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Comparison of attitudes to language learning in the British press pre- and post-Brexit

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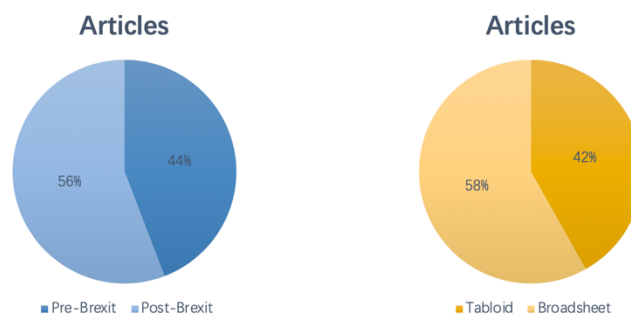
1 Introduction

Although the Brexit referendum took place in 2016, it was then-Prime Minister David Cameron’s 2014 speech where he stated his plans for a referendum on Britain’s EU membership that began the process. As stated in our research proposal, we consider the term ‘Brexit’ to refer not only to the referendum itself but holistically to the events surrounding it. Therefore, a timeline of 2014-2019 seemed fitting for our ‘post-Brexit’ research, while 2009-2013 was chosen for our comparison research into ‘pre-Brexit’ attitudes on language education.

This report will be a summary and discussion of the findings to our research question. As our literature review has shown, few studies have explored how the debate over language learning plays out in the media chronologically. Therefore, we looked at newspaper articles from across four different publications and compared them from 2009-2019. Our methods included framing analysis, discourse analysis, and semi-structured interviews. All articles were coded, and comparisons were drawn across the years, as well as between tabloids and broadsheets. Some of the data was quantified into charts that will be shown in the findings section of this report.

For the interviews, convenience sampling was carried out with four British undergraduates of the University of Manchester. The plan was to compare the ideals and values of these interviewees to see if these were reflected in the coded articles.

To make our data as unbiased as possible, we tried to equalise the number of pre- and post-Brexit articles from different publications. However, the percentage distribution of the whole sample is slightly unbalanced. Among the total of 43 samples, post-Brexit articles represented 56% and pre-Brexit ones represented only 44%. It was the same with broadsheets (58%) and tabloids (42%).



To avoid inaccuracies caused by sampling, this study based its analysis on two layers of data – the first being 43 sample articles, and the second being the archived news articles from Lexis – a searchable database for the British press. Lexis offered a more comprehensive perspective for our research.

While we mentioned in the earlier proposal that we would consider the political stance of the writers and newspapers, we found that we were unable to do so due to time constraints and lack of information. Therefore, besides a pre- and post-Brexit comparison, this study will mainly focus on the differences between broadsheets and tabloids.

2 Quantitative study

Different Prominence of Language-related Discussions

In our proposal, we hypothesised that the topic of language learning would be more prominent within post-Brexit articles. However, as in **Figure 1**, the search results from Lexis show that the attention towards language learning actually peaked in 2013.

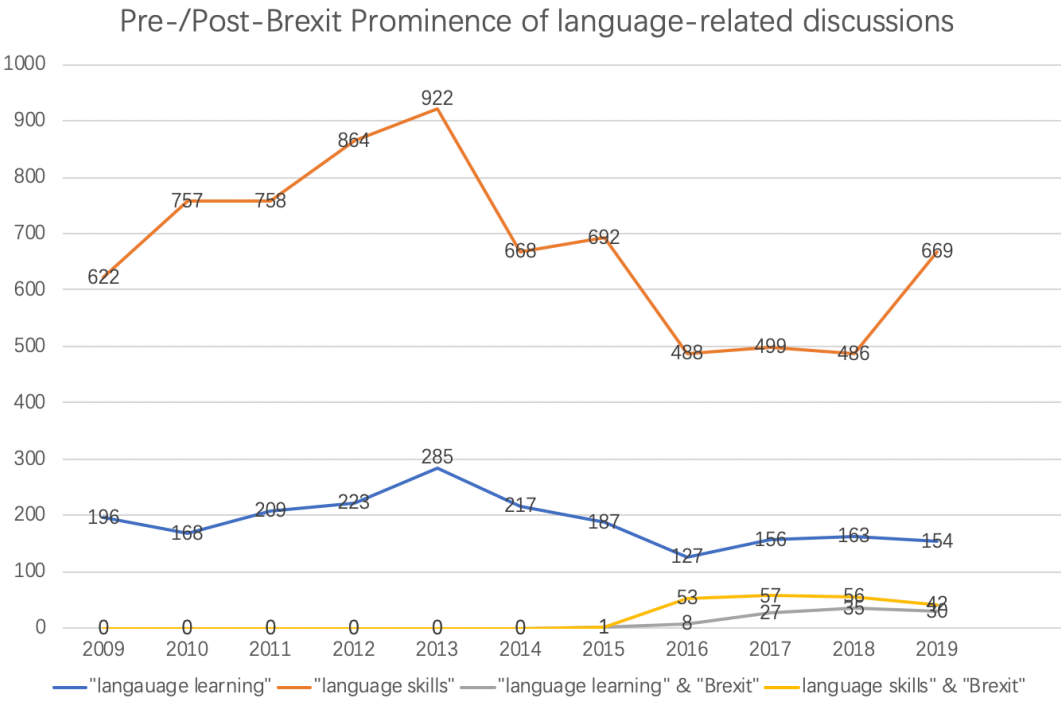


Figure 1

After 2016, relevant discussions showed signs of an upturn. Also, more articles began to explore the connection between Brexit and language education, shown by the yellow and grey line. This is because as time proceeds, more problems have appeared during the implementation of reforms, garnering public attention. Meanwhile, the concept of Brexit is no longer confined to the Referendum. Instead, its ideology has influenced authors’ perspectives approaching other social issues, just like language education.

Therefore, it is predictable that post-Brexit articles will make deeper evaluation of the reforms and simultaneously create new frames of old discussions.

Evolving Tones

The tones have undergone chronological changes. According to our classification, positive and negative articles are those showing obvious support or opposition towards language education. While neutral ones lack independent opinions, and usually just report facts, figures, and quote others' stances. As **Figure 2 and 3** show, pre-Brexit articles and tabloid-style articles are more likely to have neutral stances.

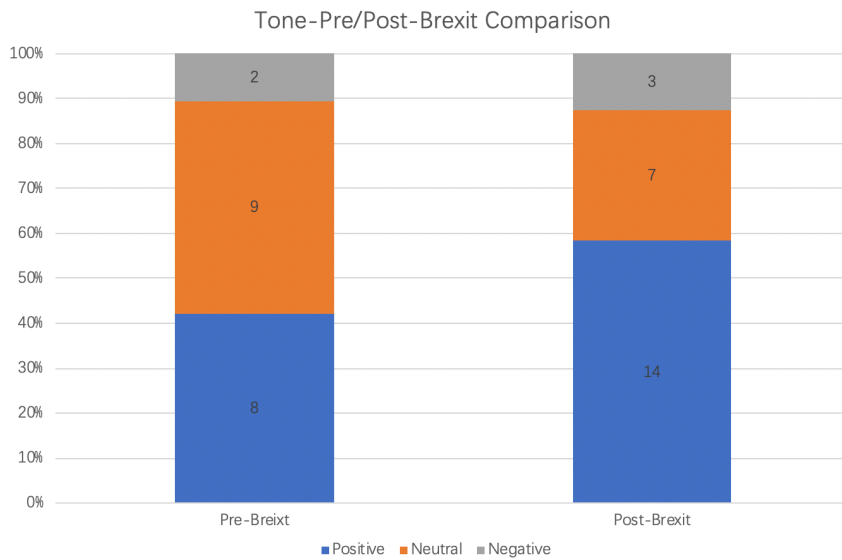


Figure 2

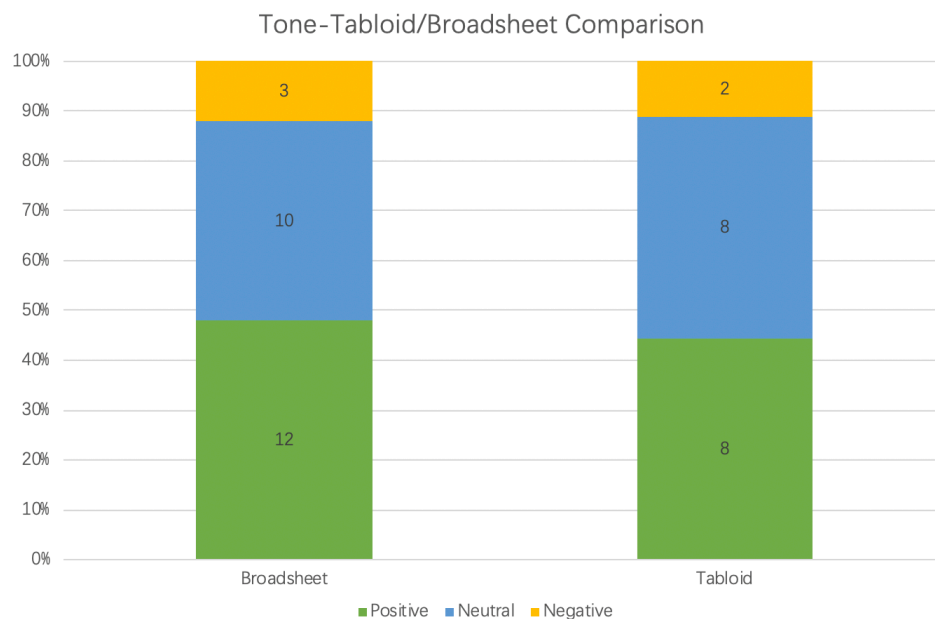


Figure 3

However, seemingly neutral content can still imply an author’s views. For instance, in the articles with only statistics about A-level entries of languages, the decrease was described as an “alarming drop” to be “reversed”, indicating it was seen as a severe problem. Therefore, authors can implicitly frame the problems in their recruitment of outside opinions, and in the choice of specific words to describe events (MacMillan, 2010).

Figure 5 and 6 then shows the “real” tones of articles after considering implicit discourse. It indicates the high frequency of “neutral articles” to have implicit stances.

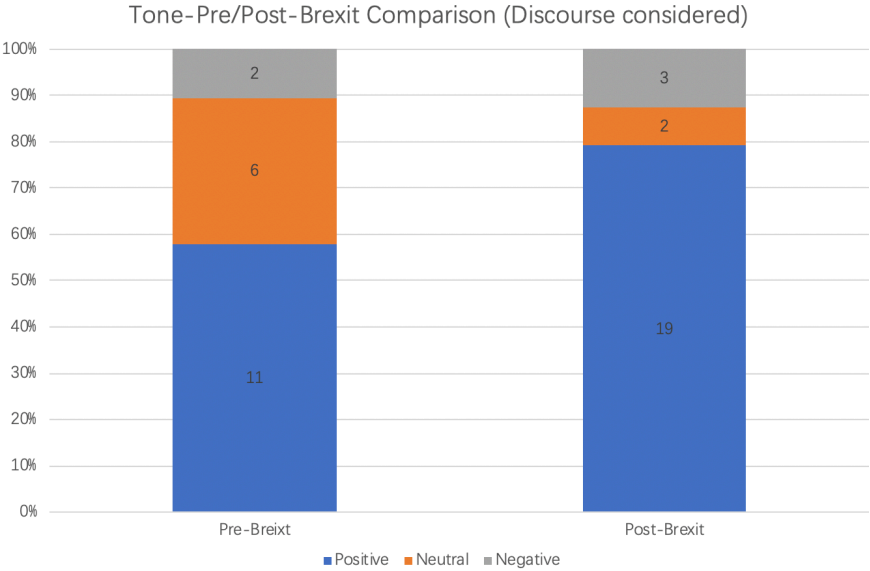


Figure 5

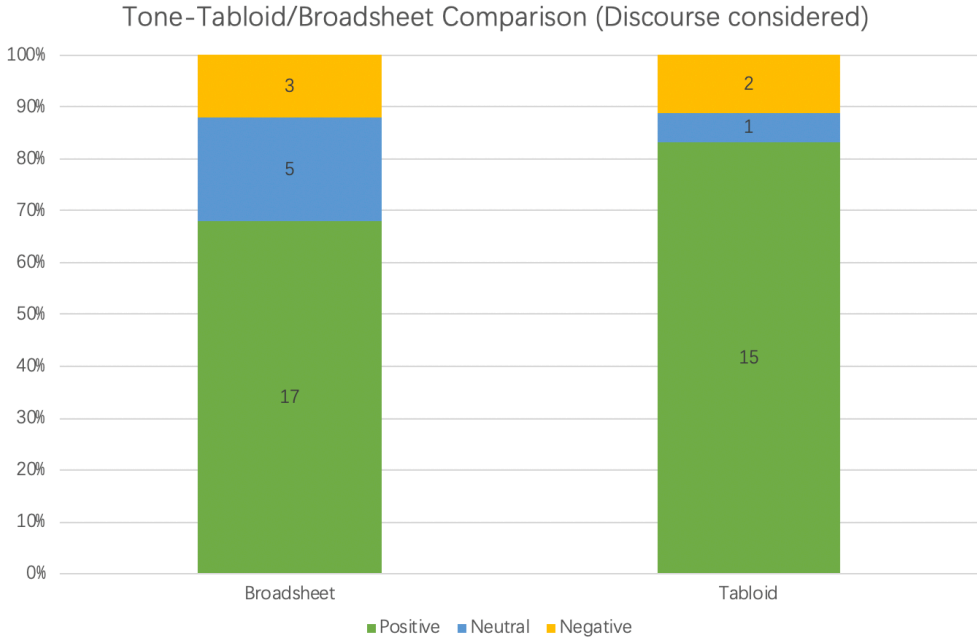


Figure 6

Different Topic Distribution

To compare topic distribution, we calculated the degree of importance of each topic to minimise the aforementioned influence of unbalanced sampling.

