

# TOWARD A CITY LANGUAGE STRATEGY FOR MANCHESTER

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## 1. SCOPE AND PURPOSE

For its population size, Manchester is one of the most linguistically diverse cities in the United Kingdom and in Europe. Around 200 different languages are spoken in the city. More than half of the city's population is estimated to know and use more than one language. Over 40% of the city's primary school children speak another language alongside English in their homes.

Appreciating and celebrating language diversity is a key to ensuring community cohesion and to promoting tolerance and mutual respect among different population groups. Language diversity and language skills enrich the city's cultural tapestry and allow access to a vast array of heritage resources. They also have an important role to play in Manchester's outlook for growth and development, by helping to secure international investment and opening opportunities for Manchester-based services to reach out to global markets; the city's cultural and language diversity is a magnet that attracts international specialised workforce to local businesses, and international students to the city's higher education institutions.

Manchester must celebrate and foster its linguistic diversity. It must actively draw on its multilingualism to strengthen the city's inwards looking community spirit as well as its outwards looking identity branding.

The purpose of the Language Strategy is to set out guiding principles through which to approach language diversity as a cultural asset and a strategic resource that can play a key role in the city's sustainable development, and to outline a cost-effective mechanism for delivery that is based primarily on harnessing existing resources and partnerships and does not require substantial investment in new infrastructure.

Strategic planning of language provisions will support three principal areas:

- **Access.** Planning of language provisions will help facilitate access to services (by ensuring that adequate interpreting and translation services are available, and increasing support for learners of English) and to employment (by harnessing language skills to open up opportunities in global trade, while ensuring that learners of English receive the support they need to join the active workforce). In this way it will help to ensure that the city's residents can enjoy equal opportunities and contribute to the city's prosperity;
- **Heritage.** Strategic engagement with language diversity will help communities to protect and celebrate their cultural heritage, contributing in this way to community cohesion and to cementing a collective identity that is anchored in equality and mutual respect;
- **Skills.** A strategic approach to multilingualism will support the harnessing of languages as skills that offer the city's workforce a competitive edge in a global marketplace.

The Language Strategy draws on a body of evidence collected since 2009 by the University of Manchester's Multilingual Manchester research unit, and on relevant City Council reports and strategy papers. It connects to the Manchester Strategy 2025 by linking language diversity and the strategic planning of language provisions to Manchester's vision of a culturally rich, outward-looking and welcoming city, with a competitive, dynamic and

sustainable economy that draws on our distinctive strengths and whose residents have a strong sense of citizenship and pride in the city.

## 2. MANCHESTER'S LANGUAGE DIVERSITY

More than half of Manchester's residents are thought to be multilingual, in that they make use of more than one language in their daily lives on a regular basis. In the 2011 Census, 16.6% of households, representing around 80,000 residents, declared a 'main language other than English'. However, it is widely believed that this figure underestimates the number of multilingual households<sup>1</sup>. For one, there was lack of clarity as to whether the term 'main language' represents personal preference, proficiency, or frequency of use. In addition, respondents who would attribute the same or similar importance to English as they do to another language did not have the opportunity to indicate this on the census. That, together with the realisation that the number of multilingual households has increased since 2011, puts the likely proportion of households that use languages other than or in addition to English at anywhere between 30-40%, or roughly 150,000-200,000 of the city's residents. This figure does not include the many residents who have acquired foreign language skills primarily through formal studies or periods of residence abroad.





Recent annual School Census data show that around 40% of school pupils are identified as having a 'first language' other than English. Again, it is believed that this figure under-reports multilingualism, as it does not necessarily take into account children who speak English at home with one parent and another language with another parent. The realistic figure of pupils with a multilingual background is thought to be upwards of 50%.

Statistical sources on the number of languages spoken in the city also vary. The 2011 Census named around 70 individual 'main languages' that were reported by respondents, and grouped additional languages by region of origin. The annual School Census tends to report upwards of 150 different languages as pupils' 'first languages'. Interpreter requests in the health care sector show regular demand for around 120 languages.

