

# Routes into Languages 4th annual first-year undergraduate survey in England: students' prior engagement with languages outreach and enrichment activities 2014-15

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## Executive Summary

- 1 This report presents the findings of the fourth annual questionnaire survey of first year undergraduates (2014-15) at universities in England carried out by Routes into Languages. The survey aimed to elicit information on students' prior engagement with languages outreach and enrichment activities while they were at school or college and their attitudes to the year abroad.
- 2 1729 questionnaires were returned by 40 Routes into Languages partner universities across England. 1501 respondents were found to have attended school or college in the UK.
- 3 Students were following a wide range of degree programmes, most frequently single or combined honours in languages. However, almost one third were not studying a language as a named part of their degree programme.
- 4 Of the 1501 students who had been to school or college in the UK, 23.2% of them had attended independent schools.
- 5 Levels of engagement with languages outreach and enrichment activities were widespread. 67.6% of respondents who had been to school or college in the UK had experienced at least one outreach intervention.
- 6 Of those who had participated, 78.6% had been involved in two or more activities. A-level study and revision days were the most frequent type of intervention as in previous years.
- 7 For the fourth successive year, students who had attended independent schools were less likely to have taken part in languages outreach and enrichment activities than those from the maintained sector.
- 8 71.3% of students who had participated in activities believed that their attitudes to language learning had improved either a lot or to some extent as a result.
- 9 Respondents who reported higher levels of engagement with activities were also more likely to agree that their attitudes had improved. 57.4% of those who had been involved with one event and 83.7% of those who had been involved with three or more events indicated that their attitudes had improved.
- 10 53.8% of respondents who had participated in activities agreed that their decision to study languages had been influenced either a lot or to some extent. As in previous years, respondents who had been to independent schools were a little less likely to suggest that their decision had been influenced than those from maintained schools and colleges.
- 11 Respondents who reported higher levels of engagement with activities were also more likely to agree that their decision to study languages had been influenced. 34.0% of those who had attended one event and 67.2% of those who had attended three or more events suggested that their decision had been influenced. This would seem to highlight the importance of sustained interventions.
- 12 Attitudes to the year abroad were largely positive. 88.1% of respondents who had attended state maintained schools and 86.6% of those from independent schools indicated that they

were interested in spending a year abroad as part of their degree. As in the 2013-14 survey, this was found to vary according to subject discipline as 86.4% of those with a named language indicated their interest as opposed to 55.4% of respondents from other disciplines.

13 Respondents who reported greater engagement with outreach and enrichment activities also demonstrated more positive attitudes to the year abroad. 76.5% of those who had not participated in activities expressed interest compared with 91.3% of respondents who had attended three or more activities.

14 Overall, the survey findings reinforced findings from the three previous years and indicated that languages outreach and enrichment activities such as those organised by Routes into Languages are perceived to be valuable by university students who took part in them while at school or college. This provides clear evidence of a longitudinal positive impact of student engagement with such activity.

## 1 Introduction

Routes into Languages is a national programme aimed at increasing and widening participation in language learning across England and Wales. The Routes Programme in England is funded by the Higher Education Funding Council for England and entered a new phase in 2013-14. It consists of nine consortia of universities across England working together to organise outreach activities to motivate language learners in schools and colleges in their local areas.

This report presents the findings of the fourth annual questionnaire survey of first-year languages undergraduates in England conducted by Routes into Languages in 2014-15, following similar surveys in 2011-2012, 2012-13 and 2013-14.<sup>1</sup> The questionnaire aimed to elicit information on students' engagement with languages outreach and enrichment activities while they were at school or college and to gauge the impact of such engagement on their attitudes and subject choices. It therefore offered respondents the opportunity to reflect on the longer-term effects of their involvement in activities. It also sought to identify attitudes to the year abroad. Data for the report came from all nine Routes consortia in England.

This report begins with a short explanation of the survey instrument. It then continues with a description of findings. These include background characteristics of the sample, respondents' degree programmes, the schools and colleges they attended prior to university, their attitudes to the year abroad; their participation in languages enrichment and outreach activities and their views on the impact of those activities on their attitudes to language learning and their decisions to study them.

## 2 Questionnaire

The short survey was completed by first-year undergraduates between October 2014 and March 2015 at universities in the Routes into Languages network and was adapted from the previous surveys in 2011-2012, 2012-13 and 2013-14 and from an earlier questionnaire piloted by the Routes Yorkshire and The Humber consortium. It set out to obtain data in the following areas:

- Name of university
- Name of degree programme
- Name of school/college attended
- Details of languages enrichment and outreach activities attended while at school/college (selected from a list of typical Routes into Languages activities)

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<sup>1</sup> E.g. Gallagher-Brett, A. (2012) *Routes into Languages first-year undergraduate survey in England and Wales: Students' prior engagement with languages outreach and enrichment activities*. Available online: [https://www.routesintolanguages.ac.uk/sites/default/files/1st\\_year\\_ug\\_survey\\_2011\\_report\\_england\\_and\\_wales\\_final.pdf](https://www.routesintolanguages.ac.uk/sites/default/files/1st_year_ug_survey_2011_report_england_and_wales_final.pdf)

Gallagher-Brett, A. (2015) *Routes into Languages 3<sup>rd</sup> annual first-year undergraduate survey in England. Students' prior engagement with languages outreach and enrichment activities*. Available online: <https://www.routesintolanguages.ac.uk/about/impact-and-research>

- Perspectives on the extent to which the activities influenced attitudes to language learning
- Perspectives on the extent to which activities influenced the decision to study languages
- Attitudes to the year abroad

It is acknowledged that in addition to the wide variety of activities organised under the Routes umbrella, universities also hold other languages outreach events and that in some instances, schools organise enrichment activities themselves. This report covers student engagement with all these interventions.