Figure 7 shows that post-Brexit articles called for reforms of language education more frequently than pre-Brexit articles, indicating the severity of the language-learning decline. Also, the concept of social equality becomes prominent in post-Brexit articles. “Elitist” is repetitively used to describe languages for they have become the subject of choice for the affluent. Post-Brexit emphasis on equality was possibly a reaction to the potential danger to human rights posed by Brexit (O’Cinneide, 2018), and implied that articles tend to analyse the problem on language education in a broader perspective with more depth. Broader perspectives were also discovered in the increasing number of post-Brexit articles discussing the impact of Brexit on language education and the rising importance of language skills.

Post-Brexit articles were also less likely to maintain Anglo-centric attitudes, and put less emphasis on the dominance of English as a lingua franca, indicating that the possible consequences of Brexit have urged more people to reflect upon Britain’s vastly monolingual landscape.

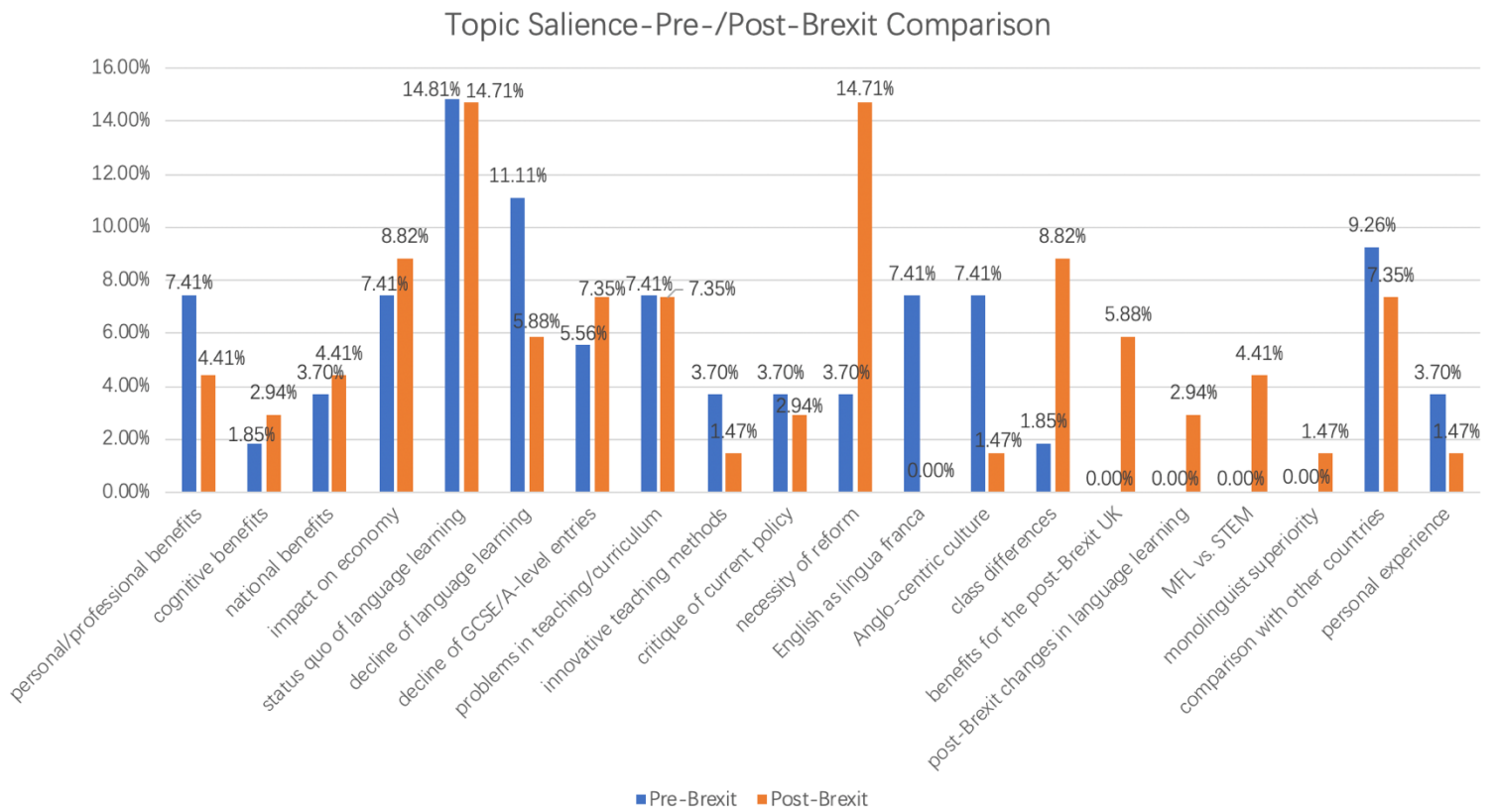


Figure 7

Framing Analysis

Pre-Brexit vs. Post-Brexit

Framing analysis was also employed for further exploration. Thematic analysis and framing analysis methods have overlaps as they both explore the authors' views when presenting language-related content. In thematic analysis, several topic preferences can coexist within one article, and can discuss many aspects. However, framing analysis focuses on the most dominant frame of an article, which is confined to limited options – problem definition, causal interpretation, or treatment recommendation etc. (Entman, 1993 in Semetko and Valkenburg, 2000).

We made references to Ballmann's frame model (2018) which established predefined frames in our framing analysis – conflict, human-interest, economic consequence, morality frame, and responsibility frame. However, when building our frame model, we dropped the morality frame since it never existed as the dominant frame of our articles. Unlike Ballmann, we allowed one article to be assigned to at most two main frames, as we noticed that some articles adopted a double-frame structure.

Figure 8 illustrates the dominance of conflict and responsibility frame in both pre- and post-Brexit articles. This result displays a common ground with Semetko's discovery (2000) which also shows that responsibility and conflict frames occur most frequently across the articles. Although the conflict frame remains dominant, the responsibility frame is barely present in Ballmann's research.

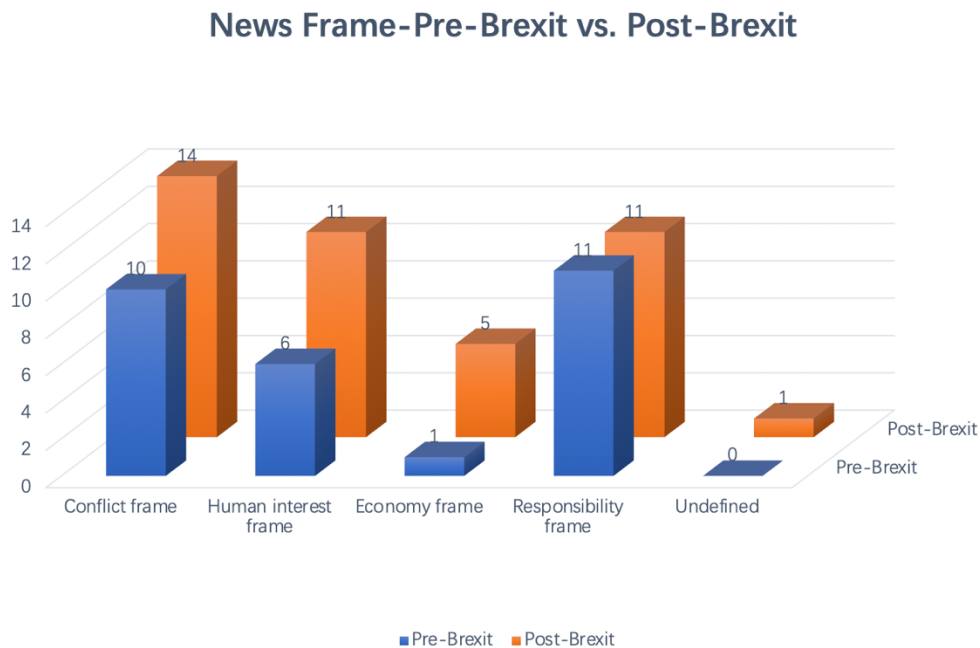


Figure 8

This discrepancy can be explained by Semetko's and Ballmann's different selections of the research subject. Semetko and this study both chose to explore national media's representations of domestic news, while Ballmann focused on transnational reports on Brexit. This indicates that the use of frames in national news differs from that of transnational news.

Meanwhile, economic consequence frames played more important roles in post-Brexit articles. This matched the real concern that Brexit has recently brought up, as Britain leaving the EU would impact about 44% of Britain's exports. To bridge the gap, Britons should emphasise language learning for use while trading. Otherwise, they have to bear the cost of the "language tax" (Hogan-Brun, 2018).

Figure N also shows that human-interest frames were more salient in post-Brexit articles. This is due to the more frequent occurrences of opinions. People with different backgrounds were invited to the public debate, including headmistresses, professors, etc. Therefore, different aspects of the topic have been discussed, making post-Brexit articles more inclusive in analysis.

As aforementioned, both Ballmann and Semetko think one article can only have one dominant frame. However, we have discovered the possible existence of a double-frame structure--the Conflict-Responsibility frame. Authors not only shape the conflict, but also attribute responsibility to individuals or institutions within this frame, which helps readers better understand the mechanism of the conflict. Among the nine articles built upon the conflict-responsibility frame, six are post-Brexit, indicating post-Brexit articles have more in-depth analysis.

Broadsheets vs. Tabloids

Semetko and Valkenburg (2000) discovered that serious newspapers more often used the responsibility and conflict frames in the presentation of news, whereas sensationalist outlets more often used the human-interest frame. Our results show the same result – responsibility frames were more prominent in broadsheets with articles attributing the decline of language learning to the impotence of institutions and government. This is because broadsheets often provide deeper analysis of a phenomenon instead of simply pointing out the existence of a problem as the tabloids do.

However, Semetko's conclusion that tabloids are more inclined to have human-interest frames was not proved by our results. **Figure 9** indicates that in our case, human-interest frames occurred more in broadsheets, and the discrepancy between the two research mainly originated from the different understandings of "human-interest". Neuman et al. (1992) argued that human-interest frames put an emotional angle to the news, implying that there are efforts to either "personalize" or "emotionalize" the news. The "emotionalize" aspect fits the sensationalist feature of tabloids, as well as editorials and columns from broadsheets containing opinion pieces. In this case, the frequent occurrence of human-interest frames in broadsheets was due to the interest the topic generated, opening the floor to opinion pieces from multiple stakeholders and the general public. However, we should stay critical of the extent of "personalization" on broadsheets, as they may serve hidden agendas (Wahl-jorgensen, 2006).

News Frame-Broadsheet vs. Tabloid

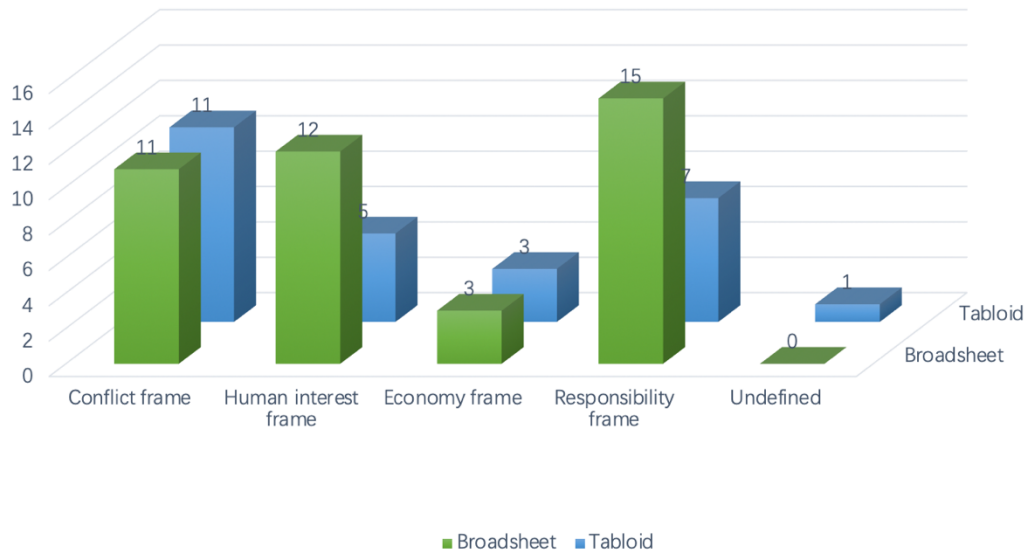


Figure 9

3 Qualitative Study

Broadsheets

Tone

Of the articles reviewed for The Telegraph between 2009 and 2019, there were five positive, five neutral, and one negative. The positive articles were opinion pieces, with three of them highlighting the incompetence of language education in Britain, while two focused on the benefits of foreign language learning. The neutral articles were news articles, although four included quotes about “reversing” the decline of students studying languages, indicating a push for language learning. The one exception within the neutral articles comes from 2019 which reported that students found language learning so stressful they were being medically signed off lessons.

For The Guardian, the articles were generally in favour of language education. Articles covered in the range of 2009 to 2013 saw a mostly neutral tone. There were two with positive tones, one of which was an opinion piece. 2013 to 2019 saw more variety, where five out of eight of the coded articles were written in a positive tone. One of the articles spoke negatively of language education, and the other two were neutral.

Content

Of the eleven articles by The Telegraph, seven are about the drop in the number of students learning a second language, and feature a negative opinion regarding the state of the UK's language education. Of the four articles left, one is about language learning in general without a UK context, and two focus negatively on the state of language education in the UK, all of which suggest that over time and despite the presence of Brexit, language learning was valued by the Telegraph.

The one negative article is from 2016, and focused on a study that found monolinguals to have "better judgement" than bilinguals. The article notes it is unusual for a study to find bilinguals to not be "superior", and contains fairly neutral diction, reporting the findings of the study with little emotive language. The negative stance of the article is not repeated in other articles post-Brexit, suggesting it is not indicative of a change in position from The Telegraph.

As for The Guardian, while earlier articles mentioned the need for an improvement in the current education system, only one of the five articles mentioned the economic impact of the UK being a mostly monolingual country. Whereas five articles from the later period connected the importance of language skills to the economy, with four of those expressing the need for bilingual speakers in a post-Brexit Britain. There was also mention of how languages were seen as an elitist subject in the post-Brexit articles.

