

Key Data on Teaching Languages at School in Europe

2008 Edition





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Eurydice network

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PREFACE



When the Barroso Commission took office in 2004 it appointed, for the first time, a Commissioner whose portfolio included responsibility for multilingualism. This responsibility was given to the Commissioner whose portfolio also included education and culture, given the crucial role of schools in language learning and given the central role of language in culture.

2004 was also the year that saw the Union expand from 15 countries to 25 and the number of official languages rise to 21. It was clear that the linguistic and cultural diversity of the Union was a major asset, yet it also presented certain challenges that required a European response. One aspect of this is a determined effort to ensure sufficient and high quality language teaching in schools.

The Commission outlined its vision for promoting multilingualism in its 2005 Communication *A New Framework Strategy for Multilingualism*. The same year, Eurydice produced the first edition of *Key Data on Teaching Languages in Schools*, giving for the first time a comprehensive picture of which languages are taught in our schools and in what ways and at what stages. It provided the Member States with an empirical basis on which to base policy measures aimed at achieving the goal agreed at the Barcelona European Council in June 2002, namely that at least two foreign languages should be taught from a very early age.

When the Union was enlarged to include 27 Member States in 2007, multilingualism was made the responsibility of a single Commissioner, a clear recognition of the fact that the Union will not function well unless a coherent policy on multilingualism is both defined and implemented. The Commission's second Communication on Multilingualism of 18 September 2008 ⁽¹⁾ lays out two central objectives for multilingualism policy: to raise awareness of the value and opportunities of the EU's linguistic diversity and, secondly, to give all citizens real opportunities to learn to communicate in two languages plus their mother tongue.

⁽¹⁾ *Multilingualism: an asset for Europe and a shared commitment* (COM) 2008 566 final

This second edition of *Key Data on Teaching Languages in Schools* gives a clear picture of the language teaching systems in place in the schools of every Member State, the European Economic Area (EEA) and Turkey. It covers aspects ranging from foreign language learning at a very early age, the variety of languages learnt, the proportion of language learners at each level, content and language integrated learning (CLIL) to the training of teachers of foreign languages. It is the outcome of close collaboration between the Eurydice European Unit, the Eurydice National Units and Eurostat, the Statistical Office of the European Communities. As a result of this collaboration, it has been possible to inter-relate reliable information from different sources in a way that offers original and illuminating insights into language teaching in schools. We therefore believe that this publication will be of great use to those responsible for designing and implementing language teaching strategies in the schools of Europe.

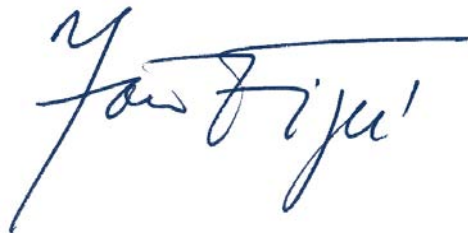
The Barcelona European Council also decided that a linguistic competence indicator should be developed. Accordingly, the Commission has launched a major survey to measure the proficiency of European schoolchildren in two foreign languages at the final stage of lower secondary education. The findings, which should be made publicly available in 2012 will, for the first time, allow us to see the real levels of language skills that our children possess, right across the Union.

When the findings are available, *Key Data on Teaching Languages in Schools 2008*, will be crucial in helping us to understand which systems and which approaches have been most effective in teaching foreign languages in schools. As such, it is an invaluable source of information and we commend it to all practitioners and policy-makers working in this field.



Leonard Orban

Commissioner responsible for
Multilingualism



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Commissioner responsible for
Education, Training, Culture and Youth

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INTRODUCTION

This second edition of *Key Data on Teaching Languages at School in Europe* contains 44 indicators in five chapters entitled 'Context', 'Organisation', 'Participation', 'Teachers' and 'Teaching Processes'. It has been produced in collaboration with Eurostat and belongs to the *Key Data* series, the aim of which is to offer a body of concise clear information from a variety of sources, in the form of textual commentary combined with an extensive set of Figures. Given the importance attached to the teaching of languages in European cooperation, the Eurydice Network has undertaken to regularly publish an update of these indicators, while also ensuring that new ones may be included with due regard for the availability of relevant data and the interest expressed in new topics.

