

# LANGUAGE RICH EUROPE

**MULTILINGUALISM FOR STABLE  
AND PROSPEROUS SOCIETIES**

LOCAL RECOMMENDATIONS



With the support of:



**Lifelong  
Learning  
Programme**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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# AUSTRIA

## Local recommendations

1. **Public services and spaces/databases** – endeavours on multilingualism should be linked to migration and integration policies in order to avoid separate silos which do not communicate with one another and often conflict with each other. Data generated through MIPEX and LRE should be cross-referenced to identify conflicts and enable dialogue.
2. **Education system** – support and resources (specifically qualified teachers) for first language teaching for children and adults with migrant background should be made available. We recommend more content integrated language teaching at schools and more offers of bilingual classes for children with and without migration background.
3. **Policy support** – we recommend that the European Union as a whole signs a Charter for Linguistic Rights and supports its implementation in the member states.

## Discussion generated at Workshop 1 – 19 June 2012

A lot of awareness was raised through the analysis the keynote speakers did on the inequalities existing in our school system today and on how the (partly subconscious) patterns of rhetorics of 'otherness' shape and create our reality.

The Austrian school system gives clear priority to the German language. While there is agreement amongst the teachers present that German is important, the focus on German and teaching of all other subjects primarily through German creates further disadvantages for non-German-speaking pupils. In addition to having to catch up quickly with their fellow pupils in German, they tend to fall behind in other subjects (though they may have good subject knowledge to start with, but can't express it properly in German and/or have difficulties learning new content in those subjects if it's presented/explained only in German).

Resources for 'accompanying' teachers who act as language coaches to newly arrived migrant pupils are insufficient. The extra hours used for the language coaching are taken away from other subjects (e.g. sports) where those pupils might have a chance to excel, despite the language barrier.

### Next steps

Offering a certain number of subjects in English or another lingua franca, for example, could help pupils whose German is not good enough to make good progress in these non-language subjects. It would also strengthen the value of multilingualism and relativise the prestige status of certain languages and their speakers.

There are many interesting and successful pilots; priority should be given to incorporate those into the state school structure rather than encouraging new pilots which will again act as individual silos.

## Discussion generated at Workshop 2 – 21 September 2012

The value of multilingualism needs to be improved – speakers of several languages do not tend to see them as an asset (in the target group of unemployed youth) nor do the language skills tend to be valued by themselves by employers (other types of skills are usually rated higher in recruitment, languages are more of an add-on).

The relative value of a lot of the migrant languages is perceived to be lower than some other languages which enjoy a more prestigious status.

A whole set of skills (intercultural and other) come along with being multilingual, so despite low levels of educational qualifications, these youths bring along more than 'just' speaking several languages.

Generally the level of language competence of these young people tends to be quite low, so language-based support/development activities from the side of the public employment service are ineffective.

Employers can also be influenced through customer/market pressure, so employers could use the potential of reaching a new/broader target through offering multilingual services and customers could use their power as customers to increase the demand for multilingual services.

A holistic approach is vital: no unilateral measures but involvement of the young people, their parents and employers alike.

### *Next steps*

Subsidy structures (including public and private awards etc.) could be used to increase the value of multilingualism.

The perceived low prestige of some languages needs to be tackled with examples of, for example, business opportunities where those languages are needed.

## Discussion generated at Workshop 3 – 5 October 2012

A lot of the 'evidence' given by the panellists may seem anecdotal, however, they act as role models and their personal experience is important for others to identify with them. In order to take some of the issues forward and attempt to find solutions for them, it will be necessary to focus on the institutional/statistical situation and work with those systems to further investigate the potential, and challenges, of multilingualism.

### *Next steps*

Organise expert workshops in co-operation with partner organisations starting with the areas identified above. It is important to make sure the focus of the workshops is well embedded into their areas of work to ensure mutual benefit and sustainability of any measure beyond the lifetime of LRE.

# BOSNIA AND HERZEGOVINA

## Local recommendations

1. Bosnia and Herzegovina lacks official nationwide data collection mechanisms on language diversity. These data collection mechanisms should be introduced if there is to be a realistic insight into the language diversity of Bosnia and Herzegovina.
2. Since the Roma are one of the most numerous national minorities in Bosnia and Herzegovina, and since it is the Decade of Roma Inclusion, it is necessary to introduce textbooks in the Roma language, which should be used as the basis for language courses or other courses for the Roma population.
3. The European Charter for Regional or Minority Languages has been signed by the government and ratified by the parliament of Bosnia and Herzegovina. However, educating members of national minorities in their own languages is difficult to implement in primary and secondary schools. So, the use of national minority languages is not excluded, but reports indicate that it is largely restricted and reduced due to the lack of funding and personnel, as well as a decreased interest of young persons to learn the language of the minority they belong to.

For these reasons, teaching regional or minority languages should be implemented in primary and secondary schools at least.

## Discussion generated at Workshop 1 Mostar – 28 November 2012

Strategies for introduction of languages in education are needed on a national level, based on interest and future job market predictions, not just availability of teachers.

### *Next steps*

Introduce wider audience to the research results and potential benefits.

Involve policy makers at the highest level, especially about the points raised in discussion.

### *Other points of interest*

Personal responsibility of learners and teachers was once again stressed, as opposed to waiting for the system to offer solutions. New census data is expected to offer further insight into this topic.

## Discussion generated at Workshop 2 Banja Luka – 30 November 2012

### *Next steps*

Further involvement of policy makers and all language professionals.

### *Other points of interest*

As in previous discussions, personal responsibility of learners and teachers was again stressed, as opposed to waiting on the system to offer solutions. New census data is expected to offer further insight into this topic.

# BULGARIA

## Local recommendations

1. **Migrant and minority languages** emerged as the domain where Bulgaria is lagging behind, both in terms of policies and public awareness. At policy level the target groups should not be restricted to native speakers. The very concept of mother tongue, upon which all the legislation in this domain is based, encapsulates the educational offer within the communities concerned. A big multi-dimensional effort is needed for the promotion of these languages in the public sphere (including a rethinking of the policies in education, media and public services). The opening of minority languages to non-native speakers would not only work for better social integration, it would be a positive step to a change in public attitudes, to viewing cultural diversity as an asset rather than a threat (or just plainly ignoring it).
2. In the sphere of **education** government support is needed for pre-school language education, both in terms of funding and curricula development. The minimum group size requirement (ten students – one of the highest in Europe) is a bigger obstruction than it looks at first glance. In spite of the fact that the official curricula include two foreign languages, the level of proficiency required for the second foreign language is very low (A1 of the CEFR). It should be allocated more support and teaching hours.
3. **More specific data collection** on language diversity should be carried out in addition to the national census (done once in ten years), which is the only database currently available. This kind of information should be regularly updated and made available to policy makers both at national and regional level. It would help the local authorities, who have not fully taken advantage so far of their autonomy in introducing language policies in certain fields like public services, streets signs and, in general, initiating events that provide opportunities for different language use and exposure. An example of good practice is the annual celebration of the European Day of Languages which was introduced within the LRE project and has become a tradition for the city of Sofia, involving many national and international partner institutions.

## Discussion generated at Workshop 1 – 26 October 2012

What is necessary is to establish a national policy on the way the national language (which is an instrument for development in all other school subjects) is taught at school. This policy should be based on in-depth research into the different minority languages and how these can interact in the process of education. A survey dating back a couple of years showed that Roma kids were very good at maths and less good at Bulgarian at the beginning of primary. At the end of primary (the 4th grade) they are equally bad at both subjects.

### Widening access

- a. Offer government support for the study of languages at the pre-school level so as not to limit access to 'middle class' families' children only.
- b. Reduce the minimum requirement for the number of pupils in a language class (currently ten) so as to increase the likelihood of diversity.

### More coherence and better choices

At present, many pupils continue with the same language from Grade 2 through to high school even when the high school starts again from 'beginner' level. The preferred scenario would be to opt for another foreign language as part of an intensive course and at the same time maintain their first foreign language from earlier years as their second one in later years of education.