Diction

All five opinion pieces from The Telegraph featured emotive language, with one describing the decline in French GCSE entries as "French heading for la merde". The news articles veer towards more neutral language, relaying facts and figures, although two feature more emotive quotes, such as the 2019 article about children being signed off from language lessons due to "extreme anxiety". The distribution of neutral and emotive language was even across 2009 to 2019, suggesting Brexit has had little effect on this.

All but one of the articles by The Guardian in the 2009 to 2013 period used emotive language. Words like "abandoning" and "depressing" sought an emotional response from the readers, and was present throughout most texts. The remaining article used neutral language in summarising a report of the general situation of language education in the UK. The later period saw four of eight articles using emotive language to persuade readers of the importance of language education. One negative article used strong emotive language to do the opposite. Words such as "medieval saw" were used to describe the reasoning behind language education, and the phrase "educators fetshise languages" downplayed the use for language skills to readers.

Tabloids

Tone

Despite changes in the political climate, articles reviewed from The Independent between 2009 and 2019 were mostly in favour of language education, with six being positive and two having a neutral tone. Moreover, five out of eight articles, regardless of stance, referred to the state of language education in Britain negatively. In comparison, articles from The Daily Mail had more distinct pre- and post-Brexit difference. The two articles with negative tones towards language learning were all pre-Brexit, along with the one with a neutral tone. Also, similar to The Independent, despite being mostly positive, four out of ten depicted the state of language education negatively.

Content

The content of articles used in our coding has a lot of variety, but a key similarity is the consistent theme of Britain needing to improve its language education system, with all articles used expressing concern. Four of the Independent articles referred to the lack of language skills in Britain, one from 2009 and the rest are all post-Brexit, suggesting it is now seen as a more urgent threat to the economy. Three of these articles also mentioned the lack of skills as being damaging for the future job prospects of British students, one from before 2014 and the others after.

The Daily Mail shared its rising awareness of the lack of skills, for it was mentioned three times by post-Brexit articles, and once pre-Brexit. However, pre-Brexit Daily Mail articles were mostly optimistic, with three of them framing English as the most dominant language. In comparison, post-Brexit articles from The Daily Mail had broader perspectives. Two of them spoke of class differences in language education, with the others elaborating on the diverse benefits of language skills.

Diction

All but two of the Independent articles featured a mix of emotive language and formal diction featuring more facts and figures than descriptive language. It was the same with The Daily Mail, with nine out of ten using emotive wording to frame existing problems. Brexit does not seem to have much of an impact on this, since this tendency is present throughout the ten-year period. Emotive language was often used to urge the readers to realise the language education system needs to improve, with the most striking of this appearing recently in The Independent, whereby the article described the language skills in Britain as “disastrous” and called on an “urgent” need to “revolutionise” language education. Meanwhile, Daily Mail has used words like “notorious” and “worst” since 2011 to express the gravity of the problem.

Broadsheets vs Tabloids

Based on the qualitative findings, tabloids and broadsheets did not differ much. The biggest difference was that one of the tabloids, The Daily Mail, was more optimistic about English being the dominant language compared to the broadsheets with a more negative tone towards language learning, but they changed their stance in the post-Brexit period. Both tabloids and broadsheets seemed to have the same position such that they feel that language education in the UK is lacking, and both did not show any change in the use of emotive language over the analysed period. Altogether, it seemed that news publications in general had concerns about the state of the language education system.

Interviews

Interviews were conducted with four students of the University of Manchester who were raised in the UK and put through the British school system prior to university. The interviewees were not taking a linguistics or modern languages degree.

When asked if their views towards language learning have changed since the referendum all interviewees said no. However, when asked if they thought the outcome of the referendum would have changed general attitudes towards language education, two answered that it was their belief that it would have, and two felt the opposite. One interviewee speculated that the outcome of the referendum would reinforce both negative views on language education and English superiority for those who already held these beliefs.

Generally, interviewees felt that it was important to learn languages. However, one of the interviewees contradicted themselves by saying that foreign language learning is important to connect with other cultures but later on said that there is no need to learn other languages as English is so widely spoken.

Based on the interviews, it seems that despite not being aware of the media's stance on language education, the interviewees' views fell in line with the discourse that language education in the UK needed to be improved, and that it was important to understand other cultures. While the exact origin of the discourse cannot be pinpointed to the people or the media, it can be said that there is an ongoing discourse with regard to foreign language learning.

4 Conclusion

Overall, the qualitative analysis has shown few differences between both tabloids and broadsheets with respect to language learning attitudes, and pre- and post-Brexit attitudes. While the framing analysis indicates slight differences, post-Brexit articles tended to have more in-depth analysis and broader perspectives. Similarly, broadsheets provided readers with more comprehensive analyses compared to tabloids.

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6 Appendix

1. Interview Transcripts

1.1 Interview 1

S1: interviewer

S2: interviewee, 2nd year physics and maths student

S1: do you speak other languages?

S2: yeah I speak a little bit of spanish (-) i_ve done it to sort of about a (XXX) level (.) i_ve done 2 years of german as well (-) i can_t speak it very well to be honest (.) besides that it_s basically it

S1: why or why not?

S2: so we did german as part of school in year 8 and 9 (.) it_s compulsory for our school because it was a language college (.) spanish we did sort of on and off throughout primary school for a few years but never to any sort of (-) proper standard (.) It was always just sort of a bit (-) yeah (.) but i_ve done spanish since the beginning of high school (.) mostly because it was compulsory up to the age of 16 then from that point onwards I decided to do an extra year

S1: would you say that you_re proficient at it?

S2: i_d say German, i_ve basically forgotten all of it (.) so i_m back to being pretty much just a beginner (.) and then spanish the level I got to was reasonably good not conversationally fluent but sort of (-) you know (-) i could debate things if i knew what the topic was beforehand and i could sort of prepare a few notes and things like that (.) Yeah i mean so long as i sort of knew what i was going to be talking about and got a bit of a think beforehand i could get by reasonably well

S1: what do you mean by language college?

S2: my high school was a specialist language college so it meant things like spanish and german were compulsory modules we had to do

S1: do you feel like learning a second language is important?

S2: teah definitely i think even though english is the most widely spoken language around the world (.) I know mandarin is spoken by a lot more people but english is more sort of global I suppose (.) um (-) i still think it_s important you know (-) not only sort of (-) for (-) you know (-) the fact that you can speak other languages when you go abroad also to gain better understanding of different cultures (-) sort of (-) you know (.) you gain a bit more insight into your own culture as well cause you gain a bit of perspective which i think is quite important as well

S1: What are your parents_ attitudes towards second language learning?

S2: yeah they_re for it (.) I think they... they don_t speak any languages but they are considering taking up languages (.) my mum_s considering taking up spanish sort of probably because knowing that because me and my sister have done it to a sort of higher level so think she_s interested in doing that (.) but as far as my dad_s concerned, i_m not sure

S1: do you feel like the language curriculum in your school was good?

S2: uh (-) no (.) i do think that languages should be taught with more sort of importance (.) they should put more (-) i don_t know what the word is, it_s like (-) they should place more importance on teaching languages earlier in your school career (.) because they only sort of like (-) they only make an effort from the age of eleven onwards whereas i think they should be doing it from the age of four or five (-) like at a lot of other countries do (.) that_s why you know (-) you get like i don_t know (-) fifteen year olds who are fluent in english even though they_ve lived in germany all their life just because they_ve been taught from such an early age (.) you know when you look at our fifteen year olds and they_ll only be able to string a

few sentences together in their respective foreign language (.) so definitely think there needs to be a lot done before it progresses

S1: are you aware of any articles regarding language learning in schools in the uk?

S2: no, i don_t think so

S1: what was the general attitude towards language learning in your school?

S2: i think a lot of people didn_t really care (.) sort of saw it as something they had to do rather than something they should do or want to do (.) i think i was maybe a bit more sort of biased in terms of quite a few of my friends that my friends were interested in learning languages (.) a lot of them went on to do a levels or things like that in spanish, or whatever (.) so yeah i_m not sure i think a lot of people just generally didn_t care or didn_t think they need to (.) because realistically when you go abroad, most people speak english (.) especially in the sort of the more touristy places, they_re gonna speak english (.) so i think a lot of people don_t see the need to make the effort, which i think is a bit of a shame

S1: are you aware of any of the media_s attitudes towards language learning in schools?

S2: no i don_t think so

S1: have you changed your attitudes towards language learning after the referendum?

S2: i_m not sure, i_m not sure if that necessarily had an impact on me in terms of um (-) what i thought maybe what I thought (.) maybe affected how I thought of the rest of the population in terms of what their attitudes towards things might be (.) but not necessarily it didn_t change my own attitudes (-) if you see what I_m saying

S1: how do you feel that news of the referendum has impacted language learning attitudes?

S2: i_m not sure if the referendum itself sort of impacted on people_s attitudes, but it was sort of um (-) it was kind of like showing people_s attitudes that sort of (.) you know they call them the silent majority (-) you know there_s a lot of people out there who are sort of discontented with a lot of things (.) like to do with politics and sort of (XXX) globalisation but a lot of them had been quite quiet about it when it was only sort of the referendum we realised oh actually it_s a good portion of the country that you know (-) hold these sort of opinions (.) i suppose that was (-) that was definitely surprising for me because i didn_t think it would_ve um (-) I never thought it would_ve voted for brexit.

1.2 Interview 2

S1: interviewer

S2: interviewee, 1st year politics and social anthropology student

S1: do you speak other languages?

S2: like well?

S1: any standard

S2: like basic French (-) i guess

S1: why or why not?

S2: i studied it at school (.) like gcse

S1: do you feel like learning a second language is important?

S2: yeah i think so (.) to communicate with people

S1: what are your parents' attitudes towards second language learning?

S2: i don_t think my parents are bothered to be honest

S1: are you aware of any articles regarding language learning in schools in the uk?

S2: mm (-) no

S1: what was the general attitude towards language learning in your school?

S2: people weren't really that bothered (.) it was very much like you just do it because you have to (.) if you're in the class unless you pick a (XXX) gcse because everyone really knows english now, so (.) it's not as necessary

S1: do you feel like the language curriculum in your school was good?

S2: yeah i suppose it was fine

S1: have you changed your attitudes towards language learning after the referendum?

S2: it's the same

S1: how do you feel that news of the referendum has impacted language learning attitudes?

S2: i mean i don't know (.) my secondary school doesn't teach all of the languages it used to now (.) i don't know whether that's because of the referendum (.) it used to do three but now it does one

S1: when was that?

S2: well, my sister's year (.) so... last year (-) 2018

1.3 Interview 3

S1: interviewer

S2: interviewee, 3rd year Physics student

S1: do you speak any other languages?

S2: a little bit

S1: why?

S2: (2.0)

S1: what helped you learn and why did you learn them?

S2: (.) well i learned german because i had to erm it was the gcse requirement for the school and then i did i did some french at university because i wanted to do something a bit different you know i wanted something that would be a break from physics (.) and er it just seemed like something that would be good to do

S1: do you feel like learning a second language is important?

S2: um I don't know that I'd say it's important (-) but i think that it's a good thing to do

S1: what would you say your parents attitudes are towards learning a second language?

S2: (2.0) what as in would they learn a second language?

S1: yeah, or how did they view languages in school?

S2: yeah i think they just thought it's a nice thing to be able to do but i don't think they're particularly keen to do it themselves

S1: are you aware of any articles regarding language learning in schools in the UK?

S2: no

S1: what were the general attitudes towards learning languages in your school?

S2: umm i think that most people probably couldn't be arsed

S1: and with your teachers?

S2: the teachers kind of had to be positive about it because they were making us do it

S1: do you feel that any attitudes you saw towards languages in your school was in line with what you've seen in the press about languages and language learning?

S2: what say again

S1: ok [can you repeat the question] yeah i can repeat the question do you feel like general attitudes towards languages in your school is in line with what you've heard in the press?

S2: i haven't really seen anything in the press so I wouldn't know

S1: have you changed your attitudes towards language learning since the referendum?

S2: no

S1: do you feel that news of the referendum has impacted language learning attitudes in general?

S2: (.) um (-) i would say probably not for young people but i think um that certain people think that the you know the sort of people that thought it would be a bit of a waste of time anyway they will probably feel more strongly in that way (.) now because they are (unintelligible) you know big up the england and all that stuff so (-) they probably think that you know why learn another language when english is the best which is just dumb

1.4 Interview 4

S1: interviewer

S2: interviewee, 3rd year medicine student

S1: do you speak any other languages?

S2: i speak a bit of french (.) but not fluently

S1: why?

S2: my mum took me on holiday to France every year so i picked it up and then i studied it at school because i wanted to maintain it

S1: perfect (.) do you feel like learning a second language is important?

S2: i think it's really useful as a child to learn a second language because it enhances that skill so if you want to go back but i don't regret (-) yeah i regret not speaking a second language better

S1: what are your parents attitudes towards second language learning would you say?

S2: my mum's started doing courses to learn french fluently so she regrets not finishing that at school but yeah (.) i think they're both pro it

S1: what were their attitudes towards you learning one?

S2: they were quite enthusiastic that i continued french because of the fact that we go there every year it would be convenient more than anything else but yeah (2.0) my grandpa speaks seven languages.

S1: that is very impressive to be fair. are you aware of any articles regarding language learning in schools in the UK?

S2: no (.) articles?

S1: articles, news, any press, kind of surrounding language learning in the UK.

S2: no (.) i've been aware of some conversation about how england is bad at it in comparison to other countries but nothing in particular

S1: fair (.) um what was the general attitude towards language learning in your school?

S2: uh (-) in primary school there was none, and in secondary school it as quite a good, um, school for language, we did french and spanish up to gcse

S1: do you feel like the attitudes towards languages in your school is in line with what you've heard in the press?

S2: um the attitudes towards languages in my school (-) um both spanish and french were compulsory up to um GCSE and it was strongly encouraged that we should choose one of them for our GCSE it was a school that specialised in language so it was one of the you know how every school has their like subject (-) it was a language school and they did latin if you wanted to as like an extracurricular

S1: oh nice.

S2: yeah they were quite pro-language I think (-) they were more (.) due to the teachers were more enthusiastic to language than the government supporting the school if that makes sense i think it was like an independent thing

S1: have you changed your attitudes towards language learning since the referendum?

