

# LANGUAGE RICH EUROPE

## MULTILINGUALISM FOR STABLE AND PROSPEROUS SOCIETIES



Language Rich Europe is a project co-financed by the British Council and the European Commission, which promotes knowledge sharing about good policy and practice in language learning and teaching across Europe. It encourages Europeans to learn more languages at all stages of their lives.

It is a networking project which will bring together over 1,200 policy makers and practitioners from 24 countries and regions to discuss and develop better policies and practices for multilingualism. Network members are drawn from the fields of education, business, public services and the media.

Through our network of experts and partners we have conducted an analysis of language policies and practices in Europe, comparing them against selected European Commission and Council of Europe recommendations. The results of this research have been published in *Language Rich Europe – Trends in Policies and Practices for Multilingualism in Europe*, available for download from [www.language-rich.eu](http://www.language-rich.eu)

Eight language domains are covered by the LRE survey. As the first domain, we include a meta-domain which looks at the availability of official national/regional documents and databases on language diversity. Given the key role of language learning in education, four domains focus on the main stages of publicly funded education from pre-school to higher education. In addition, three language domains outside and beyond education are addressed, in order to capture levels of multilingual services in society and business. All in all, the eight domains of the questionnaire are covered by a total of 260 questions, distributed across these domains as outlined in the following table:

N	Language domains	N questions
1.	Languages in official documents and databases	15
2.	Languages in pre-primary education	34
3.	Languages in primary education	58
4.	Languages in secondary education	60
5.	Languages in further and higher education	30
6.	Languages in audiovisual media and press	14
7.	Languages in public services and public spaces	31
8.	Languages in business	18
<b>Total of questions</b>		<b>260</b>



This questionnaire (domain 4), as well as the questionnaires for domains 2 and 3, focuses on education for non-adult learners provided by the state. Definitions of each of these domains are provided in the Glossary in the aforementioned publication, including the common distinction between lower and upper secondary education, which may refer to *age-related* differences and/or differences related to *type of schooling*. The organisation of language teaching is addressed in addition to the qualifications and training of teachers, for each of the four language varieties. The key distinction between organisation versus teachers is widely used in the European context (see, for example, Eurydice 2008).

We hope that this questionnaire will serve as a valuable tool for self-evaluation and the gathering of additional data, leading to further discussions on language policy and practice.

The questionnaires for the other domains can be downloaded from our website [www.language-rich.eu/materials-media.html](http://www.language-rich.eu/materials-media.html).

## LANGUAGES IN SECONDARY EDUCATION

Languages in secondary education: Organisation				
1	Is there a clause or rule regarding the language(s) of instruction for <i>all</i> pupils in secondary education?	<input type="checkbox"/> Languages other than the national language can be used as medium of instruction in addition to the national language.	<input type="checkbox"/> Only the national language can be used as medium of instruction.	<input type="checkbox"/> No clause or rule given.
2	Are the existing plurilingual repertoire of pupils and multilingualism in society at large acknowledged in the learning and teaching of national/foreign/regional/ minority/ immigrant languages in secondary education?	<input type="checkbox"/> There is a coherent integrated approach to the language curriculum in dealing with plurilingualism in the classroom and with multilingualism in society at large.	<input type="checkbox"/> Plurilingualism in the classroom and multilingualism in society at large are dealt with informally, depending on the situation or teacher.	<input type="checkbox"/> Plurilingualism in the classroom and multilingualism in society at large are not dealt with.



<p><b>3</b> Are teachers trained/ encouraged to value and make use of the plurilingual repertoire of children in classroom practice?</p>	<input type="checkbox"/> They are specifically trained and encouraged to do so.	<input type="checkbox"/> Some training courses include this but it is not yet widespread.	<input type="checkbox"/> They are not trained and encouraged to do so.
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**National language in secondary education (see Eurydice/EuroStat 2008: 103-105 on provision)**

