

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



This questionnaire (domain 2), as well as the questionnaires for domains 3 and 4, 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. 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.

LANGUAGES IN PRE-PRIMARY EDUCATION

Languages in pre-primary education			
1	Is there any nation-/regionwide institutional pre-primary education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to the primary questionnaire</i>
2	Are the existing plurilingual repertoire of children and multilingualism in society at large acknowledged in the learning and teaching of national/foreign/regional/minority/ immigrant languages in pre-primary 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.
3	Are teachers trained/ encouraged to valorise and make use of the plurilingual repertoire of children in classroom practice?	<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.



National language in pre-primary education

<p>4 What are the target groups for needs-based supplementary support in pre-primary education for the national language?</p>	<input type="checkbox"/> All children with limited proficiency in the national language.	<input type="checkbox"/> Only immigrant children with limited proficiency in the national language.	<input type="checkbox"/> There is no supplementary language support. <i>If not, go to question 9.</i>
<p>5 For how long is pre-primary needs-based supplementary support in the national language offered?</p>	<input type="checkbox"/> For two years or more.	<input type="checkbox"/> For one year.	<input type="checkbox"/> For only a few months.
<p>6 Are there minimum group-size requirements for pre-primary supplementary support in the national language?</p>	<input type="checkbox"/> No group-size requirements are set – all children that enrol will be taught.	<input type="checkbox"/> For a group to be started, 5-10 children need to enrol.	<input type="checkbox"/> For a group to be started, more than 10 children need to enrol.
<p>7 How much pre-primary supplementary support in the national language is offered per week?</p>	<input type="checkbox"/> More than two half days per week.	<input type="checkbox"/> One or two half days per week.	<input type="checkbox"/> Less than one half day per week.
<p>8 What types of funds are available to offer supplementary support in the national language in pre-primary education?</p>	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Parents pay part of the costs, part is covered by funding.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.
<p>9 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 subject-specific pre-service training.	<input type="checkbox"/> Some general pre-service training is offered.	<input type="checkbox"/> No pre-service training is offered.



10 Do teachers receive any formal pre-service training to teach the national language as first and/or second language?	<input type="checkbox"/> 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.
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Foreign languages in pre-primary education

11 Is there any pre-primary education in foreign languages?	<input type="checkbox"/> Yes		<input type="checkbox"/> No <i>If no, go to question 19</i>	
If yes, in which foreign language(s)?				
12 What are the target groups for pre-primary education in foreign languages?	<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.	
13 For how long is pre-primary education in foreign languages offered?	<input type="checkbox"/> For two years or more.	<input type="checkbox"/> For one year.	<input type="checkbox"/> For only a few months.	
14 Are there group-size requirements for offering pre-primary education in foreign languages?	<input type="checkbox"/> No group-size requirements are set – all children that enrol will be taught.	<input type="checkbox"/> For a group to be started, at least 5 children need to enrol.	<input type="checkbox"/> For a class to be started, at least 10 or more children need to enrol.	
15 How much education in foreign languages is offered per week?	<input type="checkbox"/> More than two half days per week.	<input type="checkbox"/> One or two half days per week.	<input type="checkbox"/> Less than one half day per week.	
16 Do foreign language teachers receive any formal pre-service training to teach these languages?	<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.	



17	Do foreign language teachers receive any formal in-service training to teach these languages?	<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.
18	What types of funds are available to offer pre-primary education in foreign languages?	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Parents pay part of the costs, part is covered by funding.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.

Regional/minority languages in pre-primary education				
19	Is there any pre-primary education in regional/ minority languages where such languages are spoken?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>If no, go to question 27</i>	
	If yes, in which regional/ minority language(s)?			
20	What are the target groups for pre-primary education in regional/minority languages?	<input type="checkbox"/> Regional/minority languages are offered to all children, independent of language background.	<input type="checkbox"/> Regional/minority languages are offered only to native speakers of these languages.	<input type="checkbox"/> Not specified.
21	For how long is pre-primary education in regional/minority languages offered?	<input type="checkbox"/> For two years or more.	<input type="checkbox"/> For one year.	<input type="checkbox"/> For only a few months.
22	Are there groups-size requirements for offering pre-primary education in regional/minority languages?	<input type="checkbox"/> No group-size requirements are set – all children that enrol will be taught.	<input type="checkbox"/> For a group to be started, 5-10 children need to enrol.	<input type="checkbox"/> For a class to be started, more than 10 children need to enrol.
23	How much education in regional/minority languages is offered per week?	<input type="checkbox"/> More than two half days per week.	<input type="checkbox"/> One or two half days per week.	<input type="checkbox"/> Less than one half day per week.



24 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.
25 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.
26 What types of funds are available to offer pre-primary education in regional/minority languages?	<input type="checkbox"/> National, regional or local funds cover all costs.	<input type="checkbox"/> Parents pay part of the costs, part is covered by funding.	<input type="checkbox"/> Parents have to pay all costs. There is no or only ad-hoc funding.

Immigrant languages in pre-primary education			
27 Is there any pre-primary education in immigrant languages in areas with immigrant communities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, in which immigrant language(s)?			
28 What are the target groups for pre-primary education in immigrant languages?	<input type="checkbox"/> Immigrant languages are offered to all children, 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 children with immigrant citizenship/nationality.

29 For how long is pre-primary education in immigrant languages offered?	<input type="checkbox"/> For two years or more.	<input type="checkbox"/> For one year.	<input type="checkbox"/> For only a few months.
30 Are there group-size requirements for offering pre-primary education in immigrant languages?	<input type="checkbox"/> No group-size requirements are set – all children that enrol will be taught.	<input type="checkbox"/> For a group to be started, 5-10 children need to enrol.	<input type="checkbox"/> For a group to be started, more than 10 children need to enrol.
31 How much education in immigrant languages is offered per week?	<input type="checkbox"/> More than two half days per week.	<input type="checkbox"/> One or two half days per week.	<input type="checkbox"/> Less than one half day per week.
32 What types of funds are available to offer pre-primary education in immigrant languages?	<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/incidental funding.
33 Do immigrant language teachers receive any formal pre-service training to teach these languages?	<input type="checkbox"/> Immigrant 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.
34 Do immigrant language teachers receive any formal in-service training to teach these languages?	<input type="checkbox"/> Immigrant language teachers receive subject-specific in-service training.	<input type="checkbox"/> Some general or in-service training is offered.	<input type="checkbox"/> No in-service training is offered.



This project is delivered by a consortium of over 30 partners and is co-managed by a steering group



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With the support of the Lifelong Learning Programme of the European Union

