languages) on several aspects of the project's methodology and focus. Contact with the British Academy throughout the project was maintained through meetings and frequent telephone and email contact with Dame Jinty Nelson, Chair of the British Academy's Working Group on Language Matters, and Vivienne Hurley, Head of Policy. The interim report was presented to a meeting of the British Academy's Language Matters Working Group. (There was also an earlier meeting with three of the Working Group members).

Data gathering

For the data gathering we used four main methods, chosen to provide evidence from several different angles and perspectives. These are listed here and described below.

- a selective literature review of documents dealing with language skills and their relevance to university research and teaching in the humanities and social sciences

- an email survey of heads of 5* and 5 RAE 2001-rated UK university departments in the humanities and social sciences, asking for evidence of supply of and demand for UK born and educated researchers with language skills

- interviews with senior academic researchers and other expert informants, to obtain evidence from different perspectives on the supply and demand questions and on the implications of any perceived mismatches

- case studies to illuminate particular aspects of our research questions; the case studies used documents and interviews.

Literature review

Certain documents for the literature review were suggested by the British Academy and CILT. Material also arose from RAND Europe researchers' own searches, following leads from the initial documents and from interviewees and case study informants. The full list of sources consulted is in the Reference section.

Survey

The rationale of the survey was to capture responses of the heads of departments in humanities and social sciences disciplines rated as 5*or 5 for their quality of research in the 2001 Research Assessment Exercise (RAE; the results of the 2008 RAE were not available until 18 December 2008, too late for this study). Using the list of these 505 departments, the names and email addresses of the heads were compiled through desk research. They were each sent an email, which includes the survey questions (see below). This survey method was designed to make it relatively quick and simple for recipients to reply, and hence to encourage a good response rate.

Friday 3 October 2008

Dear Colleague

British Academy - Language Matters

I am writing to ask you, as head of a research-active humanities or social sciences department, for your help with an important new study that the British Academy has commissioned. The study is investigating the capacity of UK born and educated researchers to use languages other than English in their work.

I would be most grateful if you would answer the questions below, by **Friday 10 October 2008**. This should take you only a few minutes. All you have to do is

- press **REPLY**
- in the reply message type **YES**, or a **number**, next to your choice, as appropriate
- press **SEND**.

The British Academy wants to establish the current situation and future prospects for the supply of and demand for researchers with skills in languages other than English, and the consequences for the UK research base. We have therefore commissioned RAND Europe to gather and analyse relevant evidence on this issue for us. RAND Europe is a not for profit independent research organisation (see http://www.rand.org/randeurope/).

The study team will also be interviewing a number of individuals and conducting some desk research for the study, and will report back in January to the British Academy's Working Group on Language Matters, which I chair. (The initial members of the Group are: Mr Andrew Dilnot (Principal, St Hugh's College, Oxford; Professor Hilary Footitt (University of Reading); Professor Marian Hobson, CBE, FBA (Queen Mary, University of London); Professor Richard Hudson, FBA (University College London); Professor Michael Kelly (University of Southampton); Professor Peter Kornicki, FBA (University of Cambridge); Professor Pamela Moores (Aston University); Baroness Onora O'Neill, PBA (President, The British Academy); Professor Martin Swales, FBA (University College London).

We intend that the final report of the study should be published in 2009.

I very much hope that you will answer the questions below, as your views provide essential evidence to the study. Please to not hesitate to contact Dr Ruth Levitt of RAND Europe at this email address if you have any questions about the study.

With many thanks for your contribution to this important project.

Yours sincerely

Dame Jinty Nelson, FBA,

Chair of British Academy Working Group on Language Matters

c/o BritishAcademy@rand.org

1. How <u>reliant</u> is your department's research activities on researchers having skills in languages other than English?