S2: (-) i think i hadn't before this question but thinking about it it will be interesting how as a country becomes so complacent assuming everywhere will speak english in light of the referendum it could be interesting to see if that will need to change

S1: do you feel that news of the referendum has impacted language learning attitudes in general?

S2: no i don't know not that i've been aware of i think it should but i haven't noticed any change

2. Coding Sheets

2.1 The Guardian 2009-2013

The Guardian 2009 - 2013

Name of the variable	Definition	Article No.					
		1	2	3	4	5	6
Source	Name of the press	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian
Website	URL where the news article can be found	https://www.theguardian.com/education/2009/aug/27/teacher-network/0912/sep/13	https://www.theguardian.com/teacher-network/2012/sep/13	https://www.theguardian.com/education/2012/sep/20/shortfall	https://www.theguardian.com/teacher-network/2013/may/15	https://www.theguardian.com/education/2013/sep/11/uk	https://www.theguardian.com/higher-education
Date	Date of the news article	27 Aug 2009	13-May-13	20-Nov-13	15-May-13	11-Sep-13	28-Aug-13
Article Type	The type of the article	News	News	News/report summary	News	News	Blog/opinion piece
News section	News section in which this news article was published	Education GCSEs	Education	Education	Education Language learning in focus - Teacher Network	Education The case for language learning	Education Blog - Universities
Headline	The headline of the news article	French disappearing from GCSE classrooms	Languages in UK schools: where we are vs where we need to be	Shortfall in the languages the UK needs the most	Languages in primary schools - getting ready for 2014	Why is UK language teaching in crisis?	Language learning: the shaky future of study (and work)
Author	The author of the news article	Jessica Shepherd	Louise Tickle	Anna Codrea-Rado	Rebecca Ratcliffe	Rebecca Ratcliffe	Anne Marie Graham
Extra information about the author	May include ethnicity, known political stance, and other background information	White female, forward planning news editor	White female, freelance journalist, writes about family law, social affairs, and education	White female, freelance journalist, writes about culture and technology	White female, Rebecca Ratcliffe is a reporter for the Guardian's Global Development website	White female, Rebecca Ratcliffe is a reporter for the Guardian's Global Development website	Anne Marie Graham is head of the outward student mobility programme at the UK Higher Education
Tone	Positive/Negative/Neutral (towards language learning)	Neutral	Positive towards encouraging language learning The author seems to take the stance that languages are an important part of a child's education.	Neutral/positive Mostly factual, but includes tips on how schools and businesses can help the language education situation Ultimately pushing for language learning, warns that language impacts UK's future beyond academics	Neutral	Neutral	Positive Author clearly points out her appreciation for foreign languages and is pushing for education in that subject

The Guardian 2009 - 2013

Name of the variable	Definition	Article No.					
Diction	Type of language used in the article	"abandoning" used for pupils dropping subjects, suggesting that languages are an unwanted subject matter	Words such as "depressing" are used to describe the consequences for UK's level of competency in a "an increasingly internationalised employment market"	Neutral language used	"exacerbated by funding cuts" implies that a bad situation is worsening; the writer does not feel like the language education landscape is in good shape	Words like "hurdles" and "fears" make the situation seem like a difficult one to overcome "Britain's foreign language skills in crisis" once again highlighting the magnitude of the problem	Frames the "lack of linguists" as a "genuine concern", and uses strong words such as "threatened" in relation to student mobility

The Guardian 2009 - 2013

Name of the variable	Definition	Article No.					
Content	Main Topic	<p>Summary of the GCSE situation, with an improvement in the sciences</p> <p>Primary schools are possibly under too much pressure to ensure the future of modern languages in the UK</p> <p>Independent schools are also known for having a higher number of students studying languages, meaning that they make a sizeable impact on the language education landscape</p>	<p>The article gives a summary of the current language education situation in the UK, beginning with the reasons why students do not want to learn a modern language at a GCSE level.</p> <p>Other forms of methods employed by educational institutes to encourage language education are also explored.</p> <p>Migrants might become monolingual after a couple of generations</p> <p>Languages are key to understanding other cultures, and the UK will suffer in the job market in the future</p> <p>Employers favour bilingual speakers</p>	<p>Summary of the top 10 most important languages for UK's future based on the British National Council's report</p> <p>Includes a list of recommendations from the report, on how to improve language learning in UK</p>	<p>An assessment of the language education situation in primary schools in the UK</p> <p>Includes an exploration of funding cuts and staffing challenges and their impacts</p> <p>Also talks about how switching from one language to another midway may be a deterrent</p>	<p>A comparison of the situation in primary schools back in 2002 to the present (2013)</p> <p>Brings up the GCSE curriculum as a possible reason why young people don't want to study a new language</p> <p>Talks about how the attitude towards foreign languages when they are spoken in the classroom are a problem - "Not speaking English as a first language is sometimes seen as a problem in schools"</p> <p>Emphasises that foreign languages are important for the economy</p>	<p>Once again discusses the decline of the language education system in the UK</p> <p>Asserts that language skills are vital for future employment</p> <p>Criticises the government - "Unless the government gets together and implements a coherent strategy" - for not having competent strategies in place regarding language education</p> <p>Discusses whether this has an impact on student mobility</p>
Attitudes (parents/student s/institution)		<p>The government seems to be encouraging students to take part in sciences more than in languages</p> <p>Independent schools also seem to make more of an attempt with language</p>	<p>Schools are tired of dealing with the format of the GCSEs; language education in secondary schools are very exam driven</p> <p>Schools do not care enough to have plans put in place for bilingual speakers to share their languages in the classroom</p>	<p>The report said that businesses need to invest more into linguistics</p> <p>Schools do not put in sufficient effort</p>	<p>Government reallocating funds elsewhere implies that they find that there are other areas more worth investing in compared to languages</p>	<p>Change of government brought about a lack of funding</p>	<p>Some students want to take a foreign language but are unable to due to the fact that some schools do not offer language subjects</p>

2.2 The Guardian 2014-2019

The Guardian 2014 - 2019

Name of the variable	Definition	Article No.							
		1	2	3	4	5	6	7	8
Source	Name of the press	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian	The Guardian
Website	URL where the news article can be found	https://www.theguardian.com/education/2014/11/07/education-reform	https://www.theguardian.com/education/2015/may/20/language-learning	https://www.theguardian.com/teacher-network/2015/sep/29/education-reform	https://www.theguardian.com/commentisfree/2017/aug/25/education-reform	https://www.theguardian.com/education/2019/mar/01/education-reform	https://www.theguardian.com/education/2019/jul/03/education-reform	https://www.theguardian.com/education/2019/jul/04/education-reform	https://www.theguardian.com/education/2019/jul/31/education-reform
Date	Date of the news article	7-Nov-14	20-May-15	29-Sep-15	25-Aug-17	1-Mar-19	3-Jul-19	4-Jul-19	31-Jul-19
Article Type	The type of the article	News	Feature/Personal Essay	Comment/opinion piece	Comment/opinion piece	Opinion piece	News	Opinion piece	Comment/opinion piece
News section	News section in which this news article was published	Education	Education	Teacher Network	First thoughts - Languages	Opinion - Languages	Schools	Letters - response to article 6	Universities
Headline	The headline of the news article	Most language students unable to do more than understand basic phrases	Lost for words to dreaming in French - one week of language immersion in Lyon	Only a change in the national mindset will save language learning	Ignore the panic. There's little point learning languages at school	Brexit Britain cannot afford to be laissez-faire about its language crisis	Brexit 'putting pupils off modern foreign languages'	Foreign language learning more vital than ever in post-Brexit world	We need languages graduates to steer us through our post-Brexit
Author	The author of the news article	Lucy Ward	Holly Young	Sara Davidson	Simon Jenkins	David Cannadine	Richard Adams	Sean Harford	Nicola McLelland
Extra information about the author	May include ethnicity, known political stance, and other background information	White female Lucy Ward is a freelance journalist and a former Guardian social affairs correspondent	A freelance journalist based in Berlin, previously the deputy editor of the Guardian's Global Development Professionals Network	Head of modern languages at Oundle school	A Guardian columnist	President of the British Academy which, with the backing of all the national academies, is calling on the government to implement a national strategy for languages	The Guardian's education editor	National director, education, Ofsted	Professor of German and History of Linguistics at the University of Nottingham

The Guardian 2014 - 2019

Name of the variable	Definition	Article No.							
		1	2	3	4	5	6	7	8
Tone	Positive/Negative/Neutral (towards language learning) Mostly factual, a summary of the language education issue	Neutral	Positive	Positive	Negative	Positive	Neutral	Positive	Positive
Diction	Type of language used in the article Words like "dire" and phrases like "reform was desperately needed" point to the supposed perception of the state of language education in schools	Mostly neutral with some action words that may instill a sense of urgency to take action in the reader	Emotive language used that gives the reader a very personal insight	Somewhat stronger language used to bring across the point that the UK needs to buck up with their language education "linguists" might not be referring to people who study linguistics here "complacent and lazy" used to describe the UK as compared to other European countries that have successful language education	"medieval saw" used to describe the reasoning behind language education, author is mocking the idea that language education helps with critical thinking, etc "educators fetishise languages" - use of the word fetish indicates that he feels that languages are of much lesser importance than	"myth" to describe the state of denial that Britain is over their proficiency in languages Language issue described as "significant and worrying" Calls the state of UK's attitude towards language education "curious" as they are an "island nation that needs to trade to survive"	Neutral language used, just a report of the current situation	Fairly neutral language "crucial" referring to how languages provide people with the relevant skills to navigate post-Brexit Britain Letter ends off with a call to action by appealing emotionally to readers - "to make sure it's not just the privileged few who gain the advantage of being able to	Fairly neutral language Phrases like "urgently need" invoke a call to action for change

The Guardian 2014 - 2019

Name of the variable	Definition	Article No.									
Content	Main Topic	<p>The article starts off by discussing the current state of language education in the UK</p> <p>Proceeds to mention that the current education has failed in producing students who can communicate proficiently, despite many young people acknowledging the importance of speaking other languages</p> <p>Delves into perceptions of languages being a different GCSE and A level subject, thus discouraging applications</p> <p>Possible A level reforms are discussed in a bid to change the landscape of language learning in</p>	<p>A summary of the time that she spent in Lyon learning how to speak French and how the experience was enriching</p> <p>There was comparison to how she studied it in school</p> <p>Felt that the immersive experience benefited her more than formal education did</p>	<p>The article starts off by discussing the current state of language education in the UK</p> <p>"languages are now becoming elitist" - only being studied at independent schools</p> <p>The decline in languages affects independent schools and state schools alike</p> <p>Delves into perceptions of languages being a different GCSE and A level subject, thus discouraging applications</p> <p>Argues that STEM subjects are being overly favoured as the career option</p>	<p>Argues that pupils do not find European languages relevant to their future, and that English is universal enough</p> <p>Language education in a classroom is ineffective and often forgotten. Furthermore, educators only like teaching languages because they are "easy to test, quantify and regiment"</p> <p>Belittles the importance of language education in comparison to other areas that the writer thinks is vital</p>	<p>Starts off by describing UK's attitude problem towards language learning</p> <p>Discusses current state of language education in the UK</p> <p>Talks about how languages are vital now that Brexit is nearing. Languages are necessary for trade and the benefit of UK's economy - evidenced by how "linguistic underperformance" costs about £48bn per year</p> <p>Languages are important to national security, diplomacy, and power. The ability to truly understand another culture is a fundamental skill for diplomats, which</p>	<p>The article starts off by discussing the current state of language education in the UK</p> <p>Disadvantaged pupils much less likely to study a language at GCSE - language education becoming more segregated along socio-economic and academic lines</p> <p>UK in danger of becoming monolingualistic; Brexit only to worsen problems</p>	<p>Benefits of language education explored, and the importance of it in post-Brexit Britain</p> <p>The vitality of having the ability to understand another culture is raised</p> <p>Summary of the language education goals of Ofsted</p> <p>Call to action for schools to set the same goals</p>	<p>The article starts off by discussing the current state of language education in the UK</p> <p>Importance of language education in post-Brexit Britain explored - "we need subject specialists with language skills"</p> <p>Government needs to change its attitude to let all involved know that languages provide benefits beyond just communication - critical thinking, etc</p> <p>Ends off with a comparison of languages now and in 1918</p>		

The Guardian 2014 - 2019

Name of the variable	Definition	Article No.								
Attitudes (parents/student s/institution)		<p>Students are portrayed to be fearful of taking languages as an examinable subject, and schools are said to see languages as "second rate subjects" compared to Maths and English</p> <p>Exam boards are afraid of changing the A levels just in case they become more difficult as they do not want to further discourage attendance for A level language exams</p>	<p>Personal attitude towards learning languages has improved</p>	<p>Students are portrayed to be fearful of taking languages as an examinable subject</p> <p>Independent institutions did not abolish the compulsory language rule back in 2004, seemingly more open to language education compared to state schools</p>	<p>Author feels that educators are needlessly obsessed with languages</p>	<p>National attitudes are seen to be worrying, especially in the case of post-Brexit Britain</p>	<p>Parents feel that now that the UK is leaving the EU, there are fewer reasons for their children to study a foreign language that is of "little to no use"</p> <p>Comments from teachers that pupils have heard their parents tell them that the languages will be useless after Brexit</p> <p>Schools perform language education in a "ad hoc and minimal"</p>	<p>The author's department is putting in efforts to boost language education</p>	<p>A new approach will be needed to win over students</p>	
	Related Articles		<p>https://www.theguardian.com/education/2013/aug/26/why-languages-matter-eddie-izzard-alastair-campbell</p>	<p>https://www.theguardian.com/education/2015/aug/20/gcse-results-fall-numbers-foreign-languages</p>						<p>https://www.theguardian.com/commentisfree/2018/sep/21/european-language-brexit-britain</p>