The information from Eurydice covers many aspects of teacher training and the organisation of language teaching. It is especially concerned with the amount of compulsory taught time allocated to the latter, and with those languages – such as regional and minority languages – offered in the curriculum. The information also deals with methods of assessing language proficiency, as well as content and language integrated learning (CLIL), whether in terms of the type of provision available or the special qualifications that may be required of teachers. This material is taken from official sources and its reference year is 2006/07.

The Eurostat statistical data taken from the New Cronos database relates to 2005/06. It provides information on the language learning participation rates of pupils and students in primary and secondary education. Data from the two sources is frequently interrelated to provide an especially interesting insight into language teaching.

The Eurydice and Eurostat indicators relate solely to general education and to public-sector and grant-aided private schools. They cover 31 European countries, namely all those involved in Eurydice Network activities in the EU Action Programme in the field of Lifelong Learning.

Some indicators have been devised using the contextual questionnaire databases for the PISA 2006 (OECD) international survey. They concern all 29 Eurydice Network member countries that took part in this survey. They offer a means of considering multilingualism as it really exists in schools in Europe, providing information on the proportion of students who at home speak a language other than the language of instruction, and indicating the residential areas in which schools with the most students in this category are situated.

The present book contains several time series. They are taken from Eurydice and Eurostat sources and are particularly helpful in identifying trends related to certain aspects of language teaching in recent years and decades. For example, they enable one to ascertain whether and how far foreign languages are being taught as a compulsory subject at an increasingly early age in primary education, and whether the percentage of pupils and students learning English at primary and secondary levels is increasing.

An overview entitled 'main issues' at the beginning of the book offers readers a rapid guide to its key concerns. The codes, abbreviations and acronyms used are also listed at the beginning of the report. A glossary is contained at the end of the volume.

As a result of the varied sources of data, this publication considers several topics at the heart of contemporary thought and discussion in Europe about language teaching at school. However, other types of information would be required for a more comprehensive overview. Given that institutions for initial teacher training enjoy a fair degree of autonomy, analysing the content of official recommendations on the subject of teacher training is very limited in scope. Furthermore, schools – if not teachers themselves – very often exercise a significant measure of autonomy as regards teaching practice, both in general and in the specific case of languages. From this standpoint, only empirical surveys might do full justice to the decisions taken by schools and the actual practice of teachers.

This version of *Key Data on Teaching Languages at School in Europe* is also available in electronic form on the Eurydice (<http://www.eurydice.org>) and Eurostat websites (<http://ec.europa.eu/eurostat>).

On the Eurydice website, the report may be accessed for reading and downloading via different entry points and browsing modes, as follows:

- the full report may be accessed via the publications list, in which case website users may download the entire report in PDF format;
- access may be obtained via 'browse by topic'; depending on the selected topic or sub-topic, users may consult the report chapter by chapter or section by section; in either case, individual chapters are downloaded;
- Figures may be accessed via 'browse by indicator and Figure', in which case each Figure may be downloaded separately, together with its accompanying graphical content and commentary.

MAIN ISSUES

The indicators contained in this report are examined here in relation to four major topics:

- Language diversity within schools,
- The position of foreign languages in the curriculum,
- The range of different languages taught,
- The initial education of teachers and their qualifications.

Language diversity within schools

7 % of pupils aged 15 say that at home they speak a language other than the language of instruction

There are wide variations between countries in the percentage of pupils aged 15 who say that at home they mainly speak a language other than the language of instruction. The proportion ranges from 0.4 % in Poland to 25 % in Luxembourg (Figure A2). These contrasting figures cannot be explained solely in terms of the presence or otherwise of pupils from immigrant backgrounds. Indeed, in some countries pupils speak a regional language at home or use a dialect of the state language. The tendency to do this is especially marked in Belgium (Flemish Community).

Language support measures have been introduced for immigrant pupils of foreign mother tongue

Language support measures for immigrant pupils of foreign mother tongue have been introduced in all countries with the exception of Turkey (Figure E8). Support is mostly provided in accordance with two main kinds of procedure: either pupils are directly integrated within classes corresponding to their age (or lower classes in some cases) and receive special language support, or they are kept separate for a limited period and receive tuition adapted to their needs. The most widespread situation is one in which both kinds of provision exist alongside each other.