Please choose ONE and type YES next to it:

> ___ **High** (a significant or substantial amount of research requires a language other than English)

> ___ **Medium** (some research may require skills in other languages; most can be conducted in English)

> ___ **Low** (research is usually conducted in English; skills in other languages may be needed for participation in research activities abroad)

2. Could the lack of skills in languages other than English by UK-born and educated researchers significantly affect the <u>quality</u> of your department's research or <u>restrict</u> it in any way?

Please choose the THREE THAT MOST APPLY and SCORE them 1 (highest) or 2 or 3; or leave all blank if not relevant:

> ___ Evidence that the presence/absence of skills in languages other than English influences choices of research topics selected by doctoral students   - Please state fields/subject areas …………………………………………………

> ___ **Difficult to recruit to my department UK-born and educated researchers with the necessary skills in languages other than English**

> ___ Researchers do not identify and use relevant material in languages other than English

> ___ Researchers do not participate in research activities which involve travelling to and working in non-English-speaking countries

> ___ Researchers do not participate in research activities conducted in languages other than English

> ___ Researchers do not identify or pursue opportunities to collaborate in potentially relevant international research projects

> ___ Researchers do not submit contributions to relevant journals that are published in languages other than English

> ___ Department is not able to identify and pursue some relevant possible foreign sources of research funding

> ___ **Other** - Please specify ………………………………………………………

3. Do you have <u>evidence</u> that the <u>supply</u> of UK-born and educated researchers with skills in languages other than English is increasing or declining?

Please choose ONE and type YES next to it:

___ No evidence either way

___ Evidence of increasing supply

___ Evidence of no change in supply

___ Evidence of declining supply

4. Do you have <u>evidence</u> that the <u>demand </u>for UK-born and educated researchers with skills in languages other than English is increasing or declining?

Please choose ONE and type YES next to it:

___ No evidence either way

___ Evidence of increasing demand

___ Evidence of no change in demand

___ Evidence of declining demand

5. <u>In your subject area</u>, do you have evidence that the <u>gap between the supply of and demand for</u> UK-born and educated researchers with skills in languages other than English is increasing or declining?

Please state your <u>subject area</u>…………………………….

Please choose ONE and type YES next to it:

___ No evidence either way

___ Evidence of increasing gap

___ Evidence of no change in gap

___ Evidence of declining gap

 6. <u>For your subject area</u>, does a gap between supply and demand matter?

Please choose ONE and type YES next to it:

___ Gap matters a lot

___ Gap matters somewhat

___ Gap does not matter

Thank you - now press SEND.

The survey achieved 212 responses in all, of which 193 were usable, representing 67% of the universities in the sample and 38% of the departments in the sample (Table 13).

Table 13 Survey responses

Population numbers		Survey sample numbers	
No. 5/5* Depts	505	HOD Responses	188
		Non-HOD Responses	5
		Total for analysis	**193**
		Department response rate	**38%**
	Other responses	*Out of Office*	*13*
		Other reply	*6*
		Total responses	*212*
No. Universities	86	No. Universities	58
		University response rate	**67%**

Source: RAND Europe

Of the responses, 106 (55%) were from Russell Group university departments and 87 (45%) were from non-Russell Group departments.

Table 14 Survey responses by type of university

Type of university		No. Universities	No. Respondents	% total
Russell Group Members		20	106	55%
Non-Russell Group Members	New Universities: Post-92: "Polytechnics"	2	3	45%
	Other Universities	36	84	
Total		58	193	

The respondents included language and non-language departments. For the purposes of this survey we allocated departments to those two categories as shown in

Table 15 on the next page.