### International recognition of qualifications

At ministerial level and EU level there could be more active mechanisms for recognising certified language levels across national educational systems for university entry and employment purposes. Perhaps a step in this respect would be to ensure recognition of end of high school exams (be they called 'maturi', 'baccalaureate', GCSE, etc.) as guaranteeing a recognisable level of linguistic competence across educational systems within the EU.

### Improved linguistic competence of teachers

A more flexible system of recognising linguistic competence for teachers in subjects other than language needs to be in place so that teachers of biology, chemistry, geography, etc. are more actively encouraged and recruited to offer subject teaching in a foreign language. As a positive step in this respect, some higher education institutions have started offering BA degrees in a combination of subject A and language study. Since these BA programmes have only just started, it is yet to become clear what their normative (legislative) status will be and how the qualifications gained by the respective graduates in those programmes will be recognised by the Ministry of Education.

### More data collection and dissemination

A general recommendation to the Ministry is to constantly update and offer official data with regard to the 'language situation' in the country. There should be regular and recent data across the school system of the actual numbers of pupils engaged in the study of different languages.

### Greater coherence and better curricular planning

The implications of the formula – mother tongue plus two foreign languages, should be studied further, in particular in relation to the interplay (interference?) between languages. In the 1970s it was a must to study Russian and two 'Western' languages (meaning French, German, English, etc.) at the so-called language high schools. Should this model be revived?

In general there should be more integration across disciplines at school. For example, the teaching of Bulgarian practically comes to a stop after the 8th grade, so applying some foreign language teaching methodology to the teaching of Bulgarian would be useful.

There is also a tension between increasing the choice of languages to study at school and the current tendency towards making the curriculum less demanding. This requires seeking a balanced decision which should also be academically sound.

### Improved access to EU programmes

Teachers of all subjects, even Bulgarian, should have access to the EU programmes and benefit from them – by attending methodology courses, conferences, etc.

### Next steps

The results, together with the conclusions and the recommendations of the project, should be presented to a large group of executives and experts from the Ministry of Education and the regional and municipal educational councils. A special seminar should be organised for the directors of the schools as well, so that all the people responsible for language policies in Bulgaria become aware of the need to turn multilingualism into a way of life.

## Discussion generated at Workshop 2 – 11 November 2012

How should Bulgarian be taught in the schools of some migrant communities, e.g. in the Arab schools?

The role and place of migrant languages in the context of a new immigration country is under-researched and needs more research and public debates.

Not one, but different policies and approaches are needed for four groups of languages:

- Armenian and Yiddish – the respective minorities have active language policies.
- Turkish – the language of the biggest minority with a political representation at all levels – local and national, as well as the language of a very strong economically neighbouring country and EU candidate.
- Roma – the language of the most underprivileged and least integrated minority.
- Bulgarian – which should be taught in a different way to a) native Bulgarians; b) minority representatives; c) migrants and foreigners.

Language policies should be conceived and developed not only by politicians and experts in ministries, but with dialogue and active co-operation with scholars.

Courses on Bulgarian language for new migrants are needed.

The subject 'Bulgarian language' should be split in two parts: language and literature.

The future Integration Centre, proposed by the Local Plan of Action for integration of Sofia City Council should propose language courses.

Note: The Local Plan of Action for integration of Sofia City Council has been developed within the Open Cities project of the British Council with contribution from CERMES, the consultant on the project.

Employers' organisations should make more effective use of the migrants' potential.

Good European practices, such as the Austrian experience in business breakfasts with migrants in their language could be tested and applied to the Bulgarian context.



A directive from 2009 regulated the learning of Bulgarian for children from EU countries. Another, an enlargement of this one, is needed for the children of third countries.

Replace the very affective term 'mother tongue' with a more neutral one, e.g. 'first language', 'second language'.

A specific approach is needed for the foreign language of children whose first language is not Bulgarian. For them the foreign language would be a third language.

### *Next steps*

Most of the participants expressed their wish to participate in future forums and stressed the need for more public debates.

### *Other points of interest*

- Multilingualism policy development at the local level: what processes to employ, what instruments to use and what indicators to measure.
- 'Emancipation' of city (municipal) policies from national ones.
- The role of Bulgarian language in a language rich city: building on own experiences versus newly developed good European practices.
- Migrant contributions to host language and literature.
- Bilingual/monolingual literary works of art, their authors, audience and effects.
- Translanguaging: a temporary or perpetual phenomenon; global or different from nation to nation.

## Discussion generated at Workshop 3 – 18 January 2013

One of the main conclusions was that at the local level there are strong actors in the field of multilingualism but weak, underdeveloped policies. The local authorities have the autonomy to introduce language policies in certain fields like public services offered in more than one language; street and other signage; events and activities predominantly in the cultural sphere that provide opportunities for different language use and exposure. The prerogatives of local authorities in the educational sphere are limited since this is a national domain but still there are opportunities which could be used, even on the basis of pilot projects, such as extra curriculum school activities – competitions, fairs, festivals, exhibitions – to raise awareness of language diversity. The establishment of a 'multilingual fund' was proposed, which would enable different players to diversify languages used (for publications, event management, etc.)

Some of the suggestions for action were addressed not only to the local authorities but also to the multilingual players themselves: a call for better co-ordination and unification of their efforts leading to a rich cultural calendar of relevant events/products; a body of research; methods for language audits of public and private bodies (academic institutions, libraries, etc.) applied and improvements implemented.

With regard to the national level policies recommendations, the focus is on the educational system, particularly its elements concerning the study and promotion of minority and migrant languages. In terms of business and economic development better policies in support of SME in general were suggested so that entrepreneurs using languages strategically have the chance to start up. A major conclusion was that Bulgaria needs serious efforts to improve its internal climate of tolerance and understanding of minorities (particularly Roma but also Turks) and certain migrant groups. On the other hand, the country needs better promotion abroad to combat stereotypes, which hinder exchange between Bulgarian and other cultures and markets.

This last recommendation was given also to European level politicians and experts. The varying standards the EU imposes creates the difficulties Bulgarian citizens meet with regard to free movement: the insultingly low rates Bulgarian experts are given under European Commission programmes like Lifelong Learning and Grundvig are by no means in accordance with the EU cohesion policy, do not encourage plurilingualism, and may have risky results if not corrected.

### *Other points of interest*

- Language use and multilingualism in the virtual reality, internet, social networks and online communications.
- Recurrent patterns of language-to-language influences over a longer historical period and comparison with the modern-day situation.
- Diversity, including multilingualism.

# DENMARK

## Local recommendations

1. Focus on the potential of multilingual diversity for social and cultural cohesion and for the knowledge economy.
2. Regard culture and language competence as important resources for education, global competition and the general development of societies in a world with a growing international and mobile labour market.
3. Conduct more qualitative research into the cultural and linguistic challenges that multinational companies and SMEs are met with.
4. Develop unified national language strategies that cater for the language challenges of the future.
5. Co-operate across educational sectors to develop teaching strategies for multilingual competences.
6. Incorporate languages of instruction other than English into the education system.

## *We believe that:*

- LRE can positively affect the attitudes of companies, of the established education system and of decision makers towards the linguistic challenge.
- LRE is important for the maintenance of a European network of language professionals and decision makers.

# ESTONIA

## Local recommendations

1. Coherence and consistency in language learning and assessment when moving from one level in the educational system to the next, and also from general education to VET and higher education, followed by lifelong learning.
2. Content and language integrated learning (CLIL) should become a much more integral part of the education system; this requires improvement in teachers' qualification and training.
3. Co-operation in the teaching and learning of all foreign languages should be more and more essential in modern societies.

## Discussion generated at Workshop 1 – 21 August 2012

### *Next steps*

Organise the next EATE summer school on a wider foreign languages platform and exchange experiences and ideas in languages learning and assessment.

## Discussion generated at Workshop 2 – 29 October 2012

- Further co-operation between ministries, institutions and employers (education and others).
- Improving language and subject competencies of teachers (higher education and in-service training institutions).
- Improving language skills assessment (Ministry of Education and Research and Innove Foundation, General Education and Monitoring Agency).

### *Next steps*

Wider dissemination of LRE results, ongoing discussions with experts and representatives of different areas.