The position of foreign languages in the curriculum

Compulsory teaching of a foreign language is beginning at an increasingly early stage

Pupils have to learn a foreign language from primary education onwards in almost all countries (Figure B1). In several of them, they are obliged to do so in the first year of primary education or even at pre-primary level as in Belgium (German-speaking Community) and Spain. Indeed, the tendency to offer this provision at an earlier stage than previously is apparent in most education systems (Figure B3) and reforms along these lines may be observed in several countries. The percentage of pupils in primary education learning at least one foreign language has risen almost everywhere in recent years (Figure C3). In 2006/07, in the majority of countries, half of all pupils at this level (or even more in certain countries) learnt at least one foreign language (Figure C1).

In primary education, compulsory foreign language teaching rarely accounts for more than 10 % of total taught time

Even though foreign language teaching is tending steadily to become general practice as far as most pupils in primary education are concerned, far less time remains devoted to it than at lower secondary level in countries that fix the number of hours to be spent on various subjects (Figure E3). In these countries, moreover, compulsory foreign language teaching hardly ever accounts for more than 10 % of total taught time, the exceptions being Luxembourg (39 %), Malta (15 %) and Belgium (German-speaking Community) (14 %). Indeed, in ten countries, the proportion is even lower than 5 % (Figure E6).

In the great majority of countries, the curriculum enables all pupils to learn at least two foreign languages during compulsory education

Curricula in the great majority of countries oblige all pupils to learn a minimum of two foreign languages for at least a year during compulsory education, or enable them to do so by obliging schools to offer all their pupils at least two languages (Figure B4). Inclusion of this provision in the curriculum thus complies with the recommendations of European Union Heads of State or Government regarding the importance of a sustained effort 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age' (Barcelona European Council, 2002).

In lower secondary education, 58 % of pupils learn two or more languages

On average, the proportion of pupils learning at least two foreign languages in general lower secondary education (ISCED 2) is 58 % in the EU-27 countries for which data are available (Figure C2). Variations between countries may be very considerable. In Luxembourg, all pupils learn two foreign languages (and over half of them learn at least three) while, on the other hand, according to the statistics available, in Belgium (French Community) this situation applies to 0.5 % of pupils (ISCED 2). However, at general upper secondary education (ISCED 3), this percentage in Belgium (French community) rises to almost 80 %.

Schools may also make foreign language learning compulsory

In some countries, schools themselves determine part of the minimum curriculum. They are thus able to include a compulsory foreign language in the curriculum for all pupils, in addition to languages that the central education authorities oblige them to learn (Figure B2).

In several countries also, pilot projects have been introduced enabling pupils to begin learning a foreign language before it becomes compulsory for everyone (Figure B5).

Content and language integrated learning is included in normal provision in most education systems

CLIL (content and language integrated learning) provision strengthens foreign language learning. CLIL exists in most countries (Figure B6), even if no more than a minority of pupils are currently catered for. The status and position of this type of provision varies depending on the country, but it is very often an integral part of the education system. Only in a minority of countries is it subject to formal admission requirements (Figure B8).

A majority of countries recommend use of the Council of Europe CEFR for assessment

Proficiency in foreign languages is subject to certification on completion of full-time compulsory general education in the majority of countries (Figure E9). Use of the Council of Europe Common European Framework of Reference (CEFR) for Languages is also recommended for assessment-related activities in a majority of countries (Figure E11).

The range of different languages taught

English, French, German, Spanish and Russian represent 95 % of all languages learnt

The sometimes very broad range of possible foreign languages included in the curricula of several countries (Figure B10) may reflect the determination of educational policy-makers to diversify school provision for foreign language learning. However, statistical data on this provision indicate that in secondary education, English, French, German, Spanish and Russian represent over 95 % of all languages learnt in the majority of countries (Figure C9). The percentages of pupils learning Russian are highest in the Baltic countries. This language is also learnt by many pupils in Bulgaria. Pupils thus essentially appear to opt for learning more widely used languages. This may be attributable either to pressure from families or a lack of qualified teachers in other languages.