Table 15 Language and non-language departments

Languages	No. responses	Non-Languages	No. responses
Classics, Ancient History, Byzantine & Modern Greek	13	History	20
French	10	English Language and Literature	14
German, Dutch and Scandinavian Languages	8	Theology, Divinity and Religious Studies	12
European Studies	7	Law	9
Italian	5	Politics and International Studies	8
Celtic Studies	4	History of Art, Architecture and Design	8
Iberian and Latin American Languages	4	Music	7
Middle-Eastern & African Studies	4	Archaeology	7
Russian, Slavonic and East European Languages	4	Anthropology	7
Linguistics	3	Sociology	6
Asian Studies	2	Philosophy	6
		Education	4
		Drama, Dance and Performance	4
		Business and Management	4
		Library and Information Management	3
		Economics and Econometrics	3
		Social Policy	2
		Communication, Cultural & Media Studies	2
		Social Work	1
		Art & Design	1
		American Studies	1
Total languages	**64**	**Total non-languages**	**129**
Response rate	*33%*	*Response rate*	*67%*
		Overall total	**193**

Source: RAND Europe

Interviews

Researchers from RAND Europe interviewed a total of 23 academic researchers (included in the list at Appendix B). Interviewees' collective expertise spanned many of the main disciplines of the humanities and social sciences (history, politics, philosophy, law, sociology, anthropology, geography, languages, linguistics, music, etc.) and some areas studies (e.g. European studies, East Asian studies). A provisional list of interviewees was drafted by RAND Europe and revised first by CILT and then by the British Academy. Interviewees were approached by email (see below) and the interviews were conducted by telephone, taking about 30 minutes. The format of the interviews was semi structured, with questions sent to the interviewees in advance (see below).

British Academy - Language Matters

5 November 2008

Dear Colleague:

I am writing to ask you for your help with an important new study that the British Academy has commissioned. The study is investigating the capacity of UK born and educated researchers to use languages other than English in their work.

The British Academy has set up the study in response to concerns that certain research topics in the humanities and social sciences are not being undertaken because UK born researchers do not have the language skills that these topics require. It wants the study to investigate whether or not there is evidence of a restriction on these lines, together with a possible narrowing of the opportunities to study and work overseas, or collaborate with overseas partners.

We have commissioned RAND Europe to gather and analyse relevant evidence on this issue for us. RAND Europe is a not for profit independent research organisation (see http://www.rand.org/randeurope/).

Part of the fieldwork involves interviewing a number of academics and others with experience of the supply of and demand for languages other than English in HE research organisations. We anticipate that your expertise and experience will offer particular insights and value to this study.

I appreciate there are many demands on your time, but I hope you will agree to find about 30 minutes for a telephone interview in the next two to three weeks with one of the RAND Europe study team researchers. The study team will contact you in the next few days, and if you agree to this request, they will book a time to suit you. Your points will contribute to the study's final report, due for publication in 2009.

Please do not hesitate to contact Dr Ruth Levitt of RAND Europe (BritishAcademy@rand.org) if you have any questions about the study.

With many thanks for your contribution to this important project.

Yours sincerely,

Dame Jinty Nelson, FBA

Chair of British Academy Working Group on Language Matters

(email: BritishAcademy@rand.org)

Email to interviewees in advance, with the broad areas the interview might cover
1. Evidence on the demand for language skills?
2. Evidence on the supply of UK born and educated researchers with suitable language skills for research?
3. Evidence on the supply of other researchers with suitable language skills who could undertake the research?
4. In which fields of study/disciplines/departments does demand for language skills match supply? Where do demand and supply not match?

5. Steps to address the mismatch. Have remedies worked or failed? Why?
6. Evidence that the choice of research topics is narrowing because of the lack of language skills?
7. What are the costs and benefits of under-supply/over-supply to (a) departments, (b) research teams, (c) individual researchers? Actual examples?

Case studies

The selection of case studies was agreed jointly between RAND Europe and the British Academy. The intention was to identify aspects of the study that would benefit from a more in-depth examination of information. The agreed topics were:

➢ University language centres

➢ European studies

➢ Mobility of students and researchers

➢ LSE – a strategically 'international' university

Each case study is reported in Chapter 4, giving there an explanation of the approach and the data sources. Each case study used a combination of interviews, desk research, and review of relevant documents. The individuals interviewed for the case studies are included in the list of persons and organisations contacted in Appendix B. All sources consulted for the case studies are given in the footnotes and References list.