### *Other points of interest*

- Follow-up research and better linking between various research done in language learning and teaching in Europe (Poliglotti, SurveyLang, etc.).
- Planning next phase and follow-up surveys.

## Discussion generated at Workshop 3 – 2 March 2013

### *Next steps*

- Better cohesion in the content in teacher training and in-service training programmes for general and higher education and including CLIL as an integral part into the programmes at all educational levels.
- Involve policy makers and general education experts and practitioners, as well as teacher trainers making language learning more effective.
- Organise the next meetings of higher education language professionals on a wider foreign languages platform and exchange experiences and ideas in languages learning and assessment.

### *Other points of interest*

The university teachers complain about the low level of students in their mother tongue and foreign languages. There should be a more integral approach to teaching of languages and using the knowledge and experiences across the whole discipline of language learning and teaching.

# FRANCE

## Local recommendations

1. Language teaching would benefit from a broader vision which builds awareness of the diversity of languages and takes into account the languages spoken by pupils. Plural approaches, including an introduction to languages at primary level, allow pupils' own language skills to be recognised, albeit symbolically and neighbouring languages to be taken into account and so on.

Moreover, the oral skill of language teachers plays an essential part in the learning process and should be strengthened by making use of native teachers wherever possible.

It is also about ensuring the coherence of the language pathway in primary and secondary schools by offering teachers tools for monitoring learning from primary through to secondary.

We recommend that decision-makers enter into a process of reflection about these considerations which are aimed at improving and strengthening the teaching of languages.

2. It is important to take into account the linguistic diversity of France based on regional languages such as Breton, Alsatian, Creole or Tahitian; languages without a homeland such as the Romany language and exogenous languages, whether neighbouring languages (Italian in the south-east, Spanish in the south-west and so on); languages of economic migration (Arabic, Berber, Turkish, Chinese, Bambara, Wolof and so on); or the languages of foreign expatriates living in France (English, German, Dutch and so on).

The case of Arabic is particularly noteworthy. Spoken by around three million people in France, only some 6,000 pupils are taught it at school (notwithstanding cases where it is taught under bilateral agreements), whereas it is offered by a large number of associations.

We recommend that public authorities enter into a process of reflection about how to boost visibility in the media of the main exogenous immigrant languages, to put them on the same footing as regional languages, and about their place in secondary education, particularly in the case of Arabic.

3. Businesses must be able to reconcile the need for international communication in a global economy with the right of the workforce to work in the national or majority language. To meet these dual objectives they have to put in place language strategies. These language strategies must:

- be focused on competitiveness (to mobilise the right language skills)
- be effective in terms of productivity (because imposing a foreign language has a cost in productivity terms)
- respect social cohesion (for the same reason).

We recommend that stakeholders from the world of work enter into a process of reflection about how languages are managed in business, particularly in SMEs which often fall behind in this area.

## Discussion generated at France LRE Workshops

The main conclusion was that there is a significant difference between public policy and practice in the area of multilingualism in France, particularly in the education system. Public spaces and administration are not generally geared up to provide multilingual services and the lack of visibility of linguistic diversity in the public and private sectors can have a detrimental effect on the value put on languages and language learning.

### Next steps

The French steering committee will meet in the new year to discuss how to take findings from the report forward, particularly in conjunction with results from other recent surveys, such as Surveylang.

# GERMANY

## Local recommendations

1. Better promote multilingualism as a general principle of primary and secondary education
2. Main broadcasters to increase scheduling of foreign\* films/programmes in original language
3. HE and FE institutions to offer more courses taught in foreign\* languages

\*not only English

## Suggestions for action

- Better promote multilingualism as a general principle of primary and secondary education.
- Main broadcasters to increase scheduling of foreign films/programmes in original language.
- HE and FE institutions to offer more courses taught in foreign languages.

## Any issues raised for further debate

Is knowledge of German as the local language still the key to successful integration?

What concrete measures could be introduced that appropriately set the principle of multilingualism in the context of everyday life at school and at home?

# GREECE

## Local recommendations

### 1. Language education policy

- Development of common European professional standards for initial and in-service language teacher training. See the *European Portfolio for Student Teachers of Languages* (ECML, 2008) and an updated version of the *Common European Profile for Language Teacher Education: A Frame of Reference* (2004).
- Link foreign language teaching in public education with the Common European Framework of Reference for Languages or any other framework which makes language proficiency measurement comparable across Europe.
- The use of common tools for the assessment of foreign language proficiency in public education across Europe.
- Create strategic planning for the inclusion of a greater variety of languages in the school curriculum. Different schools within different geographical areas of a country could offer different foreign languages, taking into consideration local and neighbouring needs, so as to promote the creation of multilingual societies.
- Effort for the sustenance of immigrant, regional, and community languages in an attempt to view linguistic and cultural diversity as an asset for societies.

### 2. Multilingualism and the media

- Promotion of multilingualism in the European print and broadcast media through the use of not only the 'dominant' languages (English, German, etc.) but also the languages of immigrant populations, community languages, etc.
- European television channels should broadcast subtitled rather than dubbed films and programmes.
- Official recognition of a 'Multilingualism Week', which could be celebrated annually between the 'European Day of Languages' (26 September) and the 'International Translation Day' (30 September). During that week, there could be various events and happenings on multilingualism across Europe, all covered by the media, as well as foreign language speaking radio and television programmes, with foreign speaking communities playing a very active role.

### 3. Multilingualism and entrepreneurship

- Business associations should work together with the government and academics to promote multilingualism and language policies in businesses.
- Associations do not have the power to act on their own. The government should develop specific policies and promote the languages that are required by businesses today and which are not widely taught (i.e. Arabic, Turkish and Chinese).

## Discussion generated at Workshop 1 – 3 November 2012

There are several suggestions about how to record data in the second phase of the LRE project and these will be reported at the December meeting in London.

### Next steps

The LRE data will be discussed by a team of experts appointed by the Greek Ministry of Education towards composing the first coherent national language education policy in Greece.

## Discussion generated at Workshop 3 – 21 November 2012

Business associations should work together with the government and academics to promote multilingualism and language policies in businesses. Business associations do not have the power or influence to act on their own. The government, through the Ministries of Labour and Development, should develop specific policies to promote and provide opportunities to learn languages that are required by international businesses today and which are not widely taught (i.e. Arabic, Turkish and Chinese) – suggested by Members of SEVE (Greek International Business Association) and Vice-president of the Thessaloniki Chamber of Commerce and Industry.

### Next steps

The main recommendation coming from this event was the formation of a national committee on language strategy in Greece with input/representation from business. Looking at the future needs of the business community and addressing these needs at every level of the state education system.

### Other points of interest

In addition, issues around the teaching of foreign languages other than English in secondary education were noted due to a (perceived) lack of teaching staff.

# HUNGARY

## Local recommendations

1. The importance of the interplay between the local, regional, national and European levels in understanding mono- or multilingual practices and forming of language policies is an inevitable aspect of any application. In particular, more attention should be given to the geo-political and ideological determination of linguistic concepts and terminology as social and political constructs and their complex relationship with re-contextualised European political, economic, linguistic arrangements and especially to the asymmetry between power-generated and actual communicative practice-based linguistic boundaries. In most of the states of the former socialist block legal instruments concerning protection of national minorities in principle are harmonised with international norms. Nevertheless, besides the general theoretical problem concerning language related terms in legal instruments, there is a high level of incongruence between national terminologies (and underlying concepts) and the international (European) ones. This makes the applicability of European standards of legislation on multilingual education, on regional and national minorities and on other (ethno-)linguistic communities questionable, as well as the comparability and accuracy of monitoring reports leading to social and political tension. Hence a concise description of what these terms actually (can) refer to in (international) law is required, by discussing by discussing the possible discrepancies and similarities that exist between the levels of international, European, national and regional law and by bringing into account the difficulty of adapting legal frameworks that were initially developed in the (early) second half of the 20th century to the changing social conditions we face now.
2. Protection of the Romani language in accordance with the possibilities offered by the Charter is a problematic issue in Hungary. Concerted efforts should be made by the government and other stakeholders to set up a database with a directory of programmes, research results, guides, practical strategic materials, school curricula etc. that support Roma communities and Romani language development in the ECE region. Investments should be intended to encourage co-operation and sharing of expertise between governments and research centres in the area of Romani-language maintenance, standardisation, and foreign language learning, especially in Romani education.