2.3 The Independent 2009-2019

Coding Sheet-Level 1 Coding

Name of the variable	Definition	Article No.							
		1	2	3	4	5	6	7	8
Source	Name of the press	The Independent	The Independent	The Independent	The Independent	The Independent	The Independent	The Independent	The Independent
Website	URL where the news article can be found	https://www.lexisnexis.com/uk/legal/news/d	https://www.lexisnexis.com/uk/legal/news/d	https://www.lexisnexis.com/uk/legal/news/d	https://www.independent.co.uk/news/education/e	https://www.lexisnexis.com/uk/legal/new	https://www.independent.co.uk/news/uk/home	https://www.independent.co.uk/life-	https://www.lexisnexis.com/uk/legal/new
Date	Date of the news article	15/09/2009	25/08/2010	13/06/2012	15/02/13	14/07/2014	26/09/16	08/05/17	3-Mar-19
Article Type	The type of the article	Opinion	News	News	News	News	News	News	News
News section	News section in which this news article was published	Student	Education News	Education News	Education news	Front page	Home news	Life	Education News
Headline	The headline of the news article	GRADUATES WITHOUT A SECOND LANGUAGE ARE	Slump in pupils studying languages 'will damage their job prospects'	Britain's children left behind in languages by the time they're three; At least 11	England's dire record on language learning laid bare in international study	Lack of foreign-language skills 'threatens the UK economy'; MPs	UK voted worst country in Europe at learning other languages as	BREXIT LEADS TO SURGE IN BRITS WANTING TO LEARN NEW	Britain's dwindling language skills are a disaster for the country and
Author	The author of the news article	Kathryn Board	Richard Garner	Richard Garner	Richard Garner	Peter Apps	Charlie Atkin	Aatif Sulleyman	Eleanor Busby
Extra information about the author	May include ethnicity, known political stance, and other background information	White female, Chief executive, Cilt, National Centre for Languages	White male, former Education Editor for The Independent	White male, former Education Editor for The Independent	White male, former Education Editor for The Independent	White male, journalist for The Independent.	White male, former Senior Video Editor for The Independent.	Asian male, freelance journalist	White female, education correspondent for The Independent.
Tone	Positive/Negative/Neutral (towards language learning)	Positive; Writes about the disadvantages to both individuals and the UK of students not learning a second language.	Positive, although negative towards state of language learning in the UK	Positive, although negative about language learning in the UK.	Neutral towards language learning, but negative about state of language learning in UK.	Positive, but negative to state of language learning in the UK.	Neutral to language learning, but negative towards the state of the UK.	Positive - speaks of a 'languages app Lingvist says it has seen a 91 per cent increase in UK users'.	Positive, although negative to state of language learning in the UK.

0000001

Coding Sheet-Level 1 Coding

Name of the variable	Definition						Article No.		
Diction	Type of language used in the article	Fairly emotive; says 44% of students taking a GCSE is "unreasonably low", "there is an almost unlimited supply of talented multilingual EU graduates", whilst also repeating facts and figures.	Mostly formal, reporting of findings or quotations of others, although does use some emotive language when describing the drop; writing that the "seemingly inexorable slide in languages take-up" could "damage" students future career prospects.	Mostly formal, and unemotional, with little figurative use of language and more reporting of facts and figures.	Fairly formal, mostly quoting others or repeating facts and figures, but has some more emotive elements: "dramatic decline", "chronic lack of attention paid to foreign languages", "vital young people start studying a language".. etc.	Fairly formal and impersonal; some emotive language used such as "the UK's economy will suffer and young Britons will be unable to compete for jobs", but mostly just quoting and reporting from MPs.	Mostly neutral repeating of facts and figures with little emotive language.	Mostly neutral from author himself, lots of quotation and figures. Some use of emotive language in the quotes, e.g. "Slowly but surely, English is losing importance in Europe."	Mostly neutral, but contains some emotive quotes; "The decline in language skills in the UK is disastrous", "they (language skills) need to be recovered through urgent government action", "revolutionise language skills in the UK"
Content	Main Topic	The article is about the lack of UK graduates able to speak a second language, the disadvantage that puts them and the UK in, and why this should be overcome, and shares from a study which found "by improving our language skills we (the UK) could add £21m a year to GDP", and then shares 3 key reasons as to why the Government and students should invest in languages.	The article is about the decline in language GCSE uptake, as well as the general GCSE trends of that year. The article talks in depth about the decline in languages, and reports one exam board observer calling this a "freefall", and the concern this has caused, and quotes the urges of a few "language-learning experts" to fix this fall.	The article is about a study into the age at which countries start introducing second languages into education, which has revealed out of 21 countries, England devotes the least time (only 3% of the curriculum) to teaching languages to 9-11 year olds. The report also states "In addition to devoting the least amount of time to the subject, they (English speaking countries) also had the lowest expectations of their pupils.", and faced greater challenges when implementing language teaching. The report also denounces the idea that just speaking English is enough, saying it is "damaging to our	Article is about a report on language skills in 14 European countries that found England to be amongst the worst performers.	The introduction of a "manifesto for languages", that is aiming to change the UK's poor reputation for language teaching and language skills, as without a change "the economy will suffer and the UK's international reputation will be damaged.". The article states that the APPG "are encouraging all political parties to make a commitment in their manifestos for next year's general election to improving the nation's language skills.", and warns of consequences to the economy if this doesn't happen.	Article is about the UK being voted the worst country in Europe at learning other languages, according to a vote for the European Day of Languages, organized by language up Memorise, with people voting that "More than one in three (35%) chose Britain as the worst in Europe for communicating in any other language apart from their mother tongue. French citizens came second in the vote with 22 per cent, followed by Italy with eight per cent."	Article is about the increase in users of the language app Lingvist "Languages app Lingvist says it has seen a 91 per cent increase in UK users since the EU referendum last June", and the dangers of poor language skills for the UKs economy.	The APPG on Modern Languages setting out its National Recovery Programme to improve language teaching within the UK, the fall in the number of GCSE language entries, the possible consequences of this and the measures being encouraged to reverse this trend.

000002

Coding Sheet-Level 1 Coding

Name of the variable	Definition						Article No.			
Attitudes (parents/student s/institution)	"teachers, heads and pupils seem to agree languages are "hard" in relation to other subjects, that the investment needed to achieve a higher grade is greater than for other subjects" - more negative.	N/A	N/A	N/A	N/A	N/A	Article suggests other people view UK as bad at learning languages, but doesn't talk about the attitudes.			

2.4 The Telegraph 2009-2013

Coding Sheet-Level 1 Coding

Name of the variable	Definition				Article No.
		1	2	3	4
Source	Name of the press	The Telegraph	The Telegraph	The Telegraph	The Telegraph
Website	URL where the news article can be found	https://www.lexisnexis.com/uk/legal/news/d	https://www.lexisnexis.com/uk/legal/news/d	https://www.lexisnexis.com/uk/legal/news/d	https://www.telegraph.co.uk/education/2018/03
Date	Date of the news article	26/08/2010	30/08/2011	23/01/2012	19/06/2013
Article Type	The type of the article	Opinion	News	News	Opinion piece
News section	News section in which this news article was published	Features	News	News	Education
Headline	The headline of the news article	SHOULD WE BE MINDING OUR LANGUAGES?; The falling number of	British pupils plunge to bottom of European foreign language table	Pupils shun language GCSEs	Why learn a foreign language? The benefits of bilingualism
Author	The author of the news article	Cassandra Jardine	Graeme Paton	Graeme Paton	Anne Merritt
Extra information about the author	May include ethnicity, known political stance, and other background information	White female, journalist for the Daily Telegraph and Cosmopolitan; daughter of a Conservative party politician but own	White male, former Education Editor for The Telegraph.	White male, former Education Editor for The Telegraph	White female, freelance journalist and ESL teacher, writes about language, travel, education, inter-cultural encounters
Tone	Positive/Negative/Neutral (towards language learning)	Very positive towards language learning; writes of the language accomplishments of her own children and thinks of herself as "one of a dwindling number of parents who think that it's important to have even a smattering of a foreign language". Negative towards the state of language learning in the UK, however, and mentions declining numbers of A-Level and GCSE entries for languages, and	Neutral: very little opinion, just reporting of facts and figures, although does include a quote calling this drop part of the "damaging legacy of Labour's mismanagement of the education system" and quotes that the Conservative government are looking to "reverse" this process, suggesting the drop in languages is being treated as a negative thing.	The language of the article itself is fairly neutral, reporting more facts and figures than anything emotive, but does include quotation from a Conservative about "addressing" this drop which suggests at least the Government of the time view the drop as negative and thus language learning as a positive.	Very positive. Lists reasons to learn a second language and the benefits of doing so.

Coding Sheet-Level 1 Coding

Name of the variable	Definition				Article No.
Diction	Type of language used in the article	Informal, humorous and personal - "I have felt like a dinosaur", "even French is heading for la merde". Emotive - "The rot started long before a foreign language ceased to be compulsory at GCSE", "are trawling for British people with command of foreign languages", "The British attitude is polarised", "languages are seen as a pointless chore".	Very formal and impersonal, mostly facts and figures, although has some more emotive quotes (see above), and begins with some slightly more emotive language - "BRITAIN is the worst nation in Europe for the teaching of foreign languages following a sharp collapse under Labour".	Formal and impersonal, very little emotive language or figurative language use.	Very positive and emotive; Describes speaking a second language as a "great asset" and brains "reaping... bilingual benefits", and the titles of each section are particularly positive: You become smarter, You build multitasking skills, You stave off Alzheimer's and dementia, etc..
Content	Main Topic	The decline in language uptake at GCSE and A-Level, the attitude of many British people believing monolingualism is fine as everyone everywhere will speak English, and why changing this attitude and encouraging language uptake is a good idea in relation to future jobs/workplaces.	An international study into how many languages school students are likely to learn showing Britain being joint last with Hungary. In the decade prior to this article being written, Britain fell from mid-table to the bottom (from an average of 1.3 languages learned to 1.0). The drop is accredited to Labour making languages optional, and the article reports that GCSE language entries had fallen to a record low.	The article is about the fact that the number of students taking a GCSE language in Britain had reached its lowest point, with French and German being the fastest declining GCSE subjects at that time. The article also features the Governments plan to reverse this drop, and some information on the new English Baccalaureate being introduced.	Main topic is about the benefits of bilingualism according to the findings of 'physiological studies' that have found that speaking two or more languages is a 'great asset' to cognitive processes.

Coding Sheet-Level 1 Coding

Name of the variable	Definition				Article No.
Attitudes (parents/student s/institution)		" languages are seen as a pointless chore - and little wonder. As far as children can tell from their diet of films, music and television, everyone can speak English"	n/a	n/a	n/a

2.5 The Telegraph 2014-2019

Coding Sheet-Level 1 Coding

Name of the variable	Definition	1	2	3	4	5	6	7
Source	Name of the press	The Telegraph	The Telegraph	The Telegraph	The Telegraph	The Telegraph	The Telegraph	The Telegraph
Website	URL where the news article can be found	https://www.lexisnexis.com/uk/legal/news/document/25/03/14	https://www.telegraph.co.uk/education/education/20/11/14	https://www.telegraph.co.uk/education/education/27/01/15	https://www.lexisnexis.com/uk/legal/news/document/01/03/16	https://www.telegraph.co.uk/news/2017/08/17/britain-must-reverse-the-decline-in-foreign-language-learning	https://www.lexisnexis.com/uk/legal/news/document/09-Aug-18	https://www.telegraph.co.uk/education/2019/05/05/children-finds-foreign-languages-so-stressful-they-are-being-signed
Date	Date of the news article	25/03/14	20/11/14	27/01/15	01/03/16	17/08/17	9-Aug-18	5-May-19
Article Type	The type of the article	News	Opinion	Opinion	News	Opinion	News	News
News section	News section in which this news article was published	News	Education opinion	Education opinion	News	News	News	Education
Headline	The headline of the news article	Alarming' drop in A-level pupils studying languages	Language learning opens up new horizons'	Language learning in the UK: 'can't, won't, don't'	Speak only one language? You might have better judgment	Britain must reverse the decline in foreign language learning	Schools ignore compulsory language study; 'Parents have	Children find foreign languages so stressful they are being signed
Author	The author of the news article	Gordon Rayner	Frances Suc-Diamond	John Worne	Unknown (Archived article)	Peter Ammon	Simon Johnson	Camilla Turner
Extra information about the author	May include ethnicity, known political stance, and other background information	White male, Political Editor of The Telegraph	White female, Frances Suc-Diamond, head of modern foreign languages, St Angela's Ursuline School and	White male, Director of strategy at the British Council (at time of publishing)	N/A.	White male, Germany's ambassador to the UK (at time of writing)	White male, Daily Telegraph's Scottish Political Editor.	White female, education editor
Tone	Positive/Negative/Neutral (towards language learning)	Although not overtly positive, the articles negative stance on the drop in language GCSEs/A-levels suggests the author/article does have a positive view on language learning.	Positive towards language learning	Positive about learning a second language, but negative about the state of language learning in the UK.	Negative, the article reports findings that "monolinguals were far better at assessing their own performance than those who spoke two languages."	Positive towards language learning, mixed but mainly negative about the state of language learning in the UK.	Negative about the state of language education in Scotland, but fairly neutral to the language learning itself.	Neutral about language learning itself, but negative about the stress language learning through the education system can put on students.