Many languages remain under-reported since they are regional or minority languages in the countries of origin, or are used primarily for oral communication with family and friends, alongside English. They are therefore not typically identified by speakers as their preferred 'main language', nor as the principal 'first language' of school pupils, nor do they figure in the list of languages for interpreting requests, either because their speakers also know English or because they ask for interpreters in a third language (often the state language of the country of origin). This is the case for many African languages, for regional varieties of various South Asian and East Asian languages, for non-territorial minority languages such as Romani and Yiddish, and for non-written languages such as Caribbean Creoles and West African Pidgins. Languages that are closely related are sometimes grouped together in the statistics under a single heading. This is the case, for example, for Potwari and Mirpuri, for Kurmanji, Bahdini and Sorani (all Kurdish varieties), for various Chinese languages, and sometimes even for unrelated languages such as English Romanes and Shelta (both so-called 'Gypsy languages').

When pulling together the various statistics and taking account of the fact that many languages remain under-reported, and that the terminology used to capture languages can vary, we can estimate that around 200 languages are spoken in Manchester. Of those, over 50 are represented in the city's public space on signs of local businesses and cultural and religious institutions, adverts and noticeboards, landmarks, parks, health and safety notices, and on websites that are managed by Manchester residents and local commercial and cultural organisations.

Languages other than English with large numbers of speakers in Manchester include Urdu, Chinese, Arabic, Polish, Panjabi, Bengali, Somali, Persian, and Kurdish. French and Portuguese are widespread among communities of both African and European origins. Greater Manchester has the country's highest speaker concentrations outside of London for a number of languages including Yiddish, Somali, Kurdish, and Romani. There are long established speaker communities of languages from different parts of the world,



including African languages such as Yoruba, Shona, Akan, Nigerian Pidgin English, Hausa, Swahili and Tigrinya, Caribbean languages such as Jamaican Patwa, eastern European languages such as Slovak, Czech, Lithuanian, Latvian, Ukrainian, Romanian and Hungarian, western European languages including German, Spanish and Greek, West Asian languages including Turkish, Armenian, Dari and Pashto, South Asian languages such as Gujarati, Telugu, Malayalam and Tamil and regional languages such as Sylheti and Pahari, and East Asian languages including Korean, Vietnamese, Malay and Thai. Various languages are used by Manchester residents for liturgical purposes and religious study, among them Classical Arabic, Sanskrit, Biblical Hebrew, Biblical Greek, Armenian and Panjabi. Around 800 Manchester residents declared British Sign language (BSL) to be their 'main language' on the 2011 Census.

City wards with high language diversity, where over 20% of residents declare a 'main language' other than English, include Ardwick, Cheetham, City Centre, Crumpsall, Gorton South, Harpurhey, Hulme, Longsight, Moss Side, Rusholme, and Whalley Range, each showing at least 50 different languages and often many more.

Wards with a high percentage of school pupils for whom a 'first language' other than English is identified include Ardwick, Cheetham, Longsight, Moss Side, and Rusholme (each over 60%), as well as Burnage, Crumpsall, Fallowfield, Gorton South, Hulme, Levenshulme, Old Moat, and Whalley Range (each over 40%). In over 20 Manchester schools, EAL (English as Additional Language) pupils make up more than 70% of the school population. Around 45 Manchester schools identify more than 30 different first languages that are spoken among their pupils. The most frequent languages include Urdu, Arabic, Somali, Panjabi, Bengali, Polish, French, Yoruba, Portuguese, Chinese, Pashto and Kurdish. The School Language Survey, piloted by the University of Manchester in 2013 among 530 children in four Manchester schools<sup>2</sup>, showed that many children speak more than one language in addition to English and that therefore the term 'first language' does not always capture the reality of family multilingualism. The survey also showed that children who had a strong command of one or more of their home languages also had high proficiency in English, and thus that maintaining another home language supports rather than obstructs acquisition of English.

In the 2011 Census, around 10% of households declared that they had no member who had English as their 'main language'. The proportion was over 20% in Ardwick, Cheetham, City Centre, and Longsight, over 15% in Crumpsall, Hulme, Moss Side, and Rusholme, and over 10% in Fallowfield, Gorton South, Levenshulme and Whalley Range. Altogether 3.4% or around 17,000 of residents declared that they had low or very low proficiency in English, with high percentages (over 5%) in Cheetham, Crumpsall, Gorton South, Longsight, Moss Side, Rusholme, and Whalley Range.



The city hosts a variety of language provisions. Manchester libraries stock over 25,000 titles in more than 20 languages other than English, with a high volume of stock for Urdu and Chinese as well as for Polish, Bengali, Arabic and Vietnamese.