<p><b>4</b> Is there a coherent and explicit curriculum to teach the national language as first and/or second language?</p>	<input type="checkbox"/> A coherent and explicit curriculum is used.	<input type="checkbox"/> Curriculum guidelines or targets are expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.
<p><b>5</b> What kind of services with regard to teaching in/of the national language are offered to recent arrivals (newcomers) from abroad who have no previous knowledge of the national language?</p>	<input type="checkbox"/> Newcomers receive intensive second language instruction in special reception classes before being referred to mainstream classes.	<input type="checkbox"/> Newcomers participate in mainstream classes and receive some additional special second-language instruction.	<input type="checkbox"/> Newcomers are submerged in mainstream classes without any previous or simultaneous special second-language instruction.
<p><b>6</b> Is there a needs-based diagnosis of proficiency in the national language on entering secondary education?</p>	<input type="checkbox"/> Yes, for all children.	<input type="checkbox"/> Only for non-native speakers of the national language.	<input type="checkbox"/> No
<p><b>7</b> Are national language skills monitored regularly in secondary schools?</p>	<input type="checkbox"/> National language skills are monitored regularly, on the basis of age-appropriate standardised instruments.	<input type="checkbox"/> National language skills are monitored regularly with school-based instruments.	<input type="checkbox"/> No regular monitoring.



**Foreign languages in secondary education (see Eurydice/EuroStat 2008: 27-109 on provision)**

<b>8</b>	Is there foreign language education in <i>lower</i> secondary schools?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 11</i>	
<b>9</b>	Is foreign language education compulsory or optional?	<input type="checkbox"/> Two foreign languages are compulsory.	<input type="checkbox"/> One foreign language is compulsory.	<input type="checkbox"/> Optional.
<b>10</b>	Which foreign languages are offered in <i>lower</i> secondary education as compulsory, which as optional? For each language specify how many hours per week.	<i>Language</i>	<i>Compulsory/Optional</i>	<i>Hours per week</i>
<b>11</b>	Is there foreign language education in <i>upper</i> secondary schools?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 23</i>	
<b>12</b>	Is foreign language education compulsory or optional?	<input type="checkbox"/> Two foreign languages are compulsory.	<input type="checkbox"/> One foreign language is compulsory.	<input type="checkbox"/> Optional.
<b>13</b>	Which foreign languages are offered in <i>upper</i> secondary education as optional, which as compulsory? For each language specify how many hours per week.	<i>Language</i>	<i>Compulsory/Optional</i>	<i>Hours per week</i>
<b>14</b>	Is there a coherent and explicit curriculum for teaching foreign languages?	<input type="checkbox"/> A coherent and explicit curriculum is used.	<input type="checkbox"/> Curriculum guidelines or targets expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.



<p><b>15</b> Are foreign languages taught as subjects only or are they also used as medium of instruction for teaching other subjects?</p>	<input type="checkbox"/> A combination of teaching foreign languages as a subject and using them as a medium instruction is widely practised.	<input type="checkbox"/> A combination of teaching foreign languages as a subject and using them as a medium instruction is practised, but not widely.	<input type="checkbox"/> Foreign languages are only taught as a subject.
<p><b>16</b> What are the target groups for foreign language education?</p>	<input type="checkbox"/> Foreign languages are offered to all pupils, independent of language background.	<input type="checkbox"/> Foreign languages are offered only to native speakers of the national language.	<input type="checkbox"/> Not specified.
<p><b>17</b> Are foreign languages offered within school hours or as extra-curricular activities?</p>	<input type="checkbox"/> Foreign languages are offered within school hours as part of the curriculum.	<input type="checkbox"/> Foreign languages are offered partially within school hours and partially at extra-curricular hours.	<input type="checkbox"/> Foreign languages are only offered as extra-curricular activities and are not part of the curriculum.
<p><b>18</b> Are there any group-size requirements for offering secondary education in foreign languages?</p>	<input type="checkbox"/> No group-size requirements are set – all pupils that enrol will be taught.	<input type="checkbox"/> For a class to be started, at least 5 pupils need to enrol.	<input type="checkbox"/> For a class to be started, at least 10 or more pupils need to enrol.
<p><b>19</b> Are foreign language skills monitored regularly?</p>	<input type="checkbox"/> Foreign language skills are monitored regularly, on the basis of age-appropriate standardised instruments.	<input type="checkbox"/> Foreign language skills are monitored regularly with school-based instruments.	<input type="checkbox"/> No regular monitoring.