Coding Sheet-Level 1 Coding

Name of the variable	Definition							
Diction	Type of language used in the article	Mostly neutral and fairly formal; emotive language comes from quotes, eg. "... study of foreign languages at A-level is in "deep crisis""Students are being put off by "harsh and unpredictable grading"" or "declining at an alarmingly fast rate".	Emotive, describes students not learning a second language as being "dispossessed" of a "second soul", and talks of being 'worried deeply' by the state of language learning in uk schools. Uses quite informal language e.g. "if I'm being brutally honest", but also includes facts and figures to back up these points.	Emotive, uses "sadly" repeatedly when describing language uptake decline, and stresses language learning as "vital". Includes some figures "10,000 fewer language A-level exams were taken last year than at the end of the 1990s", but is more anecdotal - telling stories of language learning in the past and a taxi driver who spoke 7 languages.	Neutral: states the findings of a study by Cambridge and Anglia Ruskin University with little emotive language, or insertion of own opinions.	Emotive and personal - talks of language results being "a moment of disappointment for me", and the "relentless decline" of language teaching in the UK being "saddening and troubling", and teachers "bravely" teaching German. Describes language learning as an "act of friendship" frequently.	Mostly unemotional, with any emotive words (ideally, entitled, highly worthwhile, scandalous, etc) all quotations,	The language of the author herself is mainly neutral as the article just quotes others or repeats facts and figures, but the language in the quotes is attention-grabbing, emotive and very negative: "(children are) finding foreign languages so stressful that they are being medically signed off", "causing them extreme anxiety" or "
Content	Main Topic	The article is about the continued drop in A-Level entries for a foreign language, and the findings of a report surrounding language teaching in the UK which found "major problems with language teaching at every level", with only 42% of primary schools meeting the requirements of the new curriculum, and a "severe lack of cohesion" between primary and secondary schools, "only 27 per cent of state secondary schools in England able to ensure that pupils coming into Year 7...	The article is about the author being worried for the state of language learning in UK schools, and the positives that learning a second language can bring students, through anecdotes as well as some facts and figures.	The article is about the decline in language learning and the importance of changing this.	The article is about a study which found "monolinguals were far better at assessing their own performance than those who spoke two languages" and briefly mentions, that this is in contrast to many other studies into bilingualism vs monolingualism, and how "The finding may have implications for some businesses, which may wrongly believe applicants with more than one language are superior".	The article is about the decline of language learning in the UK, and how uptake of language learning (specifically German) will help both individuals and the UK post-Brexit.	The article is about a report finding that only 161 of 359 Scottish state secondary schools teach "a compulsory foreign language for three years despite this being a key Scottish Government benchmark", and the consequences of this in terms of what the government will be doing to fix the issue.	The article is about the National Association of Headteachers' (NAHT) annual conference hearing that language learning at school is causing students to drop out due to stress levels and mental health concerns, the reform in GCSE to EBacc and the subsequent attitudes of students and their parents.

Name of the variable	Definition							
Attitudes (parents/student s/institution)		n/a	students from non-English speaking backgrounds attitudes appear to be positive - "not one has ever questioned the validity of learning a European	Not really referred to directly, although does write that in order to change the decline in language uptake parents in the UK need to "start thinking more	N/A.	Describes his admiration for language teachers and the department of education for their continuing efforts to put German back on the map, and writes that	N/A	Negative - students are finding language learning so stressful they are dropping out on medical grounds, and parents are having "legitimate"

2.6 The Daily Mail 2014-2019

Name of the variable	Definition	Article				
		1	2	3	4	5
Source	Name of the press	Daily Mail	Daily Mail	Daily Mail	Daily Mail	Daily Mail
Website	URL where the news article can be found	https://www.dailymail.co.uk/news/article-7660843/Teenagers-shouldnt-lured-studying-maths-high-paying-jobs-warns-headmistress.html	https://www.dailymail.co.uk/news/article-7017659/Tough-exams-killing-modern-languages-GCSEs-levels-marked-harshly.html	https://www.dailymail.co.uk/health/article-6128165/Why-learning-language-keeps-brain-young-youre-no-good-it.html	https://www.dailymail.co.uk/travel/travel_news/article-4383432/The-languages-children-learn-success-revealed.html	https://www.dailymail.co.uk/news/article-2690879/English-youths-Europes-worst-languages-Just-9-pupils-basic-mastery-French-compared-42-elsewhere.html
Date	Date of the news article	7/11/2019	5/11/2019	4/9/2018	6/4/2017	14/7/2014
Article Type	The type of the article	News	News	News	News	News
News section	News section in which this news article was published	News	News	Health-Health News	Travel-Travel News	News
Headline	The headline of the news article	Teenagers shouldn't be lured into studying maths and science A-levels just for high-paying jobs, warns headmistress of £20,000-a-year private girls' school	Tough exams are 'killing off modern language teaching because GCSEs and A-levels are marked too harshly', academics warn	Why learning a language keeps your brain young ... even if you're no good at it, as TV's Dr Michael Mosley reveals	Voilà! The languages children should learn if they want the best chances of success in life revealed	English youths 'Europe's worst at languages': Just 9% of pupils have basic mastery of French compared with 42% elsewhere
Author	The author of the news article	Sebastian Murphy Bates	Miranda Aldersley	Pat Hagan	Ted Thornhill	Laura Clark
Extra information about the author	May include ethnicity, known political stance, and other background information	White male, freelance journalist	No extra information	No extra information	No extra information	No extra information
Tone	Positive/Negative/Neutral (towards language learning)	Neutral/Positive (Slightly Positive??) The author mainly reports the opinion from the headmistress that students should stop choosing A-level subjects merely according to their future payments. But the whole report combines various sources to backup the opinion of the headmistress.	Neutral/positive(Slightly Positive? Towards language education itself) This article is mostly a combination of two Guardian articles: 'Modern language teaching 'under threat from tough exams' & 'Ofqual is killing off modern foreign language education' But negative towards some aspects of education implementation	Positive (Balanced report of both sides, but more emphasis are put on the side advocating the activating effect of language learning)	Positive	Positive

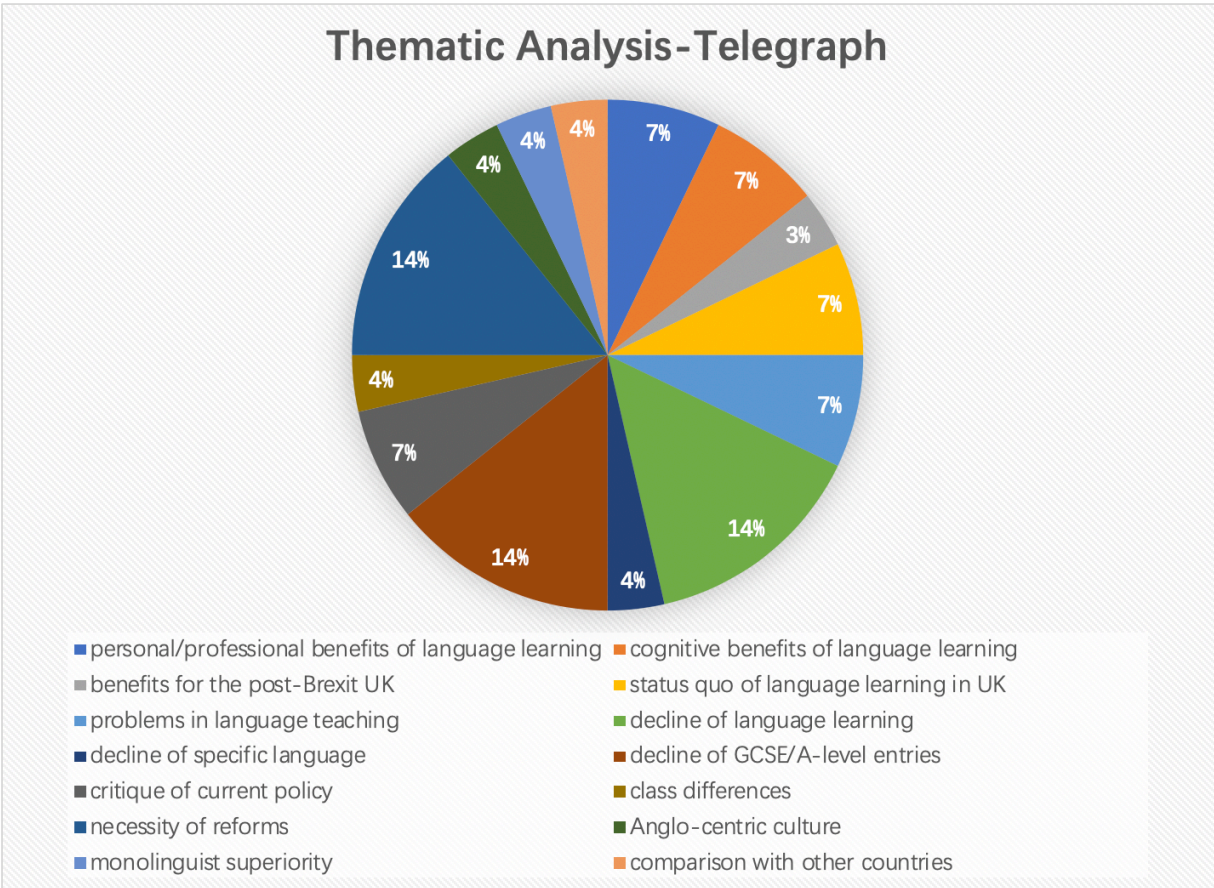
<p>Diction</p>	<p>Type of language used in the article</p>	<p>This article is mainly composed of direct quotations of the research results of typical earnings of different subjects and the opinions from different experts--make the article more pervasive??</p> <p>Teenagers shouldn't be lured into studying maths and science A-levels just for high-paying jobs, warns headmistress of £20,000-a-year private girls' school--add the background of the school--the author implies that such a viewpoint actually comes from and mainly targets upper middle-class</p> <p>*shouldn't be lured"--frame high-paying jobs to be of great limitess</p>	<p>copy and paste expressive words that the Guardian article used like "killing off", "disproportionately difficult", "demoralize"</p> <p>Insert "but" to the original text to exaggerate the contrast--"but added that it is primarily concerned with ensuring standards are maintained year on year."</p>	<p>Frequent appearance of rhetorical questions--be more expressive and interactive(suspense added)</p> <p>This article also uses a lot of contrastive conjunctions (e.g. but, however) to make its logic more explicit and its argument more comprehensive</p> <p>"The British are the worst in Europe for learning foreign languages"--compare with other similar statements</p> <p>refer language learning as "using 20 machines for different parts of the body" when describing other brain-boosting pastimes like Sudoku as "going to the gym and using only one machine"--highlight the activating effect of language learning</p>	<p>"best set up their lives", "best opportunities"--assertive and greatly emphasize on the benefits of languages skills</p> <p>"inspire our future generations of global explorers"(correlated with Guardian's diction of "global citizen")</p>	<p>"English teenagers are the worst in Europe at speaking foreign languages with fewer than one in ten 15-year-olds competent in French"(the use of superlative, compare with others)</p> <p>* more vivid paraphrase: English 15-year-olds came bottom of a table of 14 countries for competence in the main language taught in schools.</p> <p>A new report out today exposes Britain's poor record at learning languages despite growing demand from employers (verbs like "expose"/"warn" and "poor" <i>used repetitively</i>) emphasizes the seriousness of the problem, while "growing demand" forms a sharp contrast)</p> <p>the frequent application of analogy (correlate with other articles)</p> <p>"UK and other European countries"</p> <p>"Language and STEM"</p> <p>("Leadership is needed to ensure they are given similar recognition"--compare with AI)</p> <p>"transforming the reputation of UK citizens as poor linguists"--compare the wording of "global citizens"--how they frame the national identity of Britain</p>
<p>Content</p>	<p>Main Topic</p>	<p>The article mainly focuses on the headmistress' point that teenagers should not be lured by the potential high payments to study maths and science A-level if they do not enjoy the subjects.</p> <p>(Research link Maths to high earnings, with languages to lower pay)</p> <p>Short-term pay does not matter that much since nowadays the traditional careers landscape is changing, with the increased hybridisation of jobs.</p> <p>We have problems in recognizing the value of foreign languages in the UK.</p>	<p>152 language experts wrote to the Guardian expressing concerns over England's exam regulator Ofqual and urging it to alter modern language grade boundaries.</p> <p>They argued that the excessive difficulty of the exam was closely related to the decline of language studies, and such a relation has long been ignored by Ofqual.</p> <p>Experts worry that language are fast becoming an elite option seeing the low uptake pronounced among those from economically disadvantaged backgrounds</p>	<p>The British are the worst in Europe for learning foreign languages, with little over a third of us able to speak anything other than English.</p> <p>Learning a new language is good for the brain. (introduce the experiment a doctor carried out to prove it)</p>	<p>Language skills expected to add up to £500billion to the economy by 2027 ("connect language skills with economy development)</p> <p>Harsh reality about language learning: 45% of British parents admit that their children can't speak a second language and nearly one in five children (19%) not interested in learning new languages</p> <p>Introduce a new pedagogy: Mr. Adventure theme flashcards at Heathrow Airport</p> <p>Language skills are hugely beneficial for children's future development--awareness of different cultures/advanced reading skills/multitasking (both national and individual dimension)</p>	<p>English teenagers are the worst in Europe at speaking foreign languages with fewer than one in ten 15-year-olds competent in French.</p> <p>Language learning was increasingly 'the preserve of an intellectual or affluent elite' (correlate other articles which also mention the inequality existing in language learning)</p> <p>We should value the study of languages as highly as maths and science, and adopt a recovery programme.</p> <p>Policy makers are making actions.</p>
<p>Attitudes (parents/ students/institution)</p>		<p>Mainly attitudes from institutions:</p> <p>Headmistress: students should do subjects that they find enjoyable, and doing what you enjoy will lead you to a meaningful career. (indicating that languages should not be neglected due to their relatively low pay in the short term).</p> <p>Sir Peter Lampi: emphasize on the equal access of career-related information (the opposite of the problem)</p> <p>Vicky Gough: we have problems in the UK in recognizing the value of foreign languages. Also, these languages are increasingly important economically and politically.</p> <p>Prof. Tom Mcleish: call for a broader and balanced education for all, which means to encourage students to maintain their study of maths while also promoting breadth in the Humanities.</p>	<p>Mainly attitudes from institutions, similar to the content</p>	<p>Institutions: becoming proficient in at least one language other than our mother tongue is good for the brain, especially in terms of boosting recall, attention span and concentration.</p>	<p>Parents: 85% of parents believe that it is important for children to speak a second language, 27% of them suggest that this will enhance career opportunities and boost employability, with more opportunities to pursue careers overseas.</p> <p>Children: 19% of children are not interested in language learning, and 10% of them find it too difficult.</p> <p>Institution: Professor--language learning is important to UK economy as well as children's long-term development (seems that language learning is always depicted as having "long-term" effect and being "a real investment for the future" compare with "Teenagers shouldn't be lured into studying maths and science A-levels just for high-paying jobs")</p> <p>Heathrow: would like to encourage British kids to learn foreign languages and come up with some innovative learning methods</p>	<p>Mainly attitudes from institutions, similar to the content</p>

