

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

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
	Total of questions	260



Given the significant diversification in post-secondary education at the national and cross-national level, domain 5 focuses on language provision in further (vocational) and higher (university) education. As a result, this domain yields highly binary and complementary data on post-secondary education.

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.

LANGUAGES IN FURTHER AND HIGHER EDUCATION

Languages in public vocational education and training (VET)			
National language in public vocational education and training (VET)			
1	Are language support programmes offered in the national language at your VET centre?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 8</i>
	If yes, what kinds of language support programmes in the national language are offered at your VET centre?	<input type="checkbox"/> A wide variety of programmes, ranging from basic communication to advanced language skills.	<input type="checkbox"/> A limited variety of programmes as language support or job-related language-support in specific areas. <input type="checkbox"/> No language support programmes are provided
2	What are the target groups for language support programmes for the national language in your VET centre?	<input type="checkbox"/> Both native and non-native speakers of the national language who need to improve their language skills in certain job-related domains.	<input type="checkbox"/> Only certain target groups such as recent arrivals (newcomers) in the country or unemployed people. <input type="checkbox"/> No target groups are specified.
3	Is there a coherent and explicit curriculum for language support in the national language as first and/or second language?	<input type="checkbox"/> A coherent and explicit curriculum is used.	<input type="checkbox"/> Curriculum guidelines or targets are not explicit in general terms. <input type="checkbox"/> No curriculum guidelines or targets are available.

<p>4 Are the aims and outcomes of language support programmes in the national language described and assessed in terms of job-related skills and/or in terms of general academic 'up-skilling' and life-long learning?</p>	<input type="checkbox"/> Both types of skills are taken into consideration.	<input type="checkbox"/> General academic 'up-skilling' and lifelong learning are focused on.	<input type="checkbox"/> Job-related skills are focused on.
<p>5 What are the costs for learners to take part in such programmes?</p>	<input type="checkbox"/> There are no costs involved for the participants.	<input type="checkbox"/> Part of the costs are covered by the participants.	<input type="checkbox"/> Full costs are paid by participants.
<p>6 Do partnerships between your VET centre and commercial enterprises play a role in improving competences in/of the national language?</p>	<input type="checkbox"/> Training periods in commercial enterprises are compulsory in our VET.	<input type="checkbox"/> Training periods in commercial enterprises are optional in our VET.	<input type="checkbox"/> Training periods in commercial enterprises are not part of our VET.
<p>7 Do European instruments and principles such as the European Credit System for VET or Europass play a role in defining and applying learning outcomes in the national language?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No		
<p>If yes, which instruments?</p>			

Foreign languages in public vocational education and training (VET)

<p>8 Are foreign language programmes offered at your VET centre?</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 13</i>
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	If yes, which foreign languages are offered at your VET centre as subject and/or medium of instruction?			
9	What kinds of programmes are offered in foreign languages?	<input type="checkbox"/> A wide variety of programmes, ranging from basic communication to advanced language skills.	<input type="checkbox"/> A limited variety of programmes as language support or basic language training.	<input type="checkbox"/> No specifications are given.
10	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 are expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.
11	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.
12	What are the costs for learners to take part in such programmes?	<input type="checkbox"/> There are no costs involved for the participants.	<input type="checkbox"/> Part of the costs are covered by the participants.	<input type="checkbox"/> Full costs are paid by the participants.

Regional/minority languages in public vocational education and training (VET)			
13	Are regional/minority language programmes offered at your VET centre?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 17</i>



	If yes, which regional/ minority languages are offered at your VET centre as subject and/or medium of instruction?			
14	What kinds of programmes are offered in regional/ minority languages?	<input type="checkbox"/> A wide variety of programmes ranging from basic communication to advanced language skills.	<input type="checkbox"/> A limited variety of programmes as language support or basic language training.	<input type="checkbox"/> No specifications are given.
15	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.
16	What are the costs for learners to take part in such programmes?	<input type="checkbox"/> There are no costs involved for the participants.	<input type="checkbox"/> Part of the costs are covered by the participants.	<input type="checkbox"/> Full costs are paid by the participants.