<b>20</b> Are the aims and outcomes of education in foreign languages described and assessed in line with the principles and approach of the CEFR? (see Eurydice/EuroStat 2008: 108-109)	<input type="checkbox"/> The aims and outcomes of such education are defined in line with the CEFR principles and approach.	<input type="checkbox"/> The aims and outcomes of such education are defined in line with own/national regulations.	<input type="checkbox"/> No explicit specifications of aims and outcomes are given.
<b>21</b> Is there an explicit requirement with regard to the foreign language proficiency level to be achieved by the end of secondary school?	<input type="checkbox"/> Yes, derived from the Common European Framework of Reference for Languages (CEFR)	<input type="checkbox"/> Yes, tied to own/national regulation only.	<input type="checkbox"/> No explicit specifications of aims and outcomes are given.
If derived from the CEFR, specify the CEFR level.			
<b>22</b> What types of funds are available to teach foreign languages in secondary schools?	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Parents pay part of the costs, part is covered by public funding.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.

**Regional/minority languages in secondary education (see Eurydice/EuroStat 2008: 50-52 on provision)**

<b>23</b> Is there regional/minority language education in most/all secondary schools in areas with regional/minority communities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 33</i>	
<b>24</b> Is regional/minority language education offered on demand?	<input type="checkbox"/> Offered to all children (speakers and non-speakers of regional/minority languages).	<input type="checkbox"/> Offered only to speakers of the language.	<input type="checkbox"/> Not offered



<b>25</b>	Is there a coherent and explicit curriculum for teaching regional/minority languages?	<input type="checkbox"/> A coherent and explicit curriculum is used.	<input type="checkbox"/> Curriculum guidelines or targets are expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.
<b>26</b>	Are regional/minority languages taught as subjects only or are they also used as medium of instruction for teaching other subjects?	<input type="checkbox"/> A combination of teaching regional/minority languages as a subject and using them as a medium of instruction is widely practised.	<input type="checkbox"/> A combination of teaching regional/minority languages as a subject and using them as a medium of instruction is practised, but not widely.	<input type="checkbox"/> Regional/minority languages are only taught as a subject.
<b>27</b>	What are the target groups for regional/minority language education?	<input type="checkbox"/> Regional/minority languages are offered to all pupils, independent of language background.	<input type="checkbox"/> Regional/minority languages are offered only to native speakers of these languages.	<input type="checkbox"/> Not specified.
<b>28</b>	Are regional/minority languages offered within school hours or as extra-curricular activities?	<input type="checkbox"/> Regional/minority languages are offered within school hours as part of the curriculum.	<input type="checkbox"/> Regional/minority languages are offered partially within school hours and partially as extra-curricular activities.	<input type="checkbox"/> Regional/minority languages are only offered at extra-curricular hours and are not part of the curriculum.
<b>29</b>	Are there any group-size requirements for offering secondary education in regional/minority languages?	<input type="checkbox"/> No group-size requirements are set – all pupils that enrol will be taught.	<input type="checkbox"/> For a class to be started, at least 5 pupils need to enrol.	<input type="checkbox"/> For a class to be started, at least 10 or more pupils need to enrol.
<b>30</b>	Are regional/minority language skills monitored regularly?	<input type="checkbox"/> Regional/minority language skills are monitored annually nation-/region-wide with the same standardised instrument.	<input type="checkbox"/> Only school-based tests are offered.	<input type="checkbox"/> No formal monitoring.



31	Is there an explicit requirement with regard to the regional/minority language proficiency level to be achieved by the end of secondary school?	<input type="checkbox"/> Yes, based on national or regional norms.	<input type="checkbox"/> Yes, tied to school-based only.	<input type="checkbox"/> No
32	What types of funds are available to teach regional/minority languages in secondary schools?	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Parents pay part of the costs, part is covered by public funding.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.

**Immigrant languages in secondary education (see Eurydice 2009: 19-27 on provision)**

33	Is there immigrant language education in secondary schools in areas with immigrant communities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 42</i>	
34	Is immigrant language education offered on demand?	<input type="checkbox"/> Offered to all children (speakers and non-speakers of immigrant languages).	<input type="checkbox"/> Offered only to speakers of the language.	<input type="checkbox"/> Not offered
35	Is there a coherent and explicit curriculum for teaching immigrant languages?	<input type="checkbox"/> A coherent and explicit curriculum is used.	<input type="checkbox"/> Curriculum guidelines or targets expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.
36	Are immigrant languages taught as subjects only or are they also used as medium of instruction for teaching other subjects?	<input type="checkbox"/> A combination of teaching immigrant languages as a subject and using them as a medium of instruction is widely practised.	<input type="checkbox"/> A combination of teaching immigrant languages as a subject and using them as a medium of instruction is practised, but not widely.	<input type="checkbox"/> Immigrant languages are only taught as a subject.