2.7 The Daily Mail 2009-2013

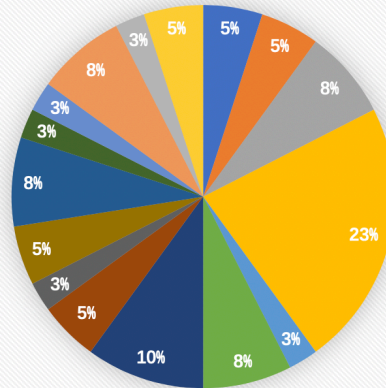
le No.				
6	7	8	9	10
Daily Mail	Daily Mail	Daily Mail	Daily Mail	Daily Mail
https://www.dailymail.co.uk/news/article-2436051/English-lingua-franca-Europeans-thirds-speak-language-squeezed-rivals.html	https://www.dailymail.co.uk/news/article-2409473/Languages-education-Why-lessons-bore-young-pupils.html	https://travelblog.dailymail.co.uk/2013/04/learn-a-new-language-forget-if-english-is-spoken-so-widely-its-entirely-pointless.html	https://www.dailymail.co.uk/debate/article-2090595/Why-English-need-speak-foreign-language-foreigners-speak-English.html	https://www.dailymail.co.uk/news/article-2062982/Two-Britons-speak-SINGLE-foreign-word.html
27/9/2013	2/9/2013	26/4/2013	23/1/2013	18/11/2011
News	News	Opinion	Opinion	News
News	News	Travel-Travel Blog	Columnists Home	News
English is the lingua franca of Europeans as two thirds speak the language which has squeezed out all its rivals	All we learn is bonjour... why language lessons bore young pupils	Learn a new language? Forget it...English is spoken so widely it's entirely pointless	Why do the English need to speak a foreign language when foreigners all speak English?	Non, we no speak your lingo: Two in three Britons cannot speak a SINGLE foreign word
Steve Doughty	Sarah Harris	Frank Barrett	David Thomas	Daily Mail Reporter
No extra information	No extra information	Travel Editor, The Mail on Sunday	No extra information	No extra information
Neutral	Positive (negative about the status quo of language education, but positive about language education itself)	Negative (Negative about learning languages itself)	Negative	Positive (Imply the problem exists in the effectiveness of language education: It is compulsory for all pupils to study a foreign language up to the age of 14 and French, German and Spanish are all on the national curriculum. Yet only one in ten of those polled considered themselves able to speak one of them.)
<p>"squeeze out" every other language--emphasize the dominance of English in continental Europe and frame English as the "common tongue" of Europe and countries in which English is not the most popular foreign language as "small nations"</p> <p>Analogy: English VS French--still helps to highlight the prevalence of English</p> <p>"the growing problem of the decline of language teaching"--still frame the decline of language teaching in UK as a "problem" despite the dominance of English in Europe</p>	<p>"boring, repetitive, letting down, urgent improvement"--explicit attitudes attached</p>	<p>"entirely pointless", "absolutely no point"--assertive in the very beginning</p> <p>the presence of writer's past language learning experience--frame himself to be an authority about this topic</p> <p>Many parenthesis--"what was all that about", "if he weren't dead", "not being pedantic or anything but..."--a jesting tone</p>	<p>describe language learning as a "genteel indulgence like learning to embroider or play the violin"</p> <p>"entirely sensible decision", "absolutely no need to learn any one particular language"--still very assertive (compare with A8)</p> <p>use a lot of parallel structure to emphasize the importance of English around the globe--It's the language that, the language that...; the language that...</p> <p>In the very beginning, the author frames the British and European people in most commentators' eyes as "pathetic Little Englanders" living a life of "dismal isolation", and "our educated, sophisticated, Euro-competitors". However, the author ends with his own frame of Britain: the "little island" which has "such a disproportionately massive influence on global culture."</p>	<p>Britons being notoriously bad at making an effort to speak the lingo when abroad--"notoriously" emphasizes on the negative image of Britons abroad when it comes to languages.</p> <p>Full of stats in all aspects--persuasive</p>

<p>"squeeze out" every other language--emphasize the dominance of English in continental Europe and frame English as the "common tongue" of Europe and countries in which English is not the most popular foreign language as "small nations"</p> <p>Analogy: English VS French--still helps to highlight the prevalence of English</p> <p>"the growing problem of the decline of language teaching"--still frame the decline of language teaching in UK as a "problem" despite the dominance of English in Europe</p>	<p>"boring, repetitive, letting down, urgent improvement"--explicit attitudes attached</p>	<p>"entirely pointless", "absolutely no point"--assertive in the very beginning</p> <p>the presence of writer's past language learning experience--frame himself to be an authority about this topic</p> <p>Many parenthesis--"what was all that about", "if he weren't dead", "not being pedantic or anything but..."--a jesting tone</p>	<p>describe language learning as a "genteel indulgence like learning to embroider or play the violin"</p> <p>"entirely sensible decision", "absolutely no need to learn any one particular language"--still very assertive (compare with A8)</p> <p>use a lot of parallel structure to emphasize the importance of English around the globe--It's the language that; the language that...; the language that...</p> <p>In the very beginning, the author frames the British and European people in most commentators' eyes as "pathetic Little Englanders" living a life of "dismal isolation", and "our educated, sophisticated, Euro-competitors". However, the author ends with his own frame of Britain: the "little island" which has "such a disproportionately massive influence on global culture."</p>	<p>Britons being notoriously bad at making an effort to speak the lingo when abroad--"notoriously" emphasizes on the negative image of Britons abroad when it comes to languages.</p> <p>Full of stats in all aspects--persuasive</p>
<p>Two thirds of Europeans have at least working knowledge of English, and the dominance of English is likely to get greater. Thus, the translation fee that EU spend every year has been considered unnecessary.</p> <p>After Brexit, the popularity of English will open a "prospect of difficulty" for EU since the real common language--English would be spoken as a native tongue only by the 4.6 million people of the Irish Republic. (analyze the impact of Brexit on continental Europe rather than Britain itself)</p> <p>However, the popularity of English also underlines the growing problem of the decline of language teaching in British schools and universities, and the motivation for learning languages among native English speakers weakens when people can speak English wherever in the world they may go. (try to explain the reason why native English speakers do not want to learn a new language.)</p>	<p>Language classes will become compulsory in 2014 for Key Stage 2 pupils, while boring, repetitive language classes are still letting down a generation of young pupils. (mainly point out certain problems in language education and discuss about the possible solutions)</p>	<p>There is absolutely no point in learning a foreign language because everybody you encounter abroad speaks English.</p>	<p>[Begin with the introduction of writer's multilingual background (compare with Article 8)]</p> <p>Those pupils who don't learn other languages are making an entirely sensible decision because language learning is just a pleasant form of intellectual self-improvement and will only come into use when we are travelling to foreign countries.</p> <p>There are too many different types of language in the world, which means any people cannot become fluent in all the languages and be able to communicate with in mother tongues.</p> <p>English is the only language that performs the magic trick of uniting the entire globe.</p> <p>All those foreigners who are so admirably learning another language are learning the one we already know. So our school pupils don't need to learn any foreign tongues. They might, of course, do well to become much, much better at speaking, writing, spelling and generally using English correctly.</p>	<p>Two-thirds of Britons cannot say anything in a foreign language -- with one fifth even unsure of what 'bonjour' means, a study claims.</p> <p>The findings appear to confirm the cliché about Britons being notoriously bad at making an effort to speak the lingo when abroad.</p>
<p>Institutions: Eurostat: the dominance of English is likely to become even greater in the future.</p> <p>EU Adult Education Survey 2011: encourage language learning</p>	<p>Pupils: Sixty-one per cent of primary school pupils said they enjoyed languages, which rose to 72 per cent of those in their first term of secondary school, and dropped to 55 per cent of those in the final term of their first year.</p> <p>complaints they had to redo topics completed at primary school in Year 7 because some of their new classmates were starting from scratch. had concerns about their teachers' expertise, with one saying their teachers had pronounced words wrongly</p> <p>Institution: Primary and secondary schools need to work together, it suggests, adding that there is a strong case for funding and more training for those teaching languages in primary schools.</p>	<p>mostly composed of the author's own attitudes</p>	<p>mostly composed of the author's own attitudes</p>	<p>Institution: A large percentage of Britons do not know very basic European languages.</p>

3 Relevant Graphs

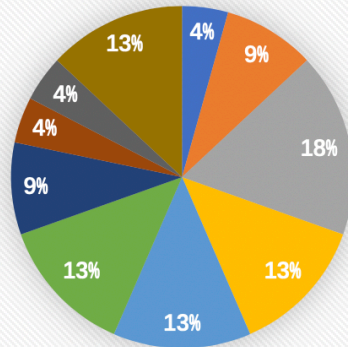


Thematic Analysis-The Guardian



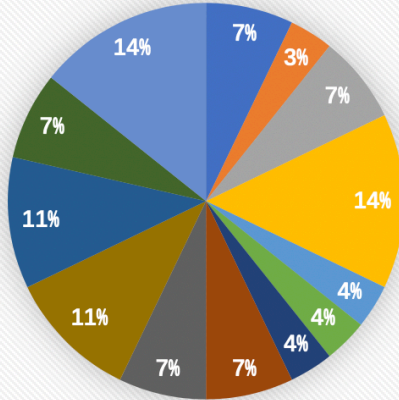
- personal/professional benefits of language learning
- national benefits of language learning
- interrelationship between economy and language skills
- status quo of language learning in UK
- post-Brexit changes in language learning
- benefits for the post-Brexit UK
- problems in teaching/curriculum
- decline of language learning
- decline of GCSE/A-level entries
- critique of current policy
- necessity of reforms
- innovative teaching methods
- personal experience
- class differences
- Anglo-centric culture
- comparison with other countries

Thematic Analysis—the Independent



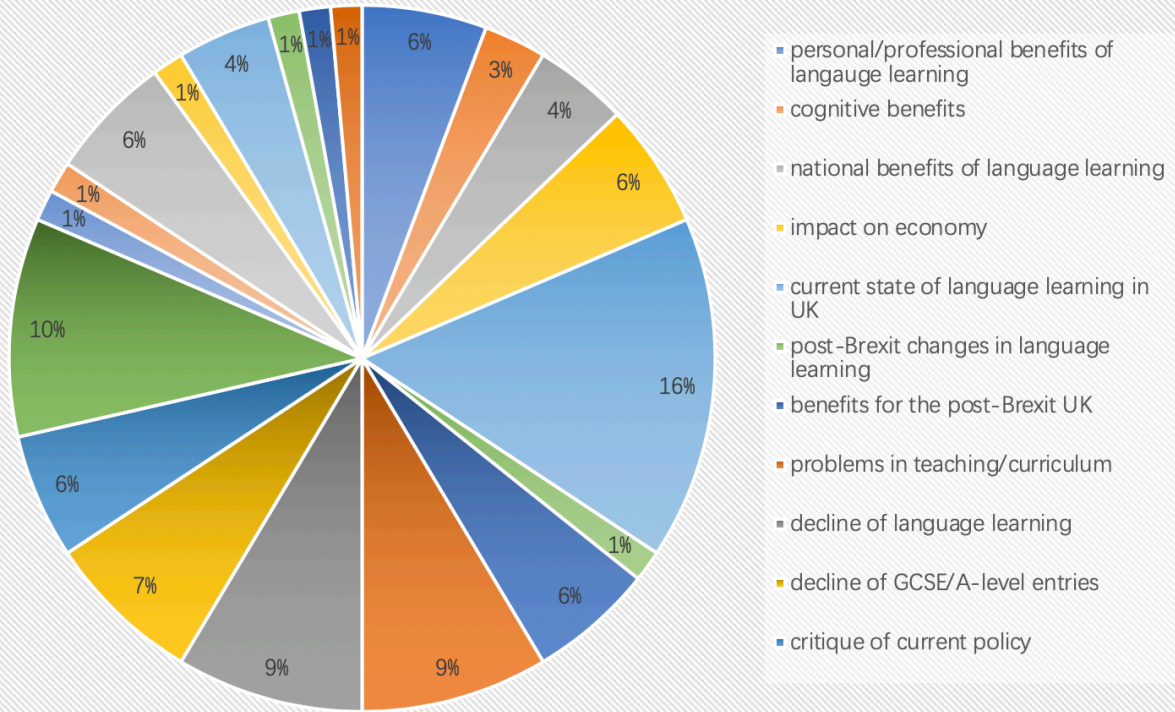
- personal/professional benefits of language learning
- national benefits
- interrelationship between economic development and language skills
- status quo of language learning in UK
- necessity of reforms
- decline of language learning in UK
- decline of GCSE/A-level entries
- post-Brexit changes in language learning
- negative effect of English as lingua franca
- comparison with other countries