Language courses are offered by a number of cultural institutions in the city including Alliance Française, Instituto Cervantes, and Goethe Institut. The University of Manchester and Manchester Metropolitan University offer degree course combinations that allow focused study of a range of languages including French, German, Italian, Spanish, Portuguese, Chinese, Japanese, Russian, Arabic, and Hebrew, alongside university wide language courses that are open to the wider public. Both universities have set up public engagement initiatives around language diversity and multilingualism, including Routes into Languages and its successor Student Ambassador scheme, Multilingual Manchester, and Mother Tongue Other Tongue.

Across the city, several hundred people at any given day are acquiring basic skills in British Sign Language (BSL) through a number of providers.

A large number of weekend (supplementary) schools, operated by part-time staff who are often volunteers, offer children and young people instruction in speaking and writing skills in Chinese, Arabic, Polish, Bengali, Panjabi, French, Greek, German, Ukrainian, Turkish, Uyghur, Tamil, Japanese, Somali, and other languages. It is estimated that upwards of 5,000 children from the Greater Manchester area are enrolled in such programmes. Madrasahs, and Yeshivas and 'Sems', offer pupils of Muslim and Jewish backgrounds literacy instruction in Quranic Arabic, and Biblical Hebrew and Yiddish, respectively.

Public services maintain provisions for interpreting and translations. The city council's translation and interpreting service M4-Translations has 11 contracted staff and around 200 freelance vendors, who respond annually to over 12,000 requests for interpreting and translation in more than 70 different languages. Manchester University NHS Foundation Trust (MFT) maintains an in-house translation and interpreting department with around 10 full-time and additional 10 part-time staff who are supported by external contractors; together they respond to around 50,000 annual face-to-face and telephone requests for interpreting in around 100 different languages. Other hospitals, and the city's emergency services, rely on a number of local contractors for interpreting and translation who often draw on the language skills of local residents. Manchester's GP surgeries register upwards of 15,000 interpreting requests annually. Languages with a high demand for interpreting services are generally those that are most widespread in the city, including Urdu, Panjabi, Arabic, Polish, Bengali, Persian, Kurdish, Cantonese, and Somali, as well as Romanian.

Research shows that far from discouraging new arrivals from learning English, effective provisions for interpreting and translation help build confidence in public services and motivate people to learn English<sup>3</sup>. Interpreting provisions thus serve as transitional support measures: individuals' and communities' dependency on such services decreases over time as their proficiency in English increases. Still, the fact that the city continues to attract international new arrivals means that there is a permanent need for interpreting and translation provision.

The language skills of Manchester's workforce have been identified by Manchester's investment agency MIDAS as among the top five factors that attract international businesses to invest in the city. Business initiatives such as the China Forum and the Middle Eastern Consortium draw on the city's cultural and linguistic links to particular regions of the world. Manchester is home to many businesses that specialise in international customer services and which rely on staff language skills. At any given time, several dozen jobs (in addition to interpreters and language teachers) are being advertised within a 15 mile radius of Manchester city centre that require foreign language skills, in areas such as marketing, customer care, and information technology.

Support for English for Speakers of Other Languages (ESOL) is provided by the city council's adult education services MAES, through a series of programmes that include Talk English and the Gateway project, as well as by private and voluntary sector initiatives. Currently there are around 4,000 adult ESOL places available in the city, with some 1,000 persons registered on waiting lists. Manchester continues to attract new arrivals from different parts of the world, many of whom are highly skilled but require English language support to ensure integration into the professional work force.



### 3. AIMS OF THE LANGUAGE STRATEGY

The Language Strategy will align the city's commitment to celebrating and harnessing language diversity with the aims of the Our Manchester 2025 strategy.

The Language Strategy aims

- to improve and sustain equal **Access** to services and to employment and personal development opportunities, protection of **Heritage**, and development and harnessing of **Skills**;
- to recognise and foster languages in a way that will allow individuals and communities to develop a proud and confident sense of identity;
- to unlock the great potential of language skills, both those acquired in the family context and those taught through formal education, for the benefit of the city's international outreach, growth and development, enabling communities and the city's economic sector to draw a dividend from harnessing language diversity;
- to foster a network of partnerships among communities, public services, the education and culture sector, and the voluntary and business sector, in order to deliver a new vision of embracing language diversity;
- to adopt a strategic and evidence-based approach to planning language policy and provisions;
- to embed language diversity at the heart of the city's identity and brand image, drawing on Manchester's already established emblem as a 'City of 200 Languages', and to ensure that this emblem and the vision that it represents grows in visibility across the space of the city;
- to create a Manchester Model of celebrating and cultivating language diversity that will serve as a beacon both nationally and internationally and will help attract further talent and investment to the city.