The teaching of English is constantly expanding and predominates almost everywhere

English is the most commonly learnt language in virtually all countries (Figures C4 and C7). Furthermore in both primary and secondary education, the percentage of pupils who learn it is rising, especially in most countries of central and eastern Europe and in the Latin countries of southern Europe (Figures C5 and C10). In these latter countries, this trend is especially marked in primary education in which compulsory teaching of a foreign language, or of English as a specific mandatory subject, occurs at an increasingly early stage (Figure B1).

Around 90 % of pupils in upper secondary education learn English, regardless of whether or not this is compulsory

In 13 European countries, all pupils are obliged to learn English during compulsory education, or in some countries for an even longer period extending into upper secondary education (Figure B9). In all these countries, therefore, the proportion of pupils learning English in secondary education is logically higher than 90 %. However, in the remaining countries, pupils opt for this language in similarly huge numbers given that the proportion of those learning it is also frequently close to 90 % (Figure C8).

German or French is the second most commonly learnt language

German and French generally share the position of second most commonly learnt language. German occupies this position in the Netherlands, several Nordic countries and countries of central and eastern Europe, while French is more popular in the countries of southern Europe and, more particularly, the Latin countries (Figure C7).

Regional or minority languages may be taught both in normal foreign language lessons and as part of CLIL-type provision

Many regional and/or minority languages are included in curricula. In some countries, the official documents concerned state that only the corresponding minority groups are to be taught these languages while, in others, all pupils are targeted (Figure B11). Regional and/or minority languages are also included in CLIL-type provision in a great many countries (Figure B7).

Latin is included in many curricula in secondary education, but only in certain branches of study

While Latin is included in many curricula at secondary level, this applies above all to those for certain specific branches of study (Figure B12). In a few countries, Latin belongs to the foreign languages category in which it thus competes with modern languages when pupils have to make a choice.

The initial education of teachers and their qualifications

Language teachers are often generalists in primary education and specialists in secondary education

In primary education, foreign languages are often taught by generalists (non-specialists) who teach all or most subjects in the curriculum, including foreign languages (Figure D1). In secondary education, teaching is primarily the responsibility of specialists (Figure D2) who, depending on the particular country, are qualified to teach either just foreign languages, or two subjects one of which is a foreign language (Figure D3). Each of these two situations is encountered in roughly the same proportion of countries. Specialists trained to teach only foreign languages may be qualified either to teach just one language or two or more (Figure D3).

In general, the initial education of specialist or semi-specialist teachers lasts four or five years

In all countries, the initial teacher education of specialist or semi-specialist teachers of foreign languages is provided in higher education. In general, this education lasts four or five years (Figure D4). This form of training is similar to that for teachers of other subjects.

Few recommendations that prospective teachers should spend some time in a country speaking the language to be taught

In Europe, virtually all institutions for initial teacher education are either totally or partially free to determine the content of their provision. However, in many countries the central education authorities recommend that institutions should provide courses in the theory of language teaching, one or several language courses and in-school placements. Only a minority of countries recommend that prospective teachers should spend one or more periods of time in a country that speaks the language they will have to teach (Figure D5).

In most countries, teachers do not need special qualifications to work in CLIL-type provision

In very few countries do education authorities oblige teachers to have special qualifications to contribute to CLIL-type provision. As a result, it is the schools offering provision of this kind which determine the recruitment criteria required to ensure that competent teachers will be employed for this purpose (Figure D6).

CODES, ABBREVIATIONS AND ACRONYMS

Country codes

EU/EU-27	European Union	PL	Poland
BE	Belgium	PT	Portugal
BE fr	Belgium – French Community	RO	Romania
BE de	Belgium – German-speaking Community	SI	Slovenia
BE nl	Belgium – Flemish Community	SK	Slovakia
BG	Bulgaria	FI	Finland
CZ	Czech Republic	SE	Sweden
DK	Denmark	UK	United Kingdom
DE	Germany	UK-ENG	England
EE	Estonia	UK-WLS	Wales
IE	Ireland	UK-NIR	Northern Ireland
EL	Greece	UK-SCT	Scotland
ES	Spain		
FR	France	EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	NO	Norway
LT	Lithuania		
LU	Luxembourg	Candidate country	
HU	Hungary	TR	Turkey
MT	Malta		
NL	Netherlands		