<b>37</b>	What are the target groups for immigrant language education?	<input type="checkbox"/> Immigrant languages are offered to all pupils, independent of language background.	<input type="checkbox"/> Immigrant languages are offered only to native speakers of these languages.	<input type="checkbox"/> Immigrant languages are offered only to pupils with immigrant citizenship/nationality.
<b>38</b>	Are immigrant languages offered within school hours or as extra-curricular activities?	<input type="checkbox"/> Immigrant languages are offered within school hours as part of the curriculum.	<input type="checkbox"/> Immigrant languages are offered partially within school hours and partially as extra-curricular activities.	<input type="checkbox"/> Immigrant languages are only offered as extra-curricular activities and are not part of the curriculum.
<b>39</b>	Are there any group-size requirements for offering secondary education in immigrant languages?	<input type="checkbox"/> No group-size requirements are set – all pupils that enrol will be taught.	<input type="checkbox"/> For a class to be started, at least 5 pupils need to enrol.	<input type="checkbox"/> For a class to be started, at least 10 or more pupils need to enrol.
<b>40a</b>	Are immigrant language skills monitored regularly?	<input type="checkbox"/> Immigrant language skills are monitored regularly, on the basis of age-appropriate standardised instruments.	<input type="checkbox"/> Immigrant language skills are monitored regularly with school-based instruments.	<input type="checkbox"/> No regular monitoring.
<b>40b</b>	Is there an explicit requirement with regard to the proficiency level in immigrant languages to be achieved by the end of secondary school?	<input type="checkbox"/> Yes, based on national or regional norms.	<input type="checkbox"/> Yes, tied to school-based norms only.	<input type="checkbox"/> No
<b>41</b>	What types of funds are available to teach immigrant languages in secondary schools?	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Source-country related funds cover all costs.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.



## Languages in secondary education: Teachers

### Teachers of the national language

<p><b>42</b> Is the national language taught as first and/or second language by qualified language teachers?</p>	<input type="checkbox"/> Qualified language teachers teach the national language as first and/or second language.	<input type="checkbox"/> Generally qualified classroom teachers teach the national language as first and/or second language.	<input type="checkbox"/> Unqualified teachers offer instruction in the national language as first and/or second language.
<p><b>43</b> Do teachers receive any formal pre-service training to teach the national language as first and/or second language?</p>	<input type="checkbox"/> Teachers receive language-specific pre-service training.	<input type="checkbox"/> Some general pre-service training is offered.	<input type="checkbox"/> No pre-service training is offered.
<p><b>44</b> Do teachers receive any formal in-service training to teach the national language as first and/or second language?</p>	<input type="checkbox"/> Teachers receive language-specific in-service training..	<input type="checkbox"/> Some general in-service training is offered.	<input type="checkbox"/> No in-service training is offered.
<p><b>45</b> Are non-native teachers in/of the national language required to have attained a certain proficiency level in the national language?</p>	<input type="checkbox"/> Yes, there are clear standards which are measured against the CEFR.	<input type="checkbox"/> Yes, there are clear standards which are measured nation- / region-wide.	<input type="checkbox"/> No, there are no clear standards.
<p>If derived from the CEFR, specify the CEFR level.</p>			



<p><b>46</b> What special measures are taken to increase the supply of qualified teachers, if there is shortage of supply?</p> <p>If there is no shortage of supply, go to question 47</p>	<input type="checkbox"/> Measures to promote and facilitate the supplementary hiring and training of professionals with job-related qualifications in the country or abroad.	<input type="checkbox"/> Recruitment campaigns in the media to encourage people to qualify as national-language teachers.	<input type="checkbox"/> No special measures are taken.
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<b>Teachers of foreign languages (see Eurydice/EuroStat 2008: 77-86 on provision)</b>			
<p><b>47</b> Are foreign languages taught by qualified language teachers?</p>	<input type="checkbox"/> Qualified language teachers teach foreign languages.	<input type="checkbox"/> Generally qualified classroom teachers teach foreign languages.	<input type="checkbox"/> Unqualified teachers offer instruction in foreign languages.
<p><b>48</b> Do foreign language teachers receive any formal pre-service training to teach these languages?</p>	<input type="checkbox"/> Foreign language teachers receive subject-specific pre-service training.	<input type="checkbox"/> Some general pre-service training is offered.	<input type="checkbox"/> No pre-service training is offered.
<p><b>49</b> Do foreign language teachers receive any formal in-service training to teach these languages?</p>	<input type="checkbox"/> Foreign language teachers receive subject-specific in-service training.	<input type="checkbox"/> Some general in-service training is offered.	<input type="checkbox"/> No in-service training is offered.
<p><b>50</b> Do foreign language teachers spend a period of training time in a target language country during pre- or in-service training?</p>	<input type="checkbox"/> Foreign language teachers spend at least one semester in a target language country during pre- or in-service training. There are structural programmes to facilitate training, study visits, and so on.	<input type="checkbox"/> There are no structural exchange programmes. However, individual initiatives of trainees are financially supported.	<input type="checkbox"/> No formal opportunities or individual support structures are offered.