3. There is a high significance to elaborate minimum standards and to foster recognition of sign languages and provision on bilingual (different forms of sign language-spoken language) education in Europe.

*Collaborative process may be based on the following statements:*

### **Why do we need a Sign Language Act?**

Because I as a Deaf/Hard of Hearing Person

- have the right to use my first language/ mother tongue
- have the right to exercise my civil as well as linguistic-cultural rights
- have the right to pursue my studies in sign-language, receive bilingual education, as well as having access to quality education and qualified teachers
- have the right to establish myself as a member of a minority group and expect society to accept my decision
- have the right to determine myself according to my free will
- have the right to decide on the use of majority and/or minority language
- have the right to equal and full access to information as well as accessible communication and orientation
- have the right to assert/represent myself in sign-language and utilise my right to vote
- have the right to access assistive equipment that improves my life provided by public services
- have the right to use sign language in all areas of life.

[www.eud.eu/news.php?action=view&news\\_id=49](http://www.eud.eu/news.php?action=view&news_id=49)

## Discussion generated at Workshop 1 – 15 June 2012

Director of the Hungarian Roma Cultural Centre pointed out that it is difficult but necessary to preserve minority languages such as Romani, and crucially important to teach Roma children and adults foreign languages.

Many participants confirmed the problem also raised by the speakers that it would be important to dispel misconceptions about multilingualism, linguistic communities in Hungary, foreign language learning, etc., and to disseminate scientific knowledge among ever-wider circles of society, including policy makers.

### Conclusions

The importance of the interplay between the local, regional, national and European levels in understanding mono- or multilingual practices and forming language policies is an inevitable aspect of any application.

It is generally accepted in Hungary that if you want to be well qualified and mobile for employment purposes then the learning of foreign languages should be made compulsory throughout the EU. However, in spite of positive developments during the period of political transition, education, media and public sphere in Hungary can be characterised by a normative, basically monolingual approach which in linguistic terms are typically standardised, and ignore diversity.

### Action

Marginalisation and a part of social and economic disadvantages are directly or indirectly rooted in the limited access to language(s). Some of the most urgent tasks are to explore these disadvantages, to harmonise the available national and international survey data and the results reflecting a new linguistic approach, to raise public awareness, and to exploit this knowledge.

Research, informal as well as formal education (pre-school education, public and higher education, vocational and adult), teacher training related to these themes, the traditional and new media, and ICT developments may be the main strategic areas of support for these activities.

## Discussion generated at Workshop 2 – 15 November 2012

- Debate on the causes of the Eurobarometer findings published in 2012.
- There is a visible relationship between the widespread practice of dubbing films as well as the subtitling or voice-over solutions of neighbouring countries, and the declared level of foreign language knowledge.

Participants completely agreed that more such events would be needed across the country, and further means of sensitisation should be developed.

Besides slowly but steadily increasing indicators of foreign language competence, in light of the new higher education and public education law submitted and approved by the current Ministry of Education, the new national curriculum, and the new language-learning strategy published in 2012, Hungary is taking a radically 'new' direction which in fact was not intended to effectively support multilingualism.

While the appearance of foreign languages as early as possible is promoted in each country, in Hungary the harmful consequences of early language teaching are stressed.

Scientifically unfounded arguments have emerged about the meaning and effects of bilingualism.

As a first foreign language the government prefers German to English – based on arguments which are difficult to scientifically defend.

Professional and policy discourses are being conducted simultaneously, and policy makers do not tend to rely on national and international research findings.

In this situation it is of paramount importance to continuously disseminate LRE findings and to raise awareness of them among policy makers, especially in the field of foreign language education.

### Next steps

Regular and unified professional actions, workshops, and policy recommendations based on international science and results of domestic empirical research.



## Discussion generated at Workshop 3 – 21 February 2013

The issue of language technology with regard to minority languages led to a keen discussion. Experts from several areas urged to develop language technological devices and applications for minority languages. Special interest emerged in the case of the Romani language.

- Linguistic diversity has been stated as part of the ‘cultural heritage’ and multilingualism as an ‘asset’ of Europe; however, further critical research should highlight that although this approach and many related concepts (language, standard, vernacular, bi-/multilingual competence, minority, lesser used, etc.) are seemingly accepted and identical in member states, being reflected in various national strategic and political statements and programmes as well as within the European Union, European Parliament and Council of Europe, they are in fact controversial and have completely different meanings in different language ecological arrangements of the EU.
  - There is a need for a paradigm shift, new and critical approaches to the interpretation and management of ‘language diversity’ (in conjunction with ‘multilingualism’ and ‘language learning’) in academic, legal, political and policy fields.
  - Development and implementation of such policies and practices are needed which handle the development and strengthening of multilingualism and linguistic-cultural diversity in a unified framework at the national, regional and EU levels as well. The borderlines between regional/minority, immigrant and foreign languages, as well as between mother tongue, second language and foreign language are constructed from the top down; however, language education policies can only be effective when relying on bottom-up needs and real situations.
  - There is a need for more comparative empirical research involving all language varieties mentioned above both at the local and regional levels.
  - Instead of/in addition to surveys, more research should be conducted in the classroom.
  - The following should be incorporated into the daily practice of education, media, business, family language planning, as well as language policies.
- School failure of bilingual children is not stemming from bilingualism *per se* but it is a result of the given social practice, i.e. education homogenising and neglecting bilingualism and different language socialisation, which leads to linguistic disadvantage. Bilingualism itself does not predispose to a lower educational performance; on the contrary, the knowledge and regular use of two or more languages can be a source of advantage such as better verbal and non-verbal results than monolinguals. In a properly improved bilingualism, these children are characterised by earlier and greater metalinguistic awareness, better emotional adaptability, better concept formation skills, and the ability to learn other languages easier than monolingual children. Bilingualism may have positive effects on personality, cognitive development, social mobility, and language acquisition as well.
- In most of the states of the former socialist block, legal instruments concerning protection of national minorities in principle are harmonised with international norms. Nevertheless, besides the general theoretical problem concerning language-related terms in legal instruments, there is a high level of incongruence between national terminologies (and underlying concepts) and the international (European) ones. This makes the applicability of European standards of legislation on multilingual education, regional and national minorities and other (ethno-) linguistic communities questionable, as well as comparability and accuracy of monitoring reports leading to social and political tension. Hence a concise description is needed concerning what these terms actually (can) refer to in (international) law, by discussing the possible discrepancies and similarities that exist between the levels of international, European, national and regional law and by taking into account the difficulty of adapting legal frameworks that were initially developed in the (early) second half of the 20th century to the changing social conditions we face now.
  - Terminological diversity and its consequences, the role of international/European institutions (e.g. EU, CoE) in theory formation should be analysed in each disciplinary field included (see for example CoE’s plurilingual-multilingual distinction and its impact on an emerging practice of researchers’ publications (i.e. situated, alternative use of plurilingual/multilingual in the same sense).
  - Concerted efforts should be made by the government and other stakeholders to set up a regional database with a directory of programmes, research results, guides, practical strategic materials, school curricula etc. that support Roma communities and Romani language development in the ECE region. Investments should be intended to encourage co-operation and sharing of expertise between governments and research centres in the area of Romani-language maintenance, standardisation, foreign language learning, especially in Romani education.

- The tendency to promote the idea of lifelong learning in general and of 'dynamic multilingualism' (or: 'plurilingualism') that is not restricted to the mastery of national languages in particular necessitates a reflection on the organisation of language learning inside as well as outside formal educational settings (languages in (pre-) primary education; in secondary education; in vocational and university education; informal education etc.).

### *Next steps*

Experts giving presentations and other participants also agreed on continuing the discourse between nationalities started at this conference. Experts, stakeholders, researchers, educators, and the representative of business (language technology) all urged further discussion on the main issues so as to share common experiences, research goals, methods and findings, and good practices in the region.