Questionnaires were distributed and collected by Routes consortia project managers across England. The analysis was carried out by the Routes national team at the University of Southampton. Students had the option of completing the questionnaire either on paper or online. Returns reflect an opportunity sample, which is not necessarily representative of all undergraduates studying languages in England.

The data collection process was conducted in accordance with the University of Southampton's ethical and data protection guidelines.

### **3 Information about Respondents**

#### ***3.1 Background characteristics***

A total of 1729 questionnaires were returned by 40 universities in England (compared with 1563 questionnaires from 30 universities in the previous year). The vast majority of these were completed on paper rather than online. Responses came from 26 pre-1992 and 14 post-1992 universities; 19 universities were among the Sutton Trust's group of 30 most academically selective UK universities.<sup>2</sup> As with the previous surveys, the distribution of pre- and post-1992 universities was geographically uneven across the data and one consortium did not include returns from post-1992 institutions.

The highest numbers of questionnaires came from universities in the West Midlands, followed by the South West, North East, South East, Yorkshire and The Humber, North West, East, London and the East Midlands.

217 respondents (12.6%) reported that they had been to school or college abroad. France was the most frequently mentioned country for the third successive year.

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<sup>2</sup> Sutton Trust (2011) *Degrees of Success: University chances by individual school*. Available online: <http://www.suttontrust.com/wp-content/uploads/2011/07/sutton-trust-he-destination-report-final.pdf>

<b>Table 1: Attendance at school/college outside the UK</b>	<b>Respondent numbers</b>
France	28
Italy	22
China	21
Brazil	20
Poland	13
Germany	10
Malaysia	10
Singapore	10
Spain	10
Greece	9
Czech Republic	7
Hong Kong	7
Bulgaria	6
Norway, Romania	5
Belgium, USA	4
Hungary, Slovakia, Switzerland	3
Australia, Cyprus, Ghana, Latvia, Lithuania, Mexico, Netherlands, South Korea	2
Austria, Bahrain, Barbados, Brunei, Canada, Denmark, Dubai, Gibraltar, India, Indonesia, Irish Republic, Japan, Kenya, Kuwait, Mauritius, Monaco, New Zealand, Pakistan, Philippines, Portugal, Qatar, Rwanda, Trinidad and Tobago,	1

The remaining respondents did not provide information on the location of their schools or merely stated that their school was not in the UK.

### **3.2 Degree programmes**

As in previous years, by far the biggest group of students were studying for language degrees with 761 respondents (44.0%) on single or combined language programmes. Combined degrees of languages and another discipline involved 262 participants (15.2%). These included various Business combinations and a language, International Relations, English, History, International Development, International Studies, Journalism, Philosophy and Sociology. Among frequent combinations were Modern Languages and Business.

Degrees in which languages formed a major part and another discipline a minor part (i.e. a language with another subject) were being studied by 36 students (2.1%). These involved relatively few combinations, mainly featuring Spanish with another subject such as Business, Economics, Marketing or Sport.

A further group of students were doing a language as a minor named part of their degree (i.e. another subject with a language). This type of combination involved 117 respondents (6.8%) and covered a plethora of subjects including Accountancy and Finance, Biomedical Science, Business Management and International Business Management, Economics, Education, Geography, History, International Development, International Relations, Law, Philosophy, Psychology and Tourism, with a language. The most frequent of these combinations was Business Management with French.

Finally, 527 respondents (30.5%) were not studying a language as a named part of their degree programme. These students were following degrees in a variety of disciplines, including Accounting and Finance, Biology, Business, Chemical Engineering, Childhood Studies, Civil Engineering, Computer Science, Economics, Electronic Engineering, English, History, Hospitality Management, Marketing, Maths, Physics, Philosophy, Politics, Primary Education, Sociology and Religious Studies. The most common non-language disciplines in our data were Psychology (36 respondents), History (30), Chemistry, Economics and Physics (24 each) and Maths (23).

The remaining 26 respondents did not provide information about their degrees.

### **3.3 Schools/colleges attended**

The vast majority of the 1501 respondents who had attended schools and/or colleges in the UK had been to school in England.