### 4. ALIGNMENT WITH 'OUR MANCHESTER' STRATEGY 2025

The Manchester 2025 strategy calls for Manchester to be a leading digital city, rich in culture, and to have a diverse, distinctive and well-connected economy, creating jobs and opportunities for all. It recognises that Manchester is becoming larger and more diverse, that the voluntary and community sector provides a major opportunity for the city to meet its objectives in effective and innovative ways, and that the city's communities have a

distinctive role in building relations with emerging market cities in China, India, South America and Africa. It makes a commitment to work with the city's universities, the University of Manchester and Manchester Metropolitan University, to develop skills and evidence collection tools, including technology and digital platforms to support new ways of providing services and engaging people, and to use devolved powers to align the skills system with the needs of our economy.

Manchester 2025 also recognises that our diverse population with its vast array of languages and cultures is increasingly attractive to those businesses seeking to operate in the global marketplace. It recognises the need to foster the sense of identity and heritage of local communities, which are often dispersed across the city, and it recognises that communities are an important asset to the city and provide support for people in many ways throughout their lives.

Embracing and fostering language diversity will help strengthen Manchester as a city that is culturally rich, outwards looking and welcoming. It will help develop a sense of pride and citizenship with which all residents can identify. It will help to make Manchester a place where residents from all backgrounds feel safe, can aspire, succeed and live well. And it will help Manchester to draw on its distinctive strengths in order to develop a competitive, dynamic and sustainable economy and to ensure that it is connected internationally.

## 5. KEY PRINCIPLES

Language diversity is now the reality of global cities: The fact that the city continues to attract a skilled population as well as those seeking training opportunities or protection, means that it will also continue to accommodate new languages. Greater communication and travel opportunities and people's acceptance of complex and layered identities mean that the city's residents will continue to maintain heritage languages alongside English. The city needs to embrace this reality.

While recognising that English is the shared language of the majority of the population and the principal working language of local government, of most educational institutions and public service providers, and of many of the city's businesses and cultural institutions, we see the presence of other languages as an enrichment and an opportunity, and a source of pride and strength.



No individual or population group should be disadvantaged in accessing services, celebrating their cultural heritage, or developing their full potential of skills because of their language.

In order to keep pace with population changes and manage resources effectively, we require an innovative system of monitoring and responding to language needs, and good practice standards for interpreting and translation.

Supporting those who have insufficient proficiency in English to improve their English, and maintaining provisions for other languages, are complementary strategies. We will continue to help residents acquire full command of English and will aim to enhance ESOL provisions as outlined in the city council's ESOL strategy from 2017.

The city's communities, voluntary organisations and education sector make valuable contributions to promoting language skills in the next generation workforce. We will work in partnership with these sectors, and with the business sector, to make sure that the city can harness such skills and draw a dividend from them.

Every organisation, institution and business in the city should have an adequate degree of awareness of the city's language diversity and the responsibilities and opportunities that it brings. We will work with communities, with the city's education and culture sector, and with the commercial sector to raise awareness of language diversity.



## 6. DELIVERY

### 6.1 Access

We will continue to provide interpreting and translation services on demand through M4 Translations in order to ensure that all residents have equal access to council information.

We will make provisions for disseminating key council information including selected items from council meetings in British Sign Language, and consider ways of disseminating summary information in a number of written languages. We will ensure that council reception staff members have access to online and video sign language interpreting facilities, and ensure that proper infrastructure is available for it, and that interpreting services are available to council staff for spoken languages.

Working through M4 Translations as well as in partnership with the health care sector and emergency services, we will identify and promote examples of good practice and quality assurance standards in interpreting and translation across all agencies and services operating in the city. To that end we will formulate and promote Guidelines for Good Practice relating to staff qualification, staff recruitment, training, risk management in three-way conversations, data collection and monitoring on needs assessment and client feedback. We will work with relevant agencies to set standards for training of front line staff and to raise awareness of the need to provide interpreting and translation services as part of risk mitigation across services.