Participants also decided to continue professional debate among stakeholders from neighbouring countries in the Carpathian Basin regularly.

Joint, multi-disciplinary and comparative projects will be developed.

Concerted efforts should be made in order to effectively influence language (education) policies and practices nationally and regionally.

# ITALY

## Local recommendations

1. **A greater focus on language learning** – language education is cross-curricular and includes the learning of Italian as a mother tongue, Italian for foreigners, other languages and codes. This will ensure a solid background to all further education.
2. **More languages in the core curriculum** – not only English and early language learning. English is nowadays a pre-requisite but it is essential that all learners have the possibility to study at least a second foreign language up to secondary education. This change can be enhanced only if we are able to ensure continuous teacher training.
3. **More languages to boost Italian economic system** – promoting the development of languages in business, a key tool for success in the global market.

## Discussion generated at Workshop 1 – 30 October 2012

The main conclusions from the workshop underline the key role played by foreign language competences for business. All participants think it is necessary that key actors have to be aware of that and all institutions, decision makers and trade have to share the same aims.

### Actions

- Involve all decision makers in order to set up an effective company policy for languages in collaboration with a trade association, who can help co-ordinate.
- Setting up of a new service 'expert on-call' especially for small companies who cannot afford a permanent translator or to hire full time a skilled linguist. Besides that, it would be a good idea to set up a platform to match demand for experts with supply of it (British Council).
- Involve universities to set up new master's courses for 'Cultural and language mediator with marketing competences'.
- To fit topics/issues raised from this workshop into further workshops/conferences/events i.e. 'Lingue e Civiltà', an international conference organised by Lend Association to be held in Florence in October 2013.
- Identifying those means of communication (i.e. social networks) which can make all 'key actors' become aware of the crucial role played by language knowledge for business.

### Next steps

The results, together with the conclusions and the recommendations of the project, would suggest we need a deep investigation of the world of education, of all institutions and decision makers.

#### Next activities to be planned

- A focus group attended by representatives from universities, experts from the Ministry of Education, training providers, trade associations.
- A next meeting matching the world of trade with the world of education and training.
- Sharing the results of the above events to trade institutions and decision makers.

### Other points of interest

All actors joining the different steps of the reflection – including the workshop which has just taken place – will be updated on the developments of the project in order to build up a network of stakeholders who can continue contributing to the process raised by LRE, with new ideas and initiatives.

# LITHUANIA

## Local recommendations

1. Tailor the national language education strategy to the national economic priorities and National Progress Strategy 2020 (see [www.esparama.lt/2014-2020-laikotarpis/diskusijos](http://www.esparama.lt/2014-2020-laikotarpis/diskusijos)).
2. Invest in language teacher training strategically (e.g. train teachers of Nordic languages, Spanish and others that are in demand, but have no supply).
3. Explore and implement the most efficient ways to achieve the Barcelona goal of 'one plus two' employing data collection, research and analysis on early, intensive, integrated, informal, etc. language learning.

## Next steps

Introduce early foreign language learning earlier than at the age of eight (second year of primary school).

Introduce two foreign languages as compulsory throughout formal education.

Promote Lifelong Learning programmes for language learning more actively and efficiently.

## Other points of interest

English should preferably be offered as the second foreign language in formal education curricula, as because of its spread it is picked up/learned faster and easier than other languages.

## Discussion generated at three LRE Lithuania Workshops

Develop one languages strategy for all language groups in education – the state language, national minority and foreign languages (action to be taken by the Ministry of Education and Science (MoES)).

Invest more of co-ordinated effort in forming public understanding of the value of languages and multilingualism (action to be taken by all education and social policy institutions).

Expand the variety of foreign languages offered in education by investing in language teacher training (action to be taken by all education institutions and the MoES/government).

Review methods of teaching languages and grant innovative methods in teaching of all languages (action to be taken by all language teacher training institutions and school leaders, and MoES).

# NETHERLANDS

## Local recommendations

1. There should be a database on multilingualism set up in the Netherlands, including sign language, so there is information on what languages are spoken. This should then help in formulating the policies for education, media and public services.
2. Offer a third language besides Dutch and English at all secondary schools in the Netherlands. This could be done via legislation, or by parents asking for a wider language offer in the schools of their children.
3. Businesses should be made aware of economic advantages for multilingualism. Once they are more aware, they could include it in the competencies for jobs or offer language classes. The motto for businesses should be 'monolingualism takes money, multilingualism brings profit'.

## Discussion generated at Workshop 1 – 14 November 2012

It is necessary to set up a database on multilingualism in the Netherlands to get more information on language diversity and to be better able to offer adequate language education. Also, there needs to be a continued debate about multilingualism in the business sector, so the businesses are more aware of the value of multilingualism for their businesses.

Another important issue that was raised is the different value that is given to some languages. We should value all languages that are spoken by people living in the Netherlands and not some more than others. If we, for example, value immigrant languages more, then we could also make much better use of our language rich society.

### Workshop recommendations

- Set up a database on language diversity by the Dutch government to have a better picture on what languages are already spoken in the Netherlands.
- Offer a third language besides Dutch and English at all secondary schools in the Netherlands. This could be done via the law or otherwise maybe the parents can play a role here by asking for a wider language offer in the schools of their children.
- Encourage the language of instruction to be the same as the language that is being taught. In the Netherlands, still too often the language of instruction is Dutch.
- Businesses should be made aware of economic advantages for multilingualism. Once they are more aware, they could include it in the competencies for jobs or offer language classes.

## Next steps

The specific recommendations should be presented to the people responsible and who could make a difference, like school directors, the Ministry of Education, the Chief Executive Officers of businesses.

## Discussion generated at Workshop 2 – 12 December 2012

It is necessary that sign languages become more visible and that more provisions are offered for interpretation for deaf people in daily life. As in the previous workshop, again the importance of a database on multilingualism was emphasised. Just as in the educational sector, it is impossible to make language policy for public services and media if there is no data on what languages are spoken in the Netherlands. It is also of vital importance that the health services are offered in several languages, since this could even be a matter of life and death.

### Workshop recommendations

- Sign languages should be recognised as an official language in the Netherlands.
- There should be a database on multilingualism in the Netherlands, including sign language, so there is information on what languages are spoken. This should then help in formulating the policies for education, media and public services.
- Make more use of interpreters in the public sector and in the media and provide vital information (such as for disasters and health services) in several languages (including sign language).
- Sign language should be part of the language offer, as a language of personal adoption.
- It is crucial that English is not offered in schools in competition with other languages, otherwise English will always have the preference.

## Next steps

The specific recommendations should be presented to the people responsible and who could make a difference, like the Ministry of Internal Affairs, municipalities, hospitals and media. It was very disappointing that there was no representative of the media at the workshop. It has been very difficult to get them interested in the topic of multilingualism.

# NETHERLANDS – FRIESLAND

## Local recommendations

1. Language surveys in Friesland should also include other languages than Frisian and Dutch (cf. UK census 2011).
2. Recently, the Education Council of the Netherlands (an independent governmental advisory body which advises the Minister, Parliament, and local authorities) published an advisory report *Grenzen aan kleine scholen (Limits to small schools)* (February 2013). In this report the Education Council advises that the minimum number of pupils that primary schools should have, should be raised from 23 to 100 and that smaller schools should close. This affects schools in regions with a decreasing population. Friesland is a rural province with many small schools and many of those will thus face closure. The primary schools in Friesland should take this threat as a challenge and an opportunity. The Education Council explicitly states that the law allows for experimentation and that schools should use that. In Friesland that gives the opportunity to use the successful concept of the trilingual school (as it exists in Friesland: providing trilingual education, using Dutch, Frisian, and English) within the process of mergers between schools, that will no doubt follow. The trilingual school-concept can be used to boost the quality of education.
3. In primary education in Friesland, only one hour a week is reserved for Frisian; that is not enough to achieve educational goals. Merely increasing the number of teaching hours of Frisian is not enough to improve this: not only the quantity should be improved, but also the quality of education of Frisian. Quality and quantity go hand in hand. In particular, teacher training ought to be improved further, so that more and better-qualified teachers are available. Content and language integrated learning (CLIL) is a good way of increasing the quantity of Frisian education without taking time away from other subjects. CLIL is used in the trilingual schools in Friesland (Dutch, Frisian, and English used as teaching languages); these schools are a good example of how more pupils can be attracted to bilingual (and trilingual) education.