<b>51</b>	Are foreign language teachers required to have achieved a certain foreign language proficiency level?	<input type="checkbox"/> Yes, clear standards are measured against the CEFR.	<input type="checkbox"/> Yes, tied to national standards.	<input type="checkbox"/> No
	If derived from the CEFR, specify the CEFR level.			
<b>52</b>	What special measures are taken to increase the supply of qualified teachers, if there is shortage of supply?  If there is no shortage, go to question 53.	<input type="checkbox"/> Measures to promote and facilitate the supplementary hiring and training of professionals with job-related qualifications in the country or abroad.	<input type="checkbox"/> Recruitment campaigns in the media to encourage people to qualify as foreign-language teachers.	<input type="checkbox"/> No special measures are taken.

<b>Teachers of regional/minority languages</b>				
<b>53</b>	Are regional/minority languages taught by qualified language teachers?	<input type="checkbox"/> Qualified language teachers teach regional/minority languages.	<input type="checkbox"/> Generally qualified classroom teachers teach regional/minority languages.	<input type="checkbox"/> Unqualified teachers offer instruction in regional/minority languages.
<b>54</b>	Do regional/minority language teachers receive any formal pre-service training to teach these languages?	<input type="checkbox"/> Regional/minority language teachers receive subject-specific pre-service training.	<input type="checkbox"/> Some general pre-service training is offered.	<input type="checkbox"/> No pre-service training is offered.
<b>55</b>	Do regional/minority language teachers receive any formal in-service training to teach these languages?	<input type="checkbox"/> Regional/minority language teachers receive subject-specific in-service training.	<input type="checkbox"/> Some general in-service training is offered.	<input type="checkbox"/> No in-service training is offered.



<p><b>56</b> What special measures are taken to increase the supply of qualified teachers, if there is shortage of supply? If there is no shortage of supply, go to question 57</p>	<p><input type="checkbox"/> Measures to promote and facilitate the supplementary hiring and training of professionals with job-related qualifications in the country or abroad.</p>	<p><input type="checkbox"/> Recruitment campaigns in the media to encourage people to qualify as regional/minority-language teachers.</p>	<p><input type="checkbox"/> No special measures are taken.</p>
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<b>Teachers of immigrant languages</b>			
<p><b>57</b> Are immigrant languages taught by qualified language teachers?</p>	<p><input type="checkbox"/> Qualified language teachers teach immigrant languages.</p>	<p><input type="checkbox"/> Generally qualified classroom teachers teach immigrant languages.</p>	<p><input type="checkbox"/> Unqualified teachers offer instruction in immigrant languages.</p>
<p><b>58</b> Do immigrant language teachers receive any formal pre-service training to teach these languages?</p>	<p><input type="checkbox"/> Immigrant language teachers receive subject-specific pre-service training.</p>	<p><input type="checkbox"/> Some general pre-service training is offered.</p>	<p><input type="checkbox"/> No pre-service training is offered.</p>
<p><b>59</b> Do immigrant language teachers receive any formal in-service training to teach these languages?</p>	<p><input type="checkbox"/> Immigrant language teachers receive subject-specific in-service training.</p>	<p><input type="checkbox"/> Some general in-service training is offered.</p>	<p><input type="checkbox"/> No in-service training is offered.</p>
<p><b>60</b> What special measures are taken to increase the supply of qualified teachers, if there is shortage of supply? If there is no shortage, go to the questionnaire vocational and university</p>	<p><input type="checkbox"/> Measures to promote and facilitate the supplementary hiring and training of professionals with job-related qualifications in the country or abroad.</p>	<p><input type="checkbox"/> Recruitment campaigns in the media to encourage people to qualify as immigrant-language teachers.</p>	<p><input type="checkbox"/> No special measures are taken.</p>



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