Immigrant languages in public vocational education and training (VET)				
17	Are immigrant language programmes offered at your VET centre?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 21</i>	
	If yes, which immigrant languages are offered at your VET centre as subject and/or medium of instruction?			
18	What kinds of programmes are offered in immigrant languages?	<input type="checkbox"/> A wide variety of programmes, ranging from basic communication to advanced language skills.	<input type="checkbox"/> A limited variety of programmes as language support or basic language training.	<input type="checkbox"/> No specifications are given.



19	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 are expressed in general terms.	<input type="checkbox"/> No curriculum guidelines or targets are available.
20	What are the costs for learners to take part in such programmes?	<input type="checkbox"/> There are no costs involved for the participants.	<input type="checkbox"/> Part of the costs are covered by the participants.	<input type="checkbox"/> Full costs are paid by the participants.

Languages in public general university education				
21	Is there a clause or rule regarding the language(s) of instruction at your University?	<input type="checkbox"/> National, foreign, and regional/minority languages can be used as medium of instruction in lectures.	<input type="checkbox"/> National and foreign languages can be used as medium of instruction in lectures.	<input type="checkbox"/> Only the national language can be used as medium of instruction in lectures.
22	Are students guaranteed tuition in particular languages?	<input type="checkbox"/> Students are guaranteed tuition in both the national language and in other languages.	<input type="checkbox"/> Students are guaranteed tuition only in languages other than the national language.	<input type="checkbox"/> Students are guaranteed tuition only in the national language.
23	In which language(s) does your university offer information on its website regarding university programmes and regulations?	<input type="checkbox"/> In national, foreign, and regional/minority languages.	<input type="checkbox"/> In national and foreign languages.	<input type="checkbox"/> Only in the national language.
24	Does your university offer language support programmes in the national language to non-language students?	<input type="checkbox"/> Language support programmes are offered to both native and non-native speakers of the national language whose language proficiency needs to be improved.	<input type="checkbox"/> Language support programmes are offered only to non-native speakers of the national language.	<input type="checkbox"/> No language support programmes are offered outside language programmes.



	In which languages other than the national language are language training programmes offered to <i>non-language</i> students at your university?			
25	What is the status of the offer of language training programmes as referred to in question 24?	<input type="checkbox"/> Graduation requirement.	<input type="checkbox"/> Offered for voluntary take-up.	<input type="checkbox"/> No specifications are given.
26	Are the described aims and assessed outcomes of education in languages other than the national language 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 or national regulations.	<input type="checkbox"/> No explicit specifications of aims and outcomes are given.
27	Are there admission requirements for language skills at the <i>Bachelor's level</i> ?	<input type="checkbox"/> For national language skills <input type="checkbox"/> For foreign language skills <input type="checkbox"/> For regional/minority language skills		<input type="checkbox"/> No
	If so for foreign languages, in which academic studies are entrance levels required for which languages?			
28	Are there admission requirements for language skills at the <i>Master's level</i> ?	<input type="checkbox"/> For national language skills <input type="checkbox"/> For foreign language skills <input type="checkbox"/> For regional/minority language skills		<input type="checkbox"/> No



	If so for foreign languages, in which academic studies are entrance levels required in which languages?			
29	Does your university make special efforts to attract students from non-national language backgrounds through special leaflets, ads, and so on?	<input type="checkbox"/> Both international students abroad and students with immigrant backgrounds at home are targeted.	<input type="checkbox"/> Such activities target only international students abroad.	<input type="checkbox"/> Only native speakers of the national language are targeted.
30a	Does your university make special efforts to encourage student mobility (a programme for spending time abroad) among students studying languages?	<input type="checkbox"/> Yes, it is obligatory	<input type="checkbox"/> Students are encouraged but it is not obligatory	<input type="checkbox"/> No
30b	Does your university make special efforts to encourage student mobility (a programme for spending time abroad) among your non-language-students (i.e. students studying other subjects, not languages)?	<input type="checkbox"/> Yes, it is obligatory	<input type="checkbox"/> Students are encouraged but it is not obligatory	<input type="checkbox"/> No



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