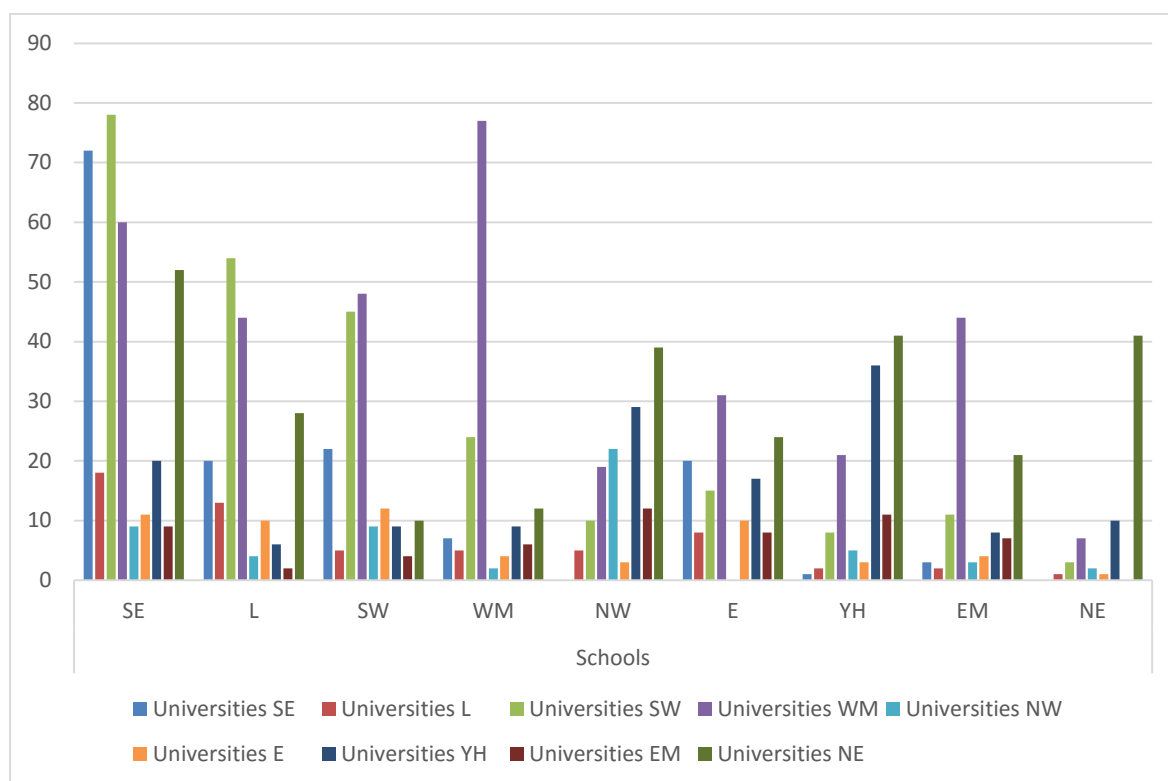
<b>Table 2: UK Country of school/college</b>	<b>Respondent numbers attending schools/colleges</b>	<b>Approx. % of total number of UK respondents</b>
England	1388	92.5%
Wales	28	1.9%
Northern Ireland	21	1.4%
Scotland	16	1.1%
Channel Islands	2	0.1%
Unknown	46	3.1%

Among English regions, respondents had more often been to school in the South East, London and the South West than other regions.

<b>Table 3: Geographical distribution of schools/colleges in England</b>	<b>Respondent numbers attending schools/colleges</b>	<b>Approx. % of total in England</b>
South East	329	23.7%
London	181	13.0%
South West	164	11.8%
West Midlands	146	10.5%
North West	139	10.0%
East of England	133	9.6%
Yorkshire and The Humber	128	9.2%
East Midlands	103	7.4%
North East	65	4.7%

In two regions, a high proportion of respondents attended school and university in the same region. This applied to 63.1% of North East and 52.7% of West Midlands respondents. This was not the case in other parts of the country where a higher percentage of respondents were at universities in another region. The lowest proportion of students remaining in the same region for university was found in the East Midlands, London and the East of England.

Figure 1: Geographical patterns of attendance at schools/colleges vs. attendance at universities



### 3.3.1 School/college types

Of the 1501 UK students, 348 (23.2%) had been to independent schools (and a few independent colleges) before university, compared with 15.4% in 2012-13, 18.8% in 2011-2012 and 25.4% in 2013-14. Although 23.2% seems rather high, end-of-cycle acceptance data from UCAS in 2013,<sup>3</sup> indicated that 28.3% of acceptances in European languages and 22.1% of those in other languages (Eastern, Asiatic, African, American and Australasian) were from the independent sector. So the data in this survey appears to be broadly representative of languages as a whole.

High proportions of independent schools featured in responses from students who had been to school in London and, to a lesser extent, the East, East Midlands, South East and South West. As in our previous surveys, relatively few of those who had been to school in the North East were educated in the independent sector and this aligns with national data showing higher levels of attendance at independent schools in London and the South East.<sup>4</sup>

<sup>3</sup> UCAS 2013 Application Cycle: End of Cycle Report December 2013. Available online: <http://www.ucas.com/sites/default/files/ucas-2013-end-of-cycle-report.pdf>

<sup>4</sup> Independent Schools Directory – [www.independentschools.com/guide/](http://www.independentschools.com/guide/); Guardian, 26 April 2012 - <http://www.guardian.co.uk/education/2012/apr/26/private-school-pupil-numbers-rise>

<b>Table 4: Attendance at independent schools</b>	<b>UK respondent numbers attending independent schools/colleges</b>	<b>Approx. % of total school attendance in the region / country</b>
London	73	40.3%
East Midlands	28	27.2%
East	35	26.3%
South West	42	25.6%
South East	83	25.2%
West Midlands	27	18.5%
Yorkshire and The Humber	22	17.2%
North West	20	14.4%
North East	4	6.3%

A total of 881 UK schools and colleges were named in the data. This is fewer than the numbers of respondents because many schools had been attended by more than one respondent. For example, a maintained sixth form college in the South East and another in Yorkshire and The Humber had both been attended by 11 respondents.

#### **4 Engagement with languages outreach and enrichment activity**

Respondents were asked to indicate whether they had participated in a range of activities (from a list of typical Routes into Languages activities – see below) prior to coming to university or to report if they had not participated in any activities.