We will carry out a review of the accessibility of key council signage and where necessary make provisions for braille script and a selection of community languages, and we will encourage the city's cultural institutions to develop multilingual access programmes. We will set up a process for periodical review of the need for multilingual signage. We will compose good practice guidelines for multilingual signage, identifying settings in which such signage may be necessary, options for stakeholder consultations and needs assessment, and technical solutions such as multilingual digital signage. We will partner with cultural institutions to set up training workshops for graphic designers to work with a variety of scripts. We will set up a special fund to support wards that wish to promote multilingual signage, for which we will seek contributions from businesses, cultural foundations and private donors.

We will carry out a survey of language skills among council staff and encourage staff who have regular interaction with the public to wear badges flagging their language skills. We will invite public service providers such as the city's cultural attractions, transport services, health and social care and emergency services to survey staff language skills and to encourage the wearing of language badges.

We will work with Manchester Deaf Centre and other voluntary sector organisations to promote deaf awareness training and to raise awareness of sign language. We will encourage public service providers and, where appropriate, voluntary sector organisations, especially in areas where funding streams involve public donations or government funding, to enable front line staff to acquire British Sign Language up to Level 2 as part of continuing professional development programmes. We will adopt the five pledges of the BSL Charter: to carry out regular consultation with the Deaf community, to ensure access for Deaf people to information and services, to support Deaf children and families, to ensure staff working with Deaf people can communicate effectively using British Sign Language, and to promote learning and high quality teaching of British Sign Language.

We believe that support for interpreting and translation provisions for spoken and written languages to ensure accessibility of services goes hand in hand with increasing support for ESOL; we see the two as complementary strategies. Working through Manchester Adult Education Services (MAES) we will continue to pursue our ESOL Strategy 2017: We will use devolved powers for skills to increase investment in provision across Greater Manchester. We will work more closely with employers to increase opportunities for work based ESOL, to develop a single ESOL gateway with signposting and referrals, to improve progression pathways between providers, and to improve data collection and analysis on ESOL demand. We will also establish partnerships with businesses to integrate professionals and to support their development of professional English, and make information on ESOL qualifications such as IELTS more easily accessible. Working with existing schemes such as Talk English we will enhance volunteering programmes to support English conversation.



## 6.2 Heritage

Manchester's libraries will continue to acquire stock in a variety of languages upon demand. We will also seek partnerships with the business sector, consular representations, cultural organisations, and donors in order to set up

a sponsorship programme to help libraries acquire more up to date resources in the languages of Manchester's communities, as well as language learning resources.

Manchester has adopted UNESCO International Mother Language on 21 February as an annual Family Language Day on which we celebrate the city's language diversity and promote awareness of the city's languages and of the benefits of multilingualism. We will work with a network of partners to plan and deliver Language Day events.

We will include language diversity as a key theme in our activities as UNESCO city of literature, and we will partner with other multilingual cities as part of the UNESCO Creative Cities Network. We will seek opportunities to develop language diversity as a theme of existing twin cities partnerships.

We will continue to use the Read Manchester campaign to promote activities that celebrate language diversity, such as the multilingual Made in Manchester poem. We will encourage neighbourhood events such as Levenshulme Language Day and school events such as Mother Tongue Other Tongue annual poetry and performance events. We will encourage schools to carry out language days with interactive and innovative learning activities around the theme of language diversity.

We will encourage cultural institutions to embrace language diversity as a theme through exhibitions and events, and to consider offering multilingual services such as tours, leaflets, and multilingual signage.

In partnership with other stakeholders we will collect and disseminate information on Manchester's languages, and signpost innovative Manchester-based resources such as LinguaSnapp, the Multilingual Manchester Data Mapping Tool, and the Film in Language Teaching Association (FILTA) archive, and annual events such as Beyond Babel multilingual film festival.

We will set up training courses on language diversity for council and public sector staff.

We will highlight the positive contribution of supplementary schools to maintaining community languages, and will ensure that they can play an active role in shaping and delivering events, workshops and exhibitions on the city's language diversity and that they receive the necessary support to develop and to deliver their curriculum. Where necessary we will actively confront negative perceptions and ensure that supplementary schools are better understood and that their work in support of the city's cultural heritage and skills is recognised and valued.