We also undertook a small pilot study to investigate whether the PhD research topics chosen in humanities and social sciences fields over time provide a useful indication of shifts in possession and use of languages skills among researchers in UK universities (see Appendix C).

Appendix B: Persons and organisations consulted

Name	Affiliation	Subject
Lindsay Appleby	Deputy Head, HRD Radical, Foreign and Commonwealth Office	
Professor John Bell	Cambridge University;	law
Dan Bennet	Planning Unit, LSE	
Dr Stephanie Bird	Graduate tutor, UCL CES	German
Professor Philip Bohlman	University of Chicago, Corresponding Fellow of BA	music
Stephen Bury	Head of European and American Collections, British Library	
Nick Byrne	Head of Academic and Professional Development, LSE	
Professor T J Clark	University of California, Berkeley; Corresponding Fellow of BA	history of art
James Clifford	Deputy University Librarian, University of Leeds	
Professor Jim Coleman	Open University	language learning and teaching
Andrew Dilnot*	Principal, St Hugh's College, Oxford	economics
Professor Richard Evans	Cambridge University; FBA	history
Professor Hilary Footitt*	Reading University	European Studies
Dr Andreas Frijdal	Head of Academic Service, EUI Florence	
Professor Mike Fulford	Reading University	archaeology
Lisa Grover	HR Information Manager, LSE	
Professor Marian Hobson*	Queen Mary, University of London, FBA	philosophy
Professor Richard Hudson*	Emeritus professor, UCL, FBA	linguistics
Professor Colin Jones	Queen Mary, University of London	history
Professor John Klapper	Centre for Modern Languages, Birmingham University	

Professor Peter Kornicki*	Cambridge University; FBA	East Asian studies
Professor Michael Kelly*	Southampton University, Director of Subject Centre for Language, Linguistics and Area Studies	French
Alwena Lamping	Former secretary Nuffield Languages Enquiry	
Martin Lewis	Director of Library Services, University of Sheffield	
Dr David Mccourt	EUI student	international relations
Professor Pam Moores*	Executive Dean, Languages and Social Sciences, Aston University; Chair University Council for Modern Languages	French
Professor Dame Jinty Nelson*	Emeritus professor, King's College London, FBA	medieval history
Professor Linda Newson	King's College London	geography
Baroness Onora O'Neill*	President British Academy; Chair Nuffield Foundation	philosophy
Professor Jonathan Parry	LSE	social anthropology
Dr Paul Rowlett	Salford University; Chair Linguistics Strategy Group	linguistics and French
Professor Peter Simons	Leeds University	philosophy
Professor Helen Wallace	LSE; FBA	politics and international relations
Professor Michael Worton	Vice-Provost, UCL; Member HEFCE Strategic and Vulnerable Subjects Working Group	French
Jocelyn Wyburd	Executive Director, University Language Centre, Manchester University	

* Member of British Academy Working Group on Language Matters

Appendix C: Languages needed for PhD research

Introduction

The British Academy suggested this project included a pilot investigation into whether the PhD research topics chosen in humanities and social sciences fields over time provide a useful indication of shifts in possession and use of languages skills among researchers in UK universities.

To explore what could readily be found on this, we devised and tested a very simple method, using PhD thesis titles to estimate what modern languages may have been needed in the course of PhD research undertaken in UK universities. The results of the study show that the titles of the research can indeed provide some clues to the languages required to undertake the research, but that two other factors need to be known: (a) the researcher's first language (via where the researcher was born and educated), and (b) the languages of the sources that the researcher read (via the languages of the sources cited in the thesis bibliography and references). This pilot study demonstrated that those two factors need to be known in order to make this analysis more robust and less speculative:

Method

We used university library online catalogues to access titles of completed PhD theses in three subjects: history, law and politics. The subjects were selected to include humanities and social sciences, and to provide sufficient quantities to assess, and history, law and politics are very commonly occurring disciplines nationally for postgraduate research. We identified a sample of five universities, selected to represent institutions with different reputations and achievements. Our criterion for determining reputation and achievements was the number of 5* and 5 RAE 2001-rated humanities and social sciences departments in each of these universities (using the same source as we used for the survey of heads of departments). The maximum, minimum, mean and median numbers of 5* and 5 rated departments (from those universities which had at least one 5* or 5 rated department) were 24, 1, 5.9 and 4 respectively. On the basis of these figures, and the availability of PhD thesis titles through libraries' online catalogues, we selected the institutions shown in Table 16.

Table 16 Selected universities awarding PhDs

University	No. of 5* and 5 humanities and social sciences departments
University of Cambridge	24

University of Durham	12
University of Liverpool	6
University of Leicester	5
University of the West of England (UWE)	1

Source: RAND Europe

For each PhD thesis title, we made a judgement about whether the research undertaken to write the thesis was 'very likely', 'conceivable' or 'unlikely' to have required a language other than English. The basis for these judgements is not claimed to be safe or sophisticated, rather, we were looking for a simple proxy that we could test, to see if it was workable, even though we could not verify it without further investigation.

For example, "*Horse in European History*", a Cambridge PhD thesis title from 2007, was rated as "very likely" to have required an additional European language in order to undertake the research, on the assumption that literature would need to be examined in languages other than English to obtain the European historical perspective. *American Populist Conservatism*, another Cambridge PhD History title, was rated as "unlikely" to require an additional language to undertake research, on assumption that the necessary literature sources would be in English. A PhD history title from Cambridge entitled *Idea of the 'tribal' in British India: law, archive and memory in Santal Parganas*, was rated as "conceivable" in requiring a language other than English, on the assumption that much of the relevant literature may exist in English, but the title implies some research using sources in other languages could be envisaged as relevant.

Where possible, we sampled a time span of twenty years, 2007 back to 1987. The initial intention had been only to sample theses from the years 1992, 1997, 2002 and 2007, but insufficient numbers in certain subjects and institutions prevented us from gaining a viable sample. In these cases we sampled a five year segment. Consequently, for PhD History theses from Cambridge, Durham and Leicester and PhD Law theses from Cambridge and Durham, we sampled the latest year of the five year segment (i.e. 1992, 1997, 2002 and 2007), and for the remaining cases we sampled a five year segment. We do not think that the numbers in the institutions where we took a five year sample, and the length of the five year time segment are sufficiently large to hide any significant changes in languages dependence within the five year cycles.

Results

From our sample the following trends have emerged (see Figure 13 below).