<b>Table 5: Outreach and enrichment activities</b>	
• AS/A2 revision days	• GCSE revision days
• Gifted and Talented days	• Language careers events
• Language clubs	• Language enrichment events

• Language film events	• Language taster sessions
• Online tandem learning	• Sixth form days
• University support for language study skills	• Visits from companies and employers
• Visits from university student ambassadors	• 'Why study languages?' events
• Year abroad events	• Other (specify)

Results showed relatively high levels of participation in activities. Of the 1501 UK respondents, 1014 (67.6%) had experienced at least one intervention while 487 (32.4%) reported that they had not been involved in any activities. This compares with a participation rate of 68.4%, 62.6% and 64.1% in the three previous surveys. Of those who had participated, 797 of the 1014 (78.6%) had been involved in two or more activities and 581 (57.3%) in three or more. This reinforces findings from the earlier surveys and indicates that most languages students appear to be receiving opportunities for enrichment while at school/college. As stated in the previous survey reports, this would seem to confirm that there has been a significant increase in levels of outreach activities since Davis (2006) reported in a mapping survey that outreach activities in languages in England were 'ad hoc and uncoordinated.'<sup>5</sup>

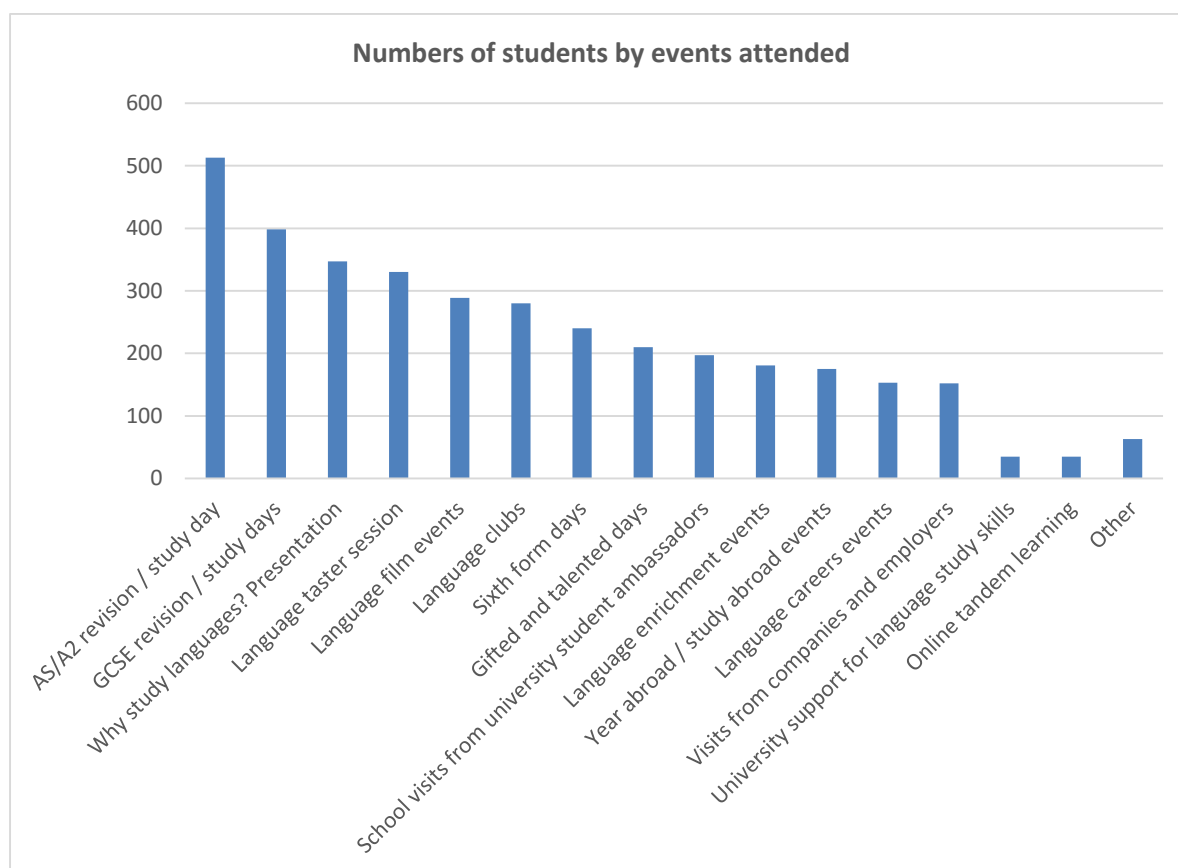
A higher proportion of activities were attended in Southern England (52.9% of activities) than in Northern (27.7%) or Central (24.9%) England but this fits with the larger numbers of respondents having attended schools in the South. Some activities were also attended in Wales (1.7%), Scotland (1.1%) and Northern Ireland (0.3%) and 5.3% were attended outside the UK. As in 2011-12, 2012-13 and 2013-14, students who had attended independent schools were a little less likely to have been involved than those who had attended state schools and colleges. Responses showed that 63.5% of independent school students reported attendance at an activity compared with 69.0% of state school/college students.

AS/A2 revision and study days were once again the most frequently reported interventions and were attended by 513 (50.6%) of the 1014 respondents who had been involved in activities. These were followed in frequency by GCSE revision days, 'why study languages?' presentations, language taster sessions, language film events and language clubs.

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<sup>5</sup> Davis. P. (2006: 4) *Outreach in Modern Languages: A DfES funded report mapping cross-sector collaboration*. Southampton: Subject Centre for Languages, Linguistics and Area Studies.

**Figure 2: Engagement with different languages outreach and enrichment activities**



The high level of involvement in study days for examinations suggests that languages interventions continue to include a strong focus on supporting students' learning and raising attainment.

The 'other' category generated a random list of 63 activities. School exchanges were the most frequently mentioned activity (15 respondents). Nine students referred to university open days; seven students mentioned school trips; three referred to drama and theatre and three said that they had received private tuition. Another two respondents reported attending language workshops at Routes partner universities and two had done work experience abroad. Remaining activities included debating competitions, the Linguastars residential held by a Routes partner university, the Language Leader Award organised by a Routes consortium, a language poetry competition, distance learning with a native speaker, a gap year in Germany and Mexico, a school foreign language assistant and a beginner's course in Swahili.