### Skills

Manchester's supplementary schools make a significant contribution to equipping the next generation workforce with a valuable pool of language skills; in that way, they bring an enormous benefit not just to their respective communities but also to the city as a whole. We will offer new forms of support to supplementary schools as part of the council's overall commitment to schools, culture and skills. We will set up an advisory board with participation of the city's universities in order to provide support for networking, staff training, and accreditation of supplementary schools, and, where needed and desired, to support the acquisition or production of teaching and learning materials that are tailored to the local context of life in the UK and to the linguistic repertoires and career opportunities of young people who are growing up here. We will set up a fund to support supplementary schools, and engage in fundraising by seeking partnerships with local businesses who stand to benefit from an investment in the language skills of young people. We will seek links with local consular representations to enhance training and networking opportunities for supplementary school staff. We will create a network of partnerships between supplementary schools and mainstream schools in order to encourage exchange of ideas and methods and to facilitate the uptake of GCSE and A-level qualifications in the languages taught at supplementary schools. We will set up a scheme to collect evidence on the impact of supplementary schools and to measure their contribution to the employability of young people.

We will encourage mainstream schools to develop and sustain their portfolio of language courses, and we will partner with businesses to offer various incentives to schools that teach languages. We will broaden initiatives to introduce students to new languages through taster sessions in primary schools, career fairs, and interactive exhibitions and events.

Working with mainstream and supplementary schools, we will aim to increase qualifications in languages, toward an annual target of 10,000 pupils taking GCSE and A-level qualifications across the city.

We will work with the city's higher and further education institutions to produce a guide for qualifications in other languages and to encourage dialogue aimed at sustaining the offer of language degree courses and language courses for the wider public.

We will flag the importance of language development for health and wellbeing, building on research that shows the benefits of multilingualism across the lifespan, from early cognitive development to sustaining cognitive abilities in older age:<sup>4</sup>

We will support work to raise awareness of the importance of family language and heritage language maintenance among staff in local schools, children's services, and social services.

We will help promote good practice initiatives that encourage parents to speak and read to children in their family language as well as in English to support early cognitive development. We will work with the local health care sector to develop a specialist team on bilingualism within speech and language therapy services and to train and recruit more bilingual staff to the profession.



We will work in partnership with voluntary sector groups in order to put in place initiatives for older people to learn languages as a way of mitigating the onset and effects of dementia and as a way to build bridges among people of different backgrounds and different age groups.

## 6.4 Data monitoring

Manchester aspires to be a city of the future, in which digital platforms support new ways of providing services and engaging people, and where policy and planning of provisions are driven and informed by systematic collection of evidence. We will ensure that data on language needs, language use, and language skills are readily available and shared across relevant agencies. We will work with specialist researchers to develop local innovative models for data sharing and data compilation on language needs, including a pool of localised data on demand for interpreting, the uptake of library resources in other languages, home languages of pupils, school qualifications obtained in languages, and various language services that operate in the city. We will establish a Framework for Sharing of Data on language needs and language skills and encourage agencies in various sectors to adopt it with a view toward sharing good practice in data driven planning of provisions across the city. We will make representations to relevant government departments to review and where necessary improve data collection instruments such as the national census, school census, and other surveys, in order to allow collection of more accurate data on language use, language needs, and language skills.

## 8. Performance Indicators

By 2025, Manchester will have established and implemented

- an innovative system of monitoring data and a Framework for Sharing of Data on language needs and language skills that will be open to and encourage contributions from various agencies;
- a set of guiding principles for good practice and quality assurance in interpreting and translation;
- a process for periodical review of accessibility of key signage and other public information, and a fund to support translations of signs;
- a coordinated, innovative model of monitoring ESOL needs, registration, and provision capacity;
- an internationally recognised model to celebrate language diversity and to brand it as part of the city's image and identity badge;
- a network of partnerships, an advisory board, and a fund to support the work of supplementary schools;
- an increased uptake of language qualifications at GCSE and A-levels in mainstream and supplementary schools;



- an evidence-based assessment of the value of supplementary schools and other language teaching opportunities in state schools and universities;
- a pilot scheme for older people to learn foreign languages, as a way of supporting health and wellbeing and building bridges between communities and age groups.

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<sup>1</sup> Yaron Matras & Alex Robertson (2015) Multilingualism in a post-industrial city: policy and practice in Manchester, *Current Issues in Language Planning*, 16:3, 296-314.

<sup>2</sup> <http://mlm.humanities.manchester.ac.uk/wp-content/uploads/2015/12/SchoolLanguageSurvey.pdf>

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