## Discussion generated at Workshop 3 – 1 March 2013

- What does mother tongue plus two mean in the context of regions with a regional/minority language and also in the context of immigrant children, who already grow up with two languages?

- Can regional/minority languages be treated in the same way as immigrant languages?
- Could a pilot language school be started in Friesland that offers all languages for which there is demand?
- Regional/minority and immigrant language speakers should be seen as good examples, instead of as people with a (language) problem.

## Workshop recommendations

1. In order to be able to measure cultural diversity, censuses or surveys should not only include questions on the home language, but also on the language used at the workplace. It stays within the linguistic domain and reflects diversity without entering the sensitivity surrounding ethnicity.
2. Friesland should be aware of the special position of Frisian, but the other languages of Fryslân should not be neglected.
3. Friesland could set up a pilot language school, such as the Victorian School of Languages in Melbourne, Australia. At this school children could learn any language that was asked for. This is a way of making all languages in society visible, and it also is a step towards giving all languages equal status.
4. The LRE report shows that language data is essential.
5. There is an urgency for research and policy, in particular for immigrant languages.
6. Mother languages (other than the national language) need to get (more) status. Inclusion of mother languages within formal education is a good way to achieve this.
7. It is important to raise awareness of the flexibility and capabilities of the child's brain and of the importance of full development of one's mother tongue and of the advantages it gives, in particular with regard to learning additional languages. The reason that this is important is that it is still a common misconception that it is best for a child if it learns the national language at home, even if the parents are native speakers of another language.

## Next steps

In April a meeting is planned to look further into the LRE results and action that can be taken in particular in the field of education.

Workshop participants will be kept updated on further developments.

Information about LRE and the LRE publication will be made available at future events of the Mercator Research Centre.

## Other points of interest

In the Province of Friesland a large language survey will start this year, gathering language data.

# POLAND

## Local recommendations

1. Recommendation concerning foreign languages/ foreign language teacher training from the point of view of language teacher educators
  - Steps/measures need to be taken to develop language awareness, language learning awareness as well as teacher awareness in order to change the prevailing attitude towards foreign languages (emphasising advantages of knowing foreign languages and being able to participate in a European language community), foreign language learning/teaching, teacher training, and, as a result, changing language syllabuses, examination requirements, as well as teacher training programmes.
2. Recommendations concerning foreign languages taught at universities
  - Making decision-makers/authorities aware that language is not knowledge, it is a skill, i.e. a tool for gaining knowledge; this distinction is vital in view of the organisation of classes, number of hours, student numbers in groups etc.
  - Students should have the right to learn at least two languages in the course of their study.
  - Keeping the status of academic teacher for language teachers; teachers at universities teach specialist language, both in terms of vocabulary, and skills and language functions characteristic for the academic community (special character of the classes rules out outsourcing, which does not work in academic teaching).
3. Recommendations concerning foreign languages taught in nursery education
  - Introducing appropriate teacher training and curriculum for children's education on national level.
4. Recommendations concerning foreign languages in media
  - Polish television should become a platform for broadcasting original films and programmes with subtitles only.

## Discussion generated by LRE Workshops Poland

The final part of the meeting was devoted to international co-operation, international programmes and participation both of students and teachers in different types of exchanges. It was said that any activity at international level motivates students and teachers to/for better learning and teaching. Access to the internet and e-learning, as well as meetings during international conferences were found to be stimulating for further development.

# PORTUGAL

## Local recommendations

1. Special attention should be paid to fostering the training and mobility of teachers of foreign languages. A special programme should be created to promote such within the EU. The member states should remove the barriers that impede the employment of foreign language teachers in their schools.
2. The project has demonstrated that there is still a great lack of knowledge with regard to the teaching of the various languages that exist in Europe. International research must be encouraged to underpin the teaching of foreign, regional/minority and immigrant languages.
3. Given that a compulsory foreign language in primary education has been successfully introduced in many European countries, we recommend that European schools should introduce a second optional foreign language so that the goals of mother tongue plus two are achieved.

## Discussion generated by LRE Workshops Portugal

The situation of language teaching in Portugal: how some schools cannot offer certain languages due to minimum group size requirements (a minimum of 20 students); what needs to be done to promote language learning at school.

The current government has established a minimum of five years of teaching of English in secondary education and teachers of other languages are concerned to see their student numbers dwindle even more. The need to study English is not questioned but multilingualism is the aim, with European guidelines telling us that every European should ideally be fluent in three languages, mother tongue plus two others.

### *Other points of interest*

A lot of debate around some recent issues concerning multilingualism in Portugal, on the way that students in all subjects are realising the added value that learning a new foreign language can bring to their curriculum, the fact that many universities are opening their own language centres and offering more languages, the way that many universities are including languages in their courses' curricula.



# ROMANIA

## Local recommendations

With contribution from partners and stakeholders from EuroEd, CEDU, Intercultural Institute Timisoara, League for Defence of Human Rights, Romanian Chamber of Commerce-local branch Iași and participants in the six LRE dissemination events 2012–13.

### Ideas of action plans and initiatives to promote LRE and multilingualism

- A white paper on multilingualism for Romania: concept, baseline study, recommendations, action plans to present to the policy makers at the governmental level – British Council Romania.
- The creation of a database of multilingual projects/programmes/initiatives for Romania – QUEST (Association of Quality Language Centres) Romania.
- A course for multilingualism and plurilingualism as a subject in schools and universities. Designing a course syllabus. Training of teachers of multilingualism. Awareness raising campaign and needs identification at university level – EuroEd.
- Concept and success stories on businesses promoting multilingualism presented in the 2nd Semester, on the occasion of Business Gala 2013 (annual awards ceremony for local businesses), event bringing together local economic performers in all activity areas – Chamber of Commerce – Iași.

## Discussion generated by Workshop 1 – 28 June 2012

1. National, minority and foreign languages seem to be well promoted especially in the education system.
2. Businesses researched appear to use foreign languages adequately, but do not invest significantly in language skills for employees.
3. High motivation to learn foreign languages. However, the practice of content language integrated learning (CLIL) is not widely spread.
4. A more consistent offer of the universities regarding Romanian as a foreign language. This would be useful for foreign students that want to study in Romania.
5. Urgent attention should be given to the immigrant population, and language issues that are related to them, for example access to education. Long-term immigration is most likely to increase and policies to meet their needs should be discussed and implemented.

Offer of NGOs to take over the language rich issues – in workshops and seminars and also in volunteering actions.

The suggestion of a variety of CLIL – subjects to be submitted as school based curricula.

Universities conferences to focus on the issues of pluri- and multi-lingualism by participants in their own organisations.

## Discussion generated by Workshop 3 – 22 September 2012

- Language policy at universities. More language qualifications according to needs identified. The current offer does not always reflect the real needs of the society.
- A stronger link/partnership between university and business/industry.
- Integrated projects at university level to make students aware of the benefits of investment in languages.
- An analysis of the language needs of the immigrant population is urgently necessary.

### Next steps

Join the LRE network; further debates organised by participants in their own organisations.

Re-establish contact after some action has been done.

Approach relevant stakeholders for action plans on promoting plurilingualism.

# SPAIN

## Local recommendations

1. Steps should be taken by the Spanish authorities regarding the need to create a bridge between the different stages in foreign language learning (primary through secondary and higher education), the solution being threefold: harmonisation of methodology and achievement levels; opportunities to practice receptive skills outside the foreign language classroom (films and television programmes not dubbed into Spanish) and teacher training.
2. The existing legislation regarding accessibility (General Law 7/2010, Art. 8) needs to be modified to include subtitling for deaf people and audio-description for blind people in the original languages of cinema films and television films and series, so as to meet the rights of blind and deaf people to enjoy the diversity of languages.
3. In order to improve social cohesion and integration, the Spanish administration could support the creation of immigrant and minority/regional language courses to be taught in schools and companies, so that speakers of majority languages could learn them for educational or professional purposes.