Among these other activities five Routes into Languages partner universities were mentioned by name (one university in the West Midlands was named three times). No university outside the Routes into Languages network was mentioned.

#### ***4.1 Engagement with different types of activities in maintained and independent school and colleges***

There were similar levels of involvement in A-level revision and study days, visits from ambassadors, language enrichment events, study skills events and online tandem learning events among respondents from both maintained and independent schools. For example, 51.7% of students from the maintained sector reported attending A-level revision and study days compared with 48.0% of those from the independent sector.

Overall however, maintained school/college students reported more engagement with GCSE revision days, 'why study languages?' events, film events, gifted and talented activities and sixth form days. Independent school students reported more experience of language clubs, year abroad events and visits from companies. This was the third successive year in which independent school respondents reported more involvement with companies. This indicates that Routes into Languages needs to work proactively in ensuring that maintained school students are offered sufficient opportunities to engage with business. Employer engagement has been identified as a national priority for higher education.<sup>6</sup>

## 5 Impact of activities on attitudes to languages and decisions to study them

Students were asked to indicate the extent to which they considered that involvement with activities had improved their views on language learning and their decision to study languages at university on a five-point rating scale:

- A lot
- To some extent
- Not much
- Not at all
- Did not attend

For these questions, the responses of those who did not participate in activities have been discounted as irrelevant, which leaves 1014 responses.

### 5.1 Impact of engagement on attitudes to language learning

Most students agreed that involvement in activities had improved their attitudes to language learning. 723 of the 1014 (71.3%) who had participated in activities believed that their attitudes had improved either a lot or to some extent. This is very similar to results in 2011-12 (75.6%), 2012-13 (73.8%) and 2013-14 (72.0%).

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<sup>6</sup> Moore, J., Sanders, J. & Higham, L. (2013) *Literature review of research into widening participation in higher education: Report to HEFCE and OFFA by ARC Network*. Available online: <http://www.offa.org.uk/wp-content/uploads/2013/08/Literature-review-of-research-into-WP-to-HE.pdf>

Only 30 respondents (3.0%) felt that engagement with activities had made no difference at all to their attitudes.

Evidence from this survey serves to reinforce the results of the three earlier undergraduate surveys. It also adds to previous findings indicating that outreach activities such as those provided by Routes into Languages have a positive and longer-term influence on students' attitudes to language learning.<sup>7</sup>

### *5.1.1 Type of school/college attended and impact of engagement on attitudes to language learning*

Responses were also analysed according to the type of school/college attended by students. In contrast to previous years' findings, there were few differences between the perspectives of respondents attending different types of schools. 71.4% of those from state schools/colleges agreed that their attitudes had improved either a lot or to some extent compared with 70.1% of independent school students.

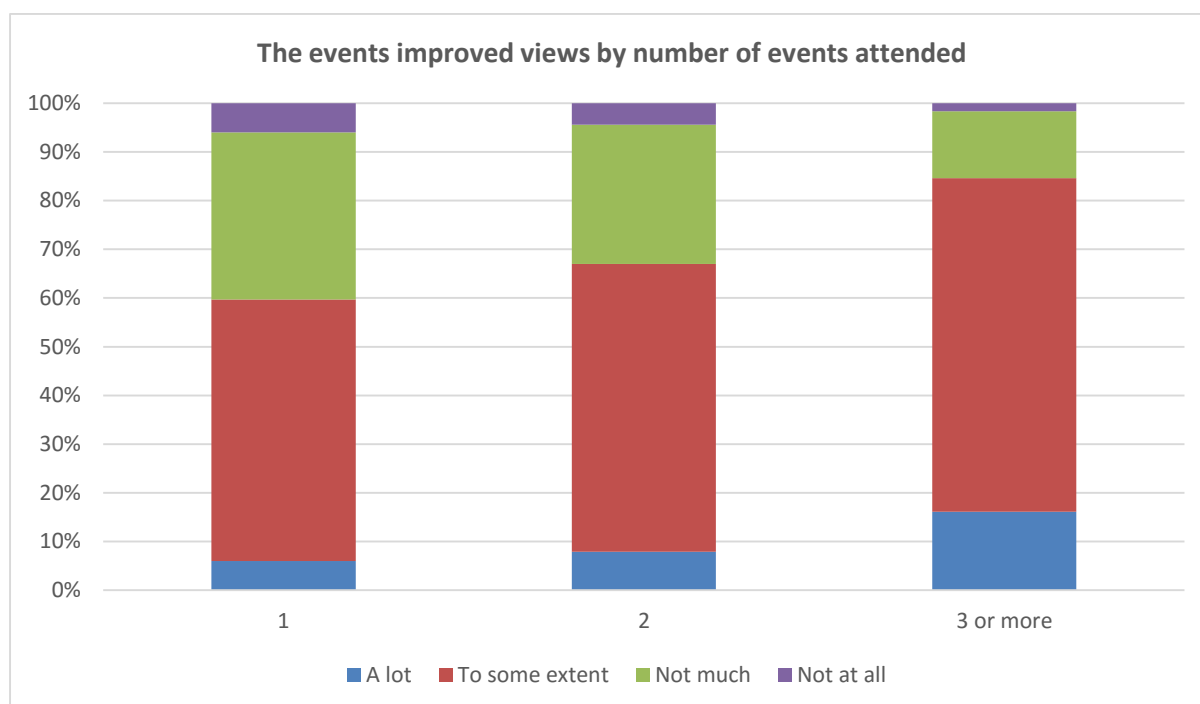
### *5.1.2 Number of events attended and impact of engagement on attitudes to language learning*

Responses were analysed in order to ascertain whether greater improvements in attitudes were reported by students who had attended more than one activity. As with the 2012-13 and 2013-14 surveys, this revealed that those who reported higher levels of engagement were also more likely to report that their attitudes to language learning had improved. 57.4% of those who attended one event agreed that their attitudes had improved either a lot or to some extent. This compared with 65.4% of those who had been involved with two events and 83.7% of those who had been involved with three or more events. Caution is needed in interpreting these results because of the smaller sample sizes, but they do suggest that sustained engagement with languages outreach activities could be having a more positive impact on attitudes to language learning than one-off engagement.