Figure 13 Completed PhD theses in history, law and politics at five UK universities, 1987-2007
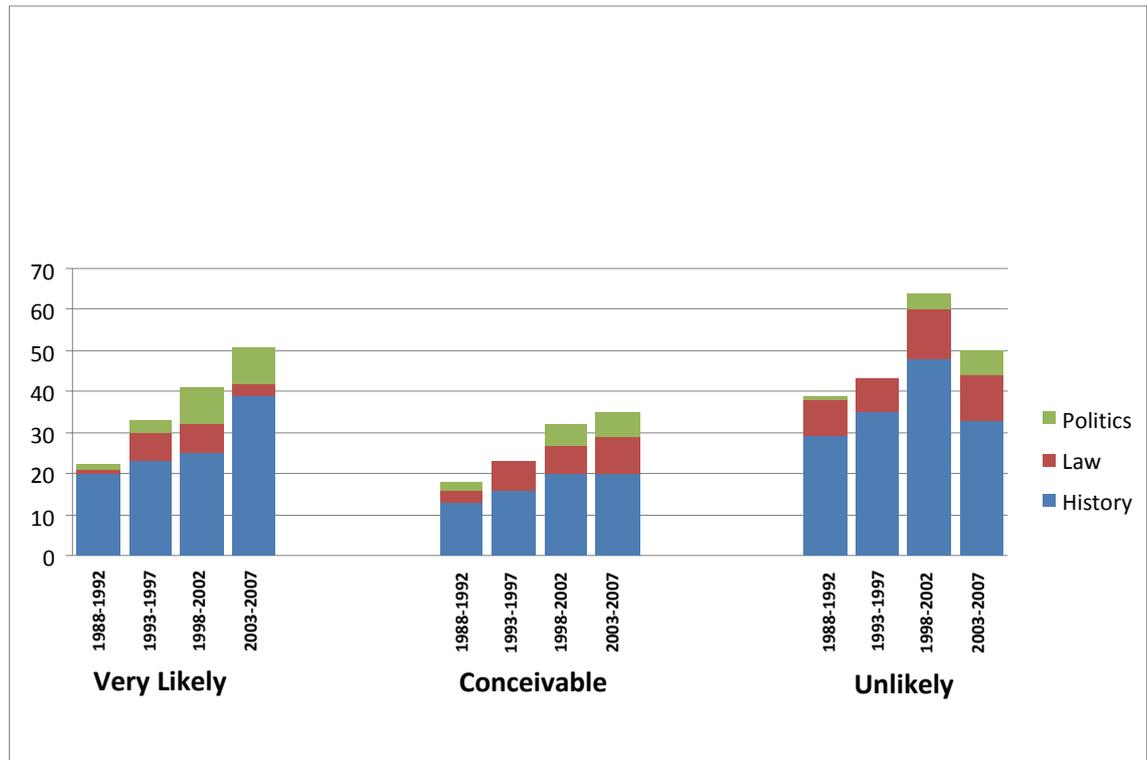
Source: RAND Europe

The number of completed PhD theses for which additional language skills would have been 'very likely' has risen over time. This can in part be attributed to the overall rise in the number of PhD thesis titles. In the three subjects combined, the number of theses rose from 79 in 1988-92 to 136 in 2003-7, an increase of 72%. The numbers of completed PhD theses for which additional language skills would have been 'very likely' to have required an additional language rose by 38 from 22 to 51 taking the three subjects together, an increase of around 130%. The 'conceivable' category, across all subjects, increased from 18 to 35, from 1998-2002 to 2003-7, nearly 100%.

The largest increase in numbers of completed PhD theses for which additional language skills would have been 'unlikely' occurred from 1988-1992 to 1998-2002, rising by 25 from 39 in 1988-92 to 64 in 1998-2002 taking all subjects together, an increase of just under 65%. The number of theses in this category then fell to 50 in the period 2002-7, representing an increase of under 30% from the numbers in 1988-92.

Thus, while the overall number of PhD theses increased over the 20 years 1987-2007, the increase was proportionally higher for theses that were 'very likely' to have required an additional language. The percentage increases in the 'very likely' category are caused in part by increases from a lower starting position compared to the other two categories. In the 2003-7 period, for the first time, more theses were 'very likely' to have required an additional language than 'unlikely'.

For history alone, the trend emerges more clearly: the number of theses in the 'very likely' category increased from 20 to 39 over the 20 years (almost 100%), whereas theses in the

'unlikely' category rose from 29 to 48 in 1998-2002 (around 65%), the number dropping to 33 in 2002-2007. Notable is the jump of over 55% in the 'very likely' category between 1998-2002 and 2002-2007.

While the acknowledged and significant limitations of this methodology mean that firm findings about the relationship between language skills and PhD research cannot yet be drawn from this evidence of PhD thesis titles alone, the results at least suggest that the method could be developed, and made more robust and reliable. Using the additional information noted above, the researcher's first language (via where the researcher was born and educated), and the languages of the sources that the researcher read (via the languages of the sources cited in the thesis bibliography and references), some very interesting analysis could be made.