Thematic Analysis-The Daily Mail

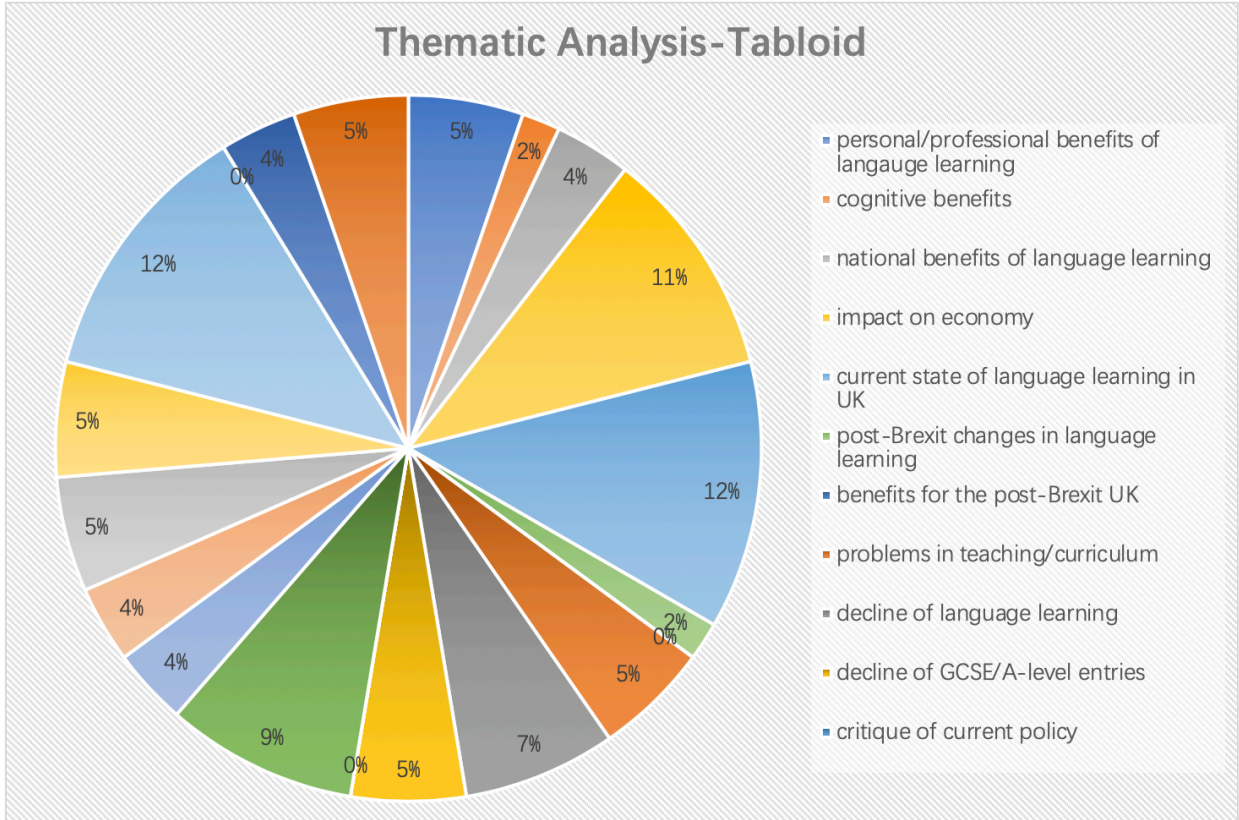


- personal/professional benefits
- cognitive benefits
- interrelationship between economy and language skills
- status quo of language learning in UK
- decline of language learning
- decline of GCSE/A-level entries
- problems in teaching/curriculum
- innovative teaching methods
- MFL vs. STEM
- class differences
- Anglo-centric culture
- negative effect of English lingua franca
- comparison with other countries

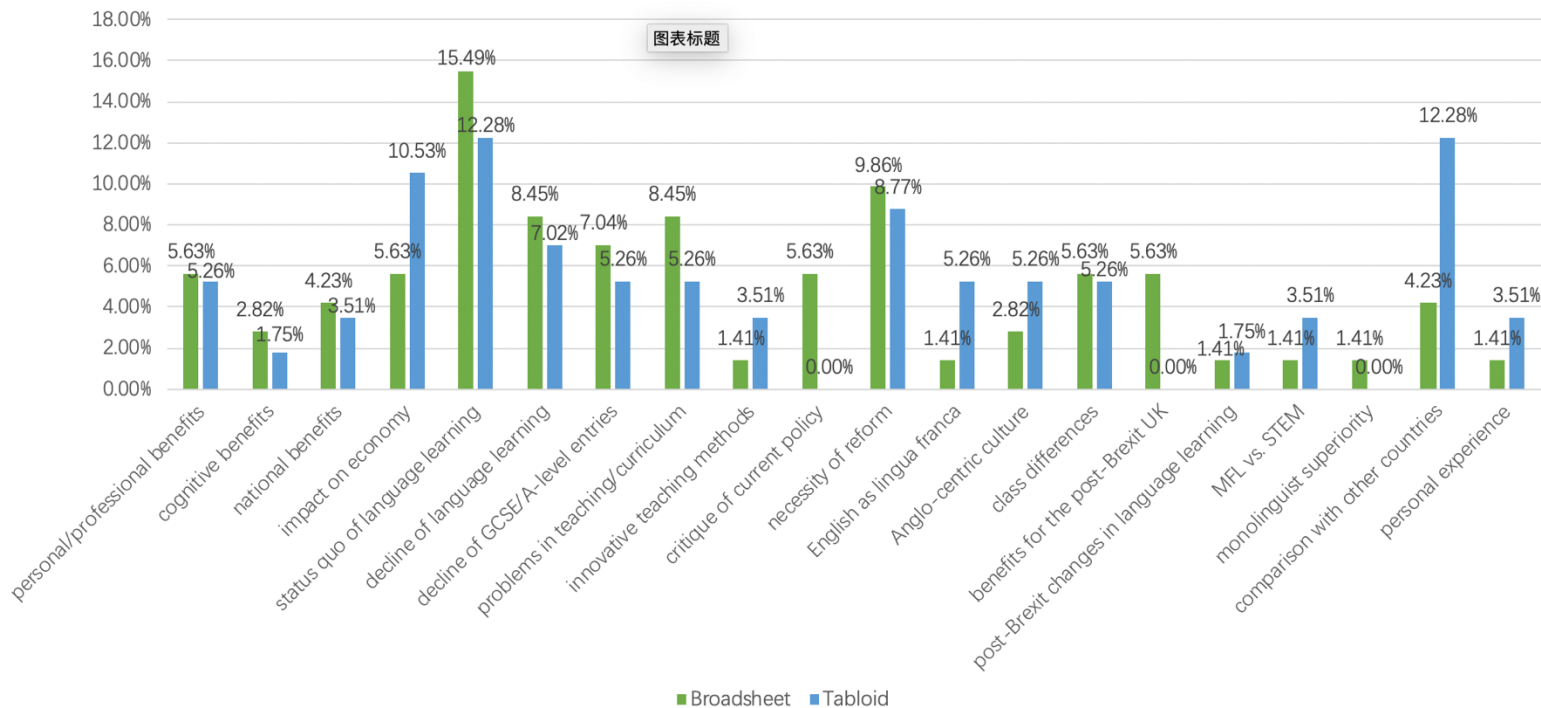
Thematic Analysis-Broadsheet



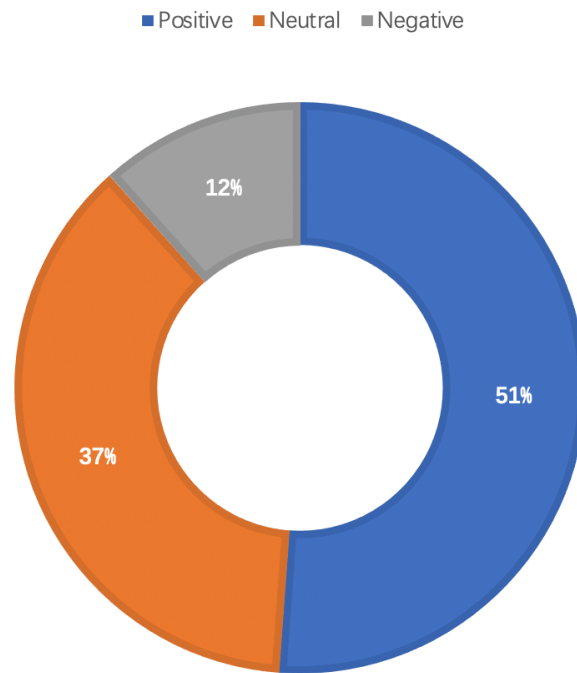
Thematic Analysis-Tabloid



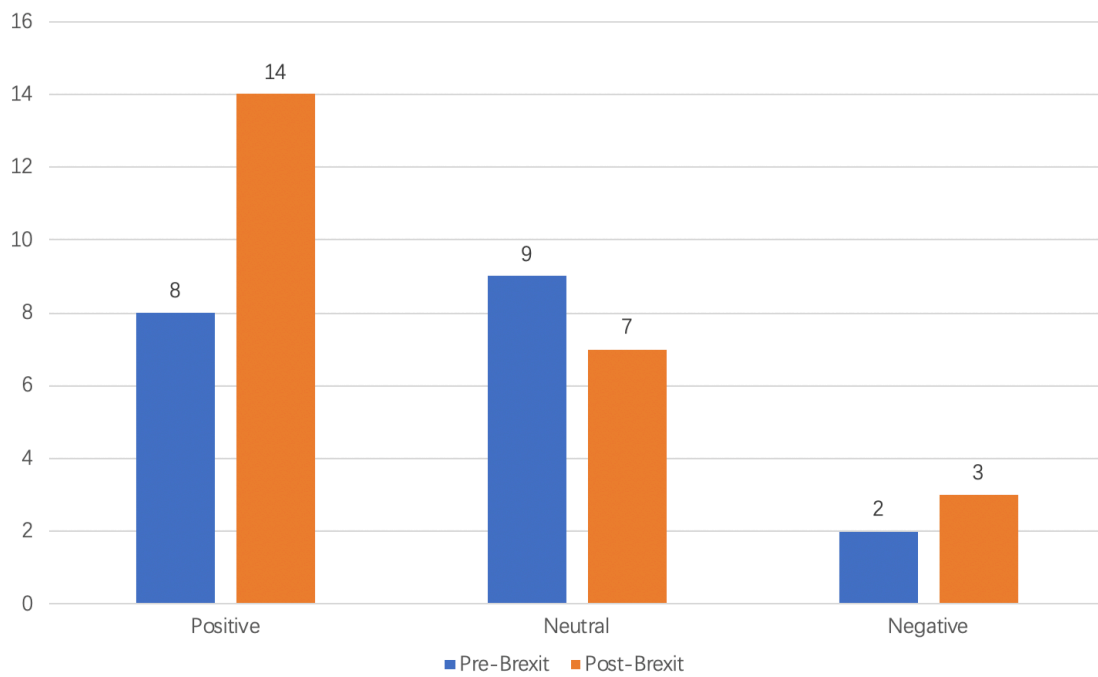
Topic Salience-Broadsheet/Tabloid Comparison



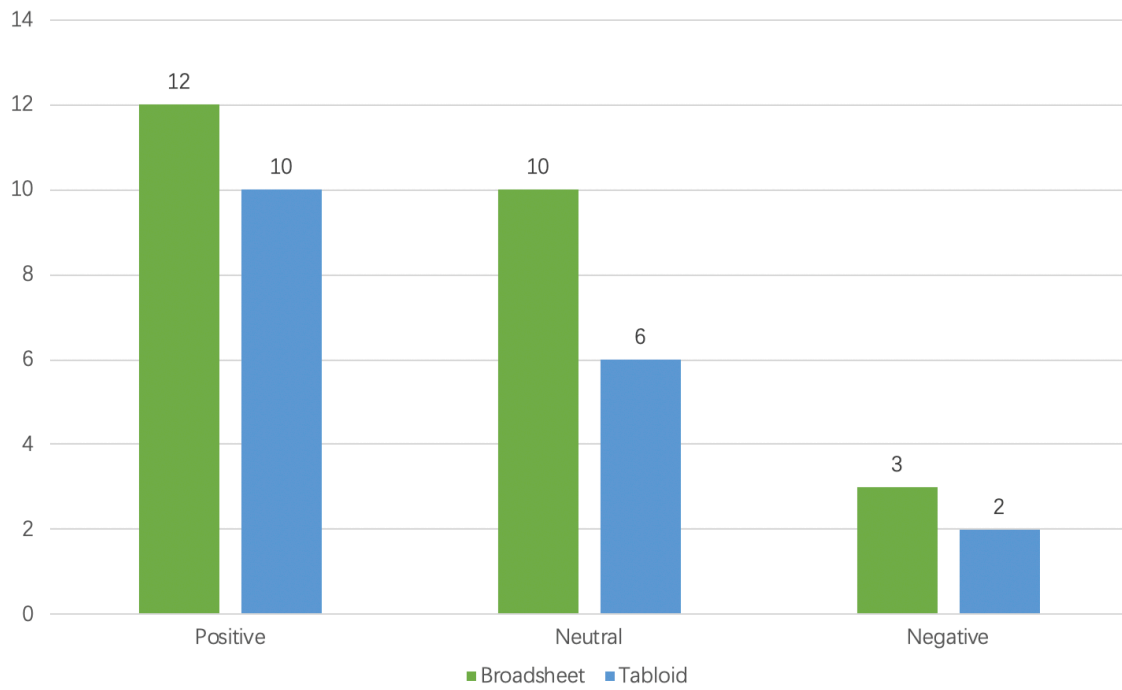
TONE—ALL SAMPLES



TONE-Pre/Post-Brexit Comparison-Numbers



Tone-Tabloid/Broadsheet Comparison-Numbers



4. Definitions of News Frames

Coding Sheet 2—Level 2 Coding

Frame and Scope						
Variable	Definition	Predictable sub-categories	Definition	Predictable sub-categories	Definition	
Main frame	To which generic news frame does the article relate most? (If there is more than one possible relation to a frame, the one that is more connected to the headline and entry of the article should be stated.)	conflict frame	The topic is mainly described and discussed in the framework of a conflict between individuals, groups, or institutions as a means of capturing interest. *	Political	The given conflict is dominantly related to political figures, institutions or developments.	
				Economic	The given conflict is dominantly related to economic issues.	
				Social/Cultural	The given conflict is dominantly related to social or cultural issues.	
		human-interest frame	The topic is mainly described and discussed from an emotional angle to the presentation of multilingual education. It can be presented in relation to a human face, individual opinion, individual story....*			
		economic consequences frame	Reports the topic in terms of the consequences it will have economically on an individual, group (union), institution, region, or country. *	Individual/Group		
				Region/Country		
		morality frame	Puts the topic in the context of religious tenets or moral prescriptions. *			
		responsibility frame	Presents the topic in such a way as to attribute responsibility for its cause (or solution) to either the government or to an individual or group. *	Government		
				Individual/Group		

*Definitions are based on Ballmann's coding scheme (2017), and the definitions above mostly depend on the generic news frames from Semetko & Valkenburg (2000).