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<sup>7</sup> Canning et al (2010) *Routes into Languages: Report on Teacher and Pupil Attitude Surveys*. Available online: <https://www.routesintolanguages.ac.uk/sites/default/files/Attitude%20survey%20november%202011%20website%20version%20FINAL.pdf>  
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Handley, S. (2011) Promoting community language learning in the UK. *Language Learning Journal*. 39 (2), 149-162.  
SQW (2011) *Evaluation of Routes into Languages: Final Report*. Available online: [https://www.routesintolanguages.ac.uk/sites/default/files/Routes%20report%20FINAL%20SENT%20230611\\_0.pdf](https://www.routesintolanguages.ac.uk/sites/default/files/Routes%20report%20FINAL%20SENT%20230611_0.pdf)

Figure 3: Activities improved views on language learning by number of events attended



## 5.2 Impact of engagement on decisions to study languages

As in the three previous years, the impact of involvement in activities on the decision to study languages at university was less significant than the influence on attitudes to language learning in our data. Nonetheless, 546 of the 1014 (53.8%) respondents who had taken part in activities agreed that their decision to study languages had been influenced either a lot or to some extent, which is similar to the 53.9%, 50.8% and 48.1% who reported this in 2013-14, 2012-13 and 2011-12 respectively.

Only 12.4% of respondents reported that their decision had not been influenced at all.

Once again, this aligns with emerging evidence which suggests that the kinds of activities organised by Routes into Languages appear to be positively influencing uptake of languages.<sup>8</sup>

### 5.2.1 Type of school attended and impact of engagement on decision to study languages

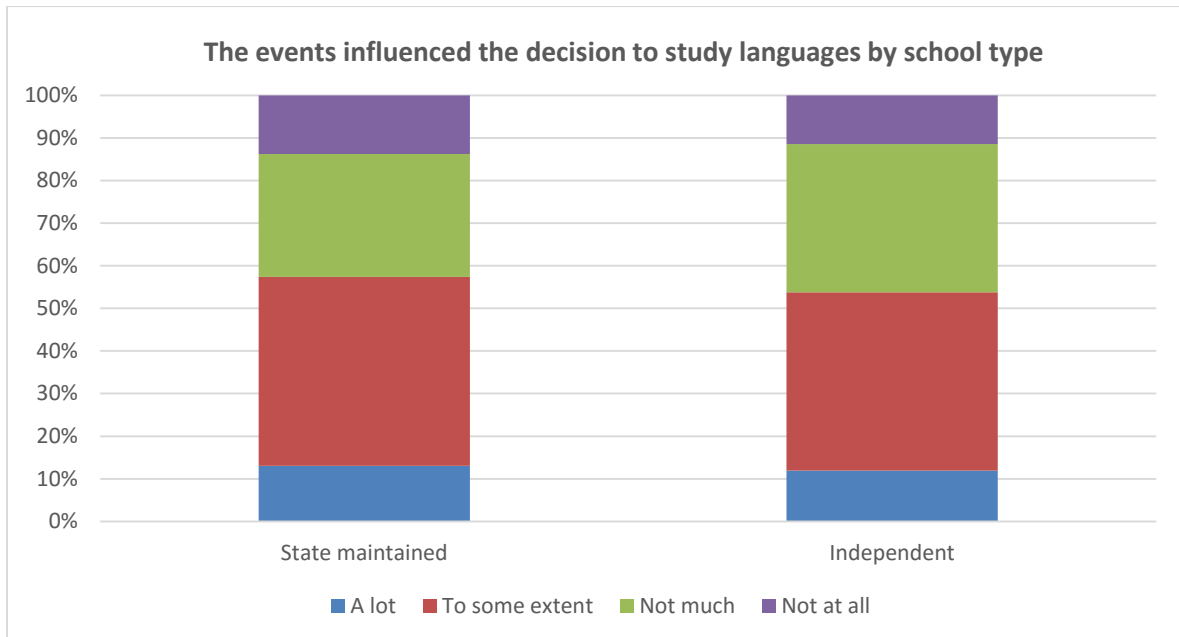
As in previous years, there was a small difference between responses of those attending independent schools compared with those in maintained schools/colleges. Students from the independent sector appeared to be slightly less positive as 53.3% of them agreed that their decision

<sup>8</sup> Canning et al, (2010, *ibid*)  
 Handley, S. (2011, *ibid*)  
 SQW (2011, *ibid*)  
 Gallagher-Brett, A. (2012, *ibid*)



to study languages had been influenced either a lot or to some extent compared with 56.4% of those from the maintained sector.