## Discussion generated by LRE Workshops Spain

### Education

1. The surveys conducted within the LRE project should differentiate between private and public education.
2. National and regional authorities should make the learning of three languages possible at schools.
3. The results of LRE should be judged considering the particularities of Spain (on top of those of Catalonia and the Basque Country).
4. A good follow-up of the transitions between the education stages should be implemented.
5. Further categories should be established within the Common European Framework of Reference (CEFR) in order to create more skills within levels and give better examples.
6. The pragmatic aspect of languages should be stressed to language teachers.
7. Spanish teachers should be more familiar with the CEFR.
8. The partial success of the portfolio should be addressed as a common European problem in order to solve it.
9. Teacher training for infant and primary school teachers should be more specialised.
10. More contact with languages should be sought.
11. We must take better advantage of the fact that many immigrants speak a foreign language in our schools.
12. Schools should get involved more in the implementation of CLIL.
13. There should be homogeneity in the validation of language exams for administrative purposes within the Spanish regions.

### Media

1. The collaboration between media and education should be sought, because it is a good way of motivating learners. Particularly television and radio should focus more on languages.
2. Exchange programmes for European journalists should be created.
3. Dubbing should be less widespread in Spain. Subtitling is currently a regional matter, and it should be the same everywhere. All interventions in a foreign language in the news should be subtitled and not dubbed. Subtitles should be done by experts.
4. We must make people used to listening to other languages and stop them from feeling embarrassed about speaking a foreign language.
5. The media should offer more information regarding opportunities to use and learn foreign languages.
6. Media should give access to multilingual content through links online.
7. There should be more programmes in which they speak foreign languages on television.
8. 'Audio description law' should be obeyed.
9. Subtitling should always be made available in the language used in the audio.

### Next steps

These results and recommendations should be transmitted to policy makers in Spain (and the regional governments) and to the European Commission.

# SPAIN – CATALONIA

1. **Diversity:** In comparison with other geographical contexts where diversity has been dramatically reduced in the last two centuries, and in spite of the dramatic historical mistakes that have also been made in our continent, Europe can be proud of its multilingual constitution and its democratic conception. The authorities should ensure that this diversity, especially that represented by threatened endogenous languages, is adequately preserved and developed. It is our recommendation that Europe's languages policies combine as harmonically as possible the need for promoting the learning of lingua franca with the preservation and development of its own linguistic heritage.
2. **Subsidiarity:** The continent's linguistic extraordinary diversity requires policies that count with the invaluable support of the whole of the Union, but are simultaneously extremely attentive to the local particularities of each case. It is therefore recommended that the principle of subsidiarity regarding language policies is scrupulously applied, and, in particular, it is our recommendation that the principle of linguistic subsidiarity is reinforced, so that whatever can be done in the local language, is done preferably in this language, rather than in a language of wider communication.
3. **Guaranteeing supply:** Audiovisual contents have become an excellent way to support both learning and maintenance of languages with less support from the immediate environment, be them regional or minority languages, immigrant languages, and foreign languages. Not only do they furnish the audience with real examples of everyday language in all sort of domains for large numbers of people, but they constitute ideal means to promote intercultural competence and all of that at very low cost. It is therefore our recommendation that authorities ensure that their citizens get easy access to audiovisual products in regional/minority, immigrant and foreign languages. This should be done by:
  - Removing administrative barriers created by international and intranational borders to the free exchange of television channels broadcasting in regional/minority, immigrant and foreign languages.
  - Actively promoting the broadcasting of products in their original versions.
  - Actively promoting the exchange of local audiovisual production with other countries in bilateral or multilateral agreements that explicitly include regional/minority languages.

# SWITZERLAND

## Local recommendations

1. Explore how mobility of employees between the language regions can be promoted.
2. Investigate the challenges that companies face concerning their employees' language skills.
3. Extend the reach, both nationally and internationally, of the 'label of bilingualism' award, as created by the Swiss Forum du Bilinguism.

# UKRAINE

## Local recommendations

1. The results of the Language Rich Europe research should be disseminated as widely as possible through the network of partners that were engaged in the project in Ukraine. This could be done by means of participation in the conferences, exhibitions and forums with the purpose of presenting best European practice in the spheres of education, government services, mass media and business.

The LRE project was exhibited at two international fairs 'Modern Education in Ukraine 2013' and 'Modern Educational Institutions 2013' with 15,000 and 10,000 visitors respectively. The project won gold medal as a leader in international co-operation at the Modern Education Fair. The language situation in Europe will also be presented by the Institute of Social and Political Psychology (partner in Ukraine) at the national conference on higher education in Dnipropetrovsk in April 2013.

2. The decision-making bodies should consult with the European standards set out in the European Union and Council of Europe documents on multilingualism when developing policies in various spheres where linguistic issues are concerned.
3. The young generation of Ukraine, including school and university students, should be encouraged to learn foreign languages and develop their mother tongues. The partner project – Crimea Policy Dialogue project run in an area most densely populated by different nationalities – is now piloting a project aimed at introduction of multilingual teaching in schools of Crimea.

Another valuable initiative in the Language Rich Europe project was an all-Ukrainian translation competition for schoolchildren suggested by the Institute of Higher Education of the National Academy of Pedagogic Sciences of Ukraine. The first translation competition is piloted in one town of Ukraine with the idea of further dissemination of this practice throughout Ukraine with the support of the Ministry of Education, Science, Youth and Sports of Ukraine.

## Discussion generated by LRE Workshops Ukraine

As the majority of participants represented the educational sector their focus of interest was in modern trends in the system of education of European countries, successful practices and lessons learned.

One more area of heated discussion is how the problem of regional/minority languages is being resolved in other countries. For Ukraine it would be particularly useful to disseminate successful European practice in dealing with regional/minority languages while preserving and supporting the national language.

Participants were lucky to receive the full version of the LRE publication in Ukrainian before all the other European countries. The report raised huge interest and participants took many more copies for dissemination among colleagues and for the libraries of their institutions.

It was common consent that the publication covers a wide range of languages and domains and might be really useful for further research and for professional discussion and debates.

It was noticed that more co-operation and interaction between different sectors not only in education but in other spheres would be beneficial for researchers and practitioners.

Almost all the participants agreed that the event was very useful and interesting and organised at a high level and welcomed further opportunities to join the debate in the language sphere.

### Next steps

As agreed with the Head of Department of the Junior Academy of Sciences it would be really good to organise an event with the young students of the Academy (16–17 years old) who are future researchers and decision makers in many sectors. The Academy is chaired and patronised by the leading scientists of Ukraine and the area of languages (particularly European languages) is one of their main spheres of interest and work.

Depending on resources left in the project there is an idea to organise a contest of presentations devoted to the languages in Europe, language policies, successful practices, lessons to learn. Winners might make their presentations to the wide public in a big public centre for children and youth and the event might be covered in mass media.

# UNITED KINGDOM

## Local recommendations

1. Community languages – Europe-wide recognition of our community languages, enshrining them in our curricula and qualifications systems and recognising their social and economic value.
2. Secondary languages – reform curriculum and qualifications and make languages attractive to young people, including expecting languages/stages abroad to be standard for all higher education degrees.
3. Employers – Fund a Europe-wide ‘benchmark’, website and database to identify, support and promote employers who use and promote languages in their industry (including community languages).