**Figure 3: Activities influenced decision to study languages by school attended**



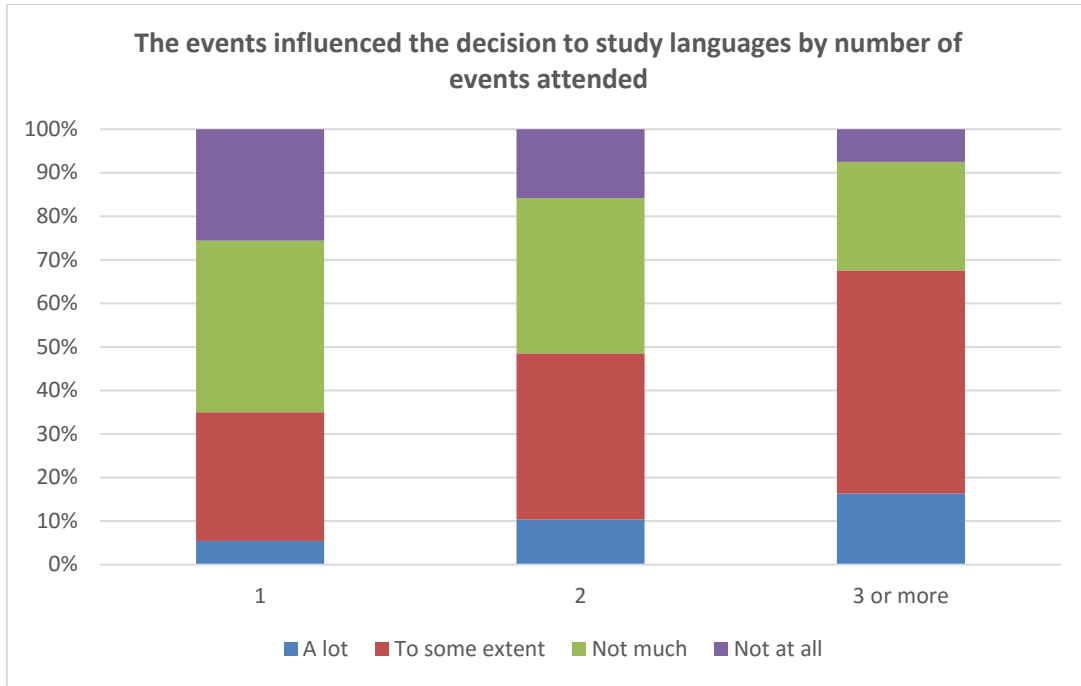
### 5.2.2 Number of events attended and impact of engagement on decisions to study languages

Respondents who reported higher levels of engagement also seemed more likely to suggest that their decisions to study languages had been influenced.

34.0% of those who had attended one event agreed that their decision to study languages had been influenced either a lot or to some extent compared with 47.1% of those who had attended two events and 67.2% of those who had attended three or more events. The figures for 2013-14 and 2012-13 were very similar. This indicates that sustained interventions of the kind organised by Routes may be making an important contribution to raising uptake in languages. The significance of sustained interventions was highlighted in a literature review on widening participation in higher education conducted by the Aim Higher Research and Consultancy Network.<sup>9</sup>

**Figure 4: Activities influenced decision to study languages by number of activities taken**

<sup>9</sup> Moore, J., Sanders, J. & Higham, L. (2013, *ibid*)

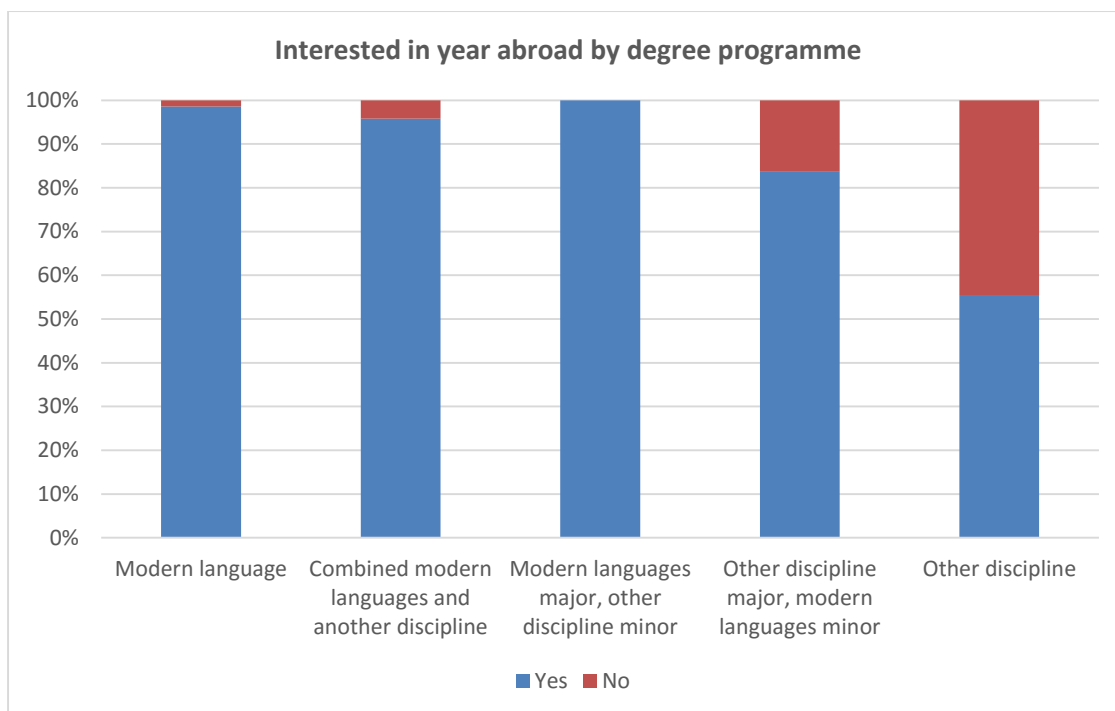


## 6 Attitudes to the year abroad

Improving attitudes to the year abroad is one of the key objectives of the Routes into Languages 2 Programme. A question on attitudes to the year abroad was therefore included in the survey for the first time in 2013-14. Respondents were asked to indicate whether they were interested in the year abroad by answering yes or no. 88.1% of respondents who had attended state schools/colleges and 86.6% of those who had attended independent schools indicated that they were interested.

As in 2013-14, respondents studying a language as a named component of their degrees were found to have more positive attitudes to the prospect of a year abroad than students from other disciplines. 86.4% of students with a named language indicated that they were interested in the year abroad as opposed to 55.4% of students from other disciplines.

Figure 5: Interest in the year abroad by degree programme



### 6.1 Attitudes to the year abroad and number of events attended

Respondents who reported greater engagement with outreach and enrichment activities also demonstrated more positive attitudes to the year abroad. 76.5% of those who had not attended any activities expressed interest in the year abroad compared with 82.5% of those who had attended one activity, 83.3% of those who had attended two activities and 91.3% of those who had attended three or more activities. This suggests that outreach activities are proving successful in promoting more positive attitudes to the year abroad.

## 7 Conclusions

This was the fourth annual survey conducted by Routes into Languages of language students' prior engagement with outreach and enrichment activities of the kind that are typically organised by Routes. It was completed by a large number of undergraduates on widely differing degree programmes who were all studying languages in some form at university.

As with the previous surveys findings indicate that participation in outreach activity is widespread and is perceived to have a positive impact on attitudes to language learning by the vast majority of students who participate in it. Engagement with activity is also believed to have a favourable influence on decisions to study languages. Respondents who had attended maintained schools and colleges were more likely to have taken part in activity than those from independent schools and were also a little more likely to report that their decisions to study languages had been influenced. The survey findings provided further evidence that sustained engagement with activity is associated

with higher levels of impact both on attitudes towards languages and decisions to study them than engagement with just one activity. This aligns closely with the literature on the impact of widening participation activities. There also appeared to be an association with levels of engagement with activity and positive attitudes to the year abroad.

Survey findings have shown remarkable consistency over the four years and provide positive evidence to highlight the long-term value of Routes into Languages activities.

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Adrian Brett

Angie Saunders

Routes into Languages Yorkshire and The Humber consortium

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## Appendix A



### Routes into Languages First year student language survey 2014-2015

We are interested in your previous experiences of languages outreach and enrichment activities in order to help us evaluate Routes into Languages, which is a national outreach programme run by universities. Your information will be kept confidential.

Please tick to show that you agree to us using your opinions for evaluation purposes

1. Name of university:

2. Name of degree (e.g. French & Spanish, Biology, Law with German):

3. Type of degree (*please tick the box*):

B.A.       B.Sc.       B.Ed.       Other (please specify) -

4. Name of school/college you attended before coming to university:

5. Town/county of school (if UK):

6. Country of school (if outside UK):

7. Universities organise many languages activities for schools and colleges. Did you ever attend or take part in any of the following languages events while you were at school/college? (*Please tick all the activities that apply*)

<sub>1</sub> AS/A2 revision / study day

<sub>10</sub> Online tandem learning

<sub>2</sub> GCSE revision / study days

<sub>11</sub> Sixth form days

<sub>3</sub> Gifted and talented days

<sub>12</sub> School visits from university student ambassadors

<sub>4</sub> Language careers events

<sub>13</sub> University support for language study skills

<sub>5</sub> Language clubs

<sub>14</sub> Why study languages? Presentation

<sub>6</sub> Language enrichment events

<sub>15</sub> Visits from companies and employers

<sub>7</sub> Language film events

<sub>16</sub> Year abroad / study abroad events

- <sub>8</sub> Language taster session <sub>17</sub> Did not attend any events  
<sub>9</sub> Other (please describe): \_\_\_\_\_

**8. Where did these events take place (please tick all that apply)**

- <sub>1</sub> Southern England <sub>5</sub> Central England  
<sub>2</sub> Northern England <sub>6</sub> Wales  
<sub>3</sub> Scotland <sub>7</sub> Northern Ireland  
<sub>4</sub> Outside UK

**9. If you attended any of these or other language events, do you consider that they helped improve your views on language learning? (Please tick the box)**

- |                                       |                                       |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A lot                                 | To some extent                        | Not much                              | Not at all                            | Did not attend                        |
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

**10. Do you consider that they may have had an influence on your decision to study languages at university? (Please tick the box)**

- |                                       |                                       |                                       |                                       |                                       |
|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| A lot                                 | To some extent                        | Not much                              | Not at all                            | Did not attend                        |
| <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> |

**11. Are you interested in spending a year abroad as part of your degree? (Please tick the box)**

- Yes  No

**Thank you for taking the time to complete this questionnaire**

Please see our privacy statement at [www.routesintolanguages.ac.uk/about/disclaimer](http://www.routesintolanguages.ac.uk/about/disclaimer). This explains how we will process any information you give us.



## Appendix B

### List of participating universities

- Aston University
- University of Birmingham
- University of Bristol
- Cambridge University
- University of Chester
- Coventry University
- University of Central Lancashire
- Durham University
- Edge Hill University
- University of Essex
- University of Exeter
- University of Hertfordshire
- University of Hull
- Imperial College London
- Lancaster University
- University of Leeds
- University of Liverpool
- University of Manchester
- Manchester Metropolitan University
- Newcastle University
- Northumbria University
- University of Nottingham
- Nottingham Trent University
- University of Plymouth
- University of Portsmouth
- Queen Mary, University of London
- University of Reading
- University of Roehampton
- Royal Holloway, University of London
- University of Sheffield
- Sheffield Hallam University
- University of Southampton
- Sunderland University
- University of Surrey
- University of Sussex
- University College London
- University of Westminster
- University of Winchester
- University of York
- York St John University