## Discussion generated by Workshop 1 – 28 June 2013

- Make teenagers’ experience of language learning relevant, meaningful and good.
- Don’t give teenagers the option of dropping languages.
- Do more work to improve ‘the language brand’ to make languages attractive to teenagers (following the successful example of Arsenal Double Club languages).
- Persuade secondary language teachers of the importance of language learning in the school. Languages need to be championed in schools. A campaign to champion languages in schools is needed.
- Win over senior leaders to the ethos of developing education for global citizenship. The most successful schools with an international ethos have developed international links and visits. A financial incentive, however small, would be welcome. The International School Award (<http://schoolsonline.britishcouncil.org/International-School-Award>) would be popular.
- Persuade employers to make their need for language skills explicit.
- Develop new qualifications – much can be learned from the Language Diploma and the Language Leader’s Award.
- More support for teachers and more encouragement of innovative language learning approaches are needed – for example, Languages in context – Routes into Languages.
- Capitalise on the languages spoken by pupils as mother tongues in the school. Raise language awareness and the status of languages in the school (schools’ unique selling point). Senior management must drive this forward.
- Convince young people of the point of language learning by running European visits, Comenius projects etc.
- Incentivise learners and schools – explore other ways of learning/teaching languages using new technology.
- Develop a new curriculum (as in Scotland) which fosters creativity, spontaneity and inspires.

### *How do we make it happen?*

- Find ways of supporting the teaching of other languages.
- Cornwall initiative – the teaching of Cornish uses voluntary teachers of Cornish to introduce Cornish to children who would otherwise not see the relevance of language learning. This is then continued through technology and materials supplied to non-Cornish specialist teachers.
- Scotland: schools are asked to do an audit of the school and community to identify which language should be the second language taught.
- Discovering Language project in Primary was cited as a model.
- Reference made to Cities project – ‘migrant’ community languages are not treated in the same way as native/ regional languages – a change in mind-set is required.
- Portuguese Institute: cited as a model, the work of some schools which work proactively with community organisations to facilitate diverse language provision. Very successful collaboration between mainstream schools and community schools.

### *Next steps*

There was no conclusion about the specific next steps to be taken – but the report and the discussions could be refined into an agenda for change and a set of priorities.

## Discussion generated by Workshop 2 – 28 June 2013

- There is no deep understanding of bilingualism in schools amongst policy makers. The one million English as an additional language (EAL) students will have a wide range of skills levels, in both English and their home language. Additional languages are seen to be the responsibility of the home or community. Teachers want children to speak more English at home. EAL is often perceived as a handicap. The economic argument should be used to develop training (CPD) in bilingualism and bilingual approaches, and showcase good practice in schools and the achievements of bilinguals in our society. 'Celebrating diversity' is seen as important by schools, but no deep understanding of how it is best done. Need to promote educational activities which confront prejudice. The media response is typically glass half-empty – 'one million who don't speak English at home'.
- Drop out from languages post 14 is a class issue – in the independent sector parental opinion plays a key role. Syllabuses are too rigid; seen as too difficult (and severe grading exacerbates that). There are few alternative routes. Teachers in secondary schools have no time to develop language learning for pleasure. There are few opportunities to spend time in the country or engage with foreign cultures. We should incentivise CLIL and look to Wales for inspiration on bilingual models. How is the subject viewed? The EC found that languages are not seen as academic – although science is. Academies and free schools can choose – for (bilingual free schools are being set up) or against.
- Academies/free schools are not necessarily very creative or innovative when it comes to languages. There is a fear of assessment driving the curriculum in primary, but nonetheless it needs to be shown that children are making progress. The recent Asset/CILT document 'Making and marking progress' could be very useful. There is interest in knowing more about current CfBT work especially regarding transition. The question of 'which language' needs to be addressed – how to deliver diversity and progression in language learning?

- Languages professionals should respond to the current government consultation on A level. AS is seen as important for getting more people to take languages further than GCSE. British Chambers of Commerce called for languages to be made compulsory to AS Level. Calls for languages to be made a requirement for university entrance/graduation, but this creates class issues and can be a problem. Need to explore the reasons why learners feel a lack of success, and find solutions such as CLIL from the beginning of secondary and connections with global society and other subjects as proposed in the DLIC (Diploma in Languages and International Communication).

There are opportunities to be exploited for mobility and exposure to other languages/cultures without leaving the UK – many pupils have not visited London, for example. There should be pilot projects teaching a wider range of languages to all – for example Urdu in Bradford.

### *Any issues raised for further debate*

There was a discussion on how best to influence politicians. The conclusion was that there was a need to present the economic argument – give examples of how to achieve improvements at no cost, how to gain economic returns from change.

Reports are ignored – need to present straightforward statistics and 'stories'.

## Discussion generated by Workshop 3 – 28 June 2013

- This report, and particularly the data, provide a window of opportunity to try to bring about improvement and change.
- Prime targets are government and business. Need to harness business to focus on the economic benefits. Need to develop a strategic approach with clear objectives.
- Need to be realistic.
- Need to exploit best practice which is already there and provide examples of what can be done and the impact.

### *Next steps*

There was no conclusion about the specific next steps to be taken – but the report and the discussions could be refined into an agenda for change and a set of priorities.

- Develop a benchmark or award for companies.
- Harness and develop good practice on bilingualism.
- Implement more language awareness programmes, alongside the teaching of one language (not as an alternative).
- Develop content language integrated learning (CLIL) and learn from good practice near to home in Welsh-medium education.
- Continue to exploit the Languages Work materials and ensure they remain available for teachers/schools in the new careers regime.
- Do not see languages in isolation – develop connections with other subjects/skills/concerns.
- Look beyond the English world.
- Develop the idea of pluriculturality and intercultural awareness alongside language learning.
- Identify action zones – address pockets of monolingualism which can be damaging to society.

### Discussion generated by Workshop 4 – 28 July 2013

To raise these issues at forthcoming workshops with particular focus on:

- Accelerating language learning.
- How to plan for a concerted languages campaign in the UK to engage all actors and the wider public.
- Engaging business and responding to the business community's priorities.

### *Other points of interest*

There is still some disagreement among the languages community about what the priorities are and what the ways forward might be. Some participants voiced concerns that 'we have been here before'. There is some tension between valuing current best practice, building on present achievements, versus a desire for a more radical agenda. It would appear that for an effective campaign to take hold, the languages community has to agree to rally around a clear message first.



# UNITED KINGDOM – WALES

## Local recommendations

Following the launch of Language Rich Europe, subsequent activity and discussions with country stakeholders and experts the following recommendations have been made to support the development of multilingualism in Wales and across Europe.

### Language strategy

Need to let people know where to turn for support in developing language strategies by identifying where systematic and purposeful language planning takes place and how this is monitored and evaluated.

### Teaching and learning

Need to prioritise the ability to converse over grading. Need to question whether the curriculum and assessment systems for languages are as contemporary as they could be. Many learners don't necessarily want to be treated as learners, but as people with a specific set of needs and priorities.

### Raising awareness

Need to raise awareness in commercial operators and service providers of why language is useful. Most nations in the world are in fact bilingual or multilingual and being comfortable with this can give an advantage to individuals competing for jobs or developing global opportunities for business.

### Non-hegemonic languages

The Network for the Promotion of Linguistic Diversity is an important stakeholder, with its emphasis on European Language Strategies. It is the closest thing there is to a think tank and lobbying agency to encourage decision makers to take account of the interests of non-hegemonic languages such as Basque, Irish, Welsh, Catalan and Frisian.

Overall, the project presents an opportunity to have a more progressive debate and analysis of our heritage of language in the service of the people in Wales and across Europe.

## Discussion generated LRE Workshop Wales

- One of the most effective ways to sustain a bilingual society is to create bilingual content for language users and learners. Within digital media there is a focus on looking for opportunities to use Welsh as the medium rather than the method.
- We can develop the way we promote language learning, as many learners don't necessarily want to be treated as learners but as people with a specific set of needs and priorities.
- Some other curriculums in the education sector across Europe aren't as broad, but are deeper.
- Raising awareness of why Welsh and other languages are useful is key. Also letting people know where to turn for support in developing language strategies.
- Teaching languages to leaders across the sectors, who can lead by example.
- Understanding what we want language learners to achieve as a priority, strong grades or the ability to converse?
- Children in Wales are talented learners, but in some areas the assessment systems are flawed. We must invest in teaching skills.
- Having fun with languages is essential.

### Next steps

To understand how the issues raised in the discussion are addressed in the results of the research study in Wales.

### Other points of interest

Some noted multilingualists actually prefer to converse and write in a language which is not their first, because this cuts out phrases that come most naturally and therefore forces them to think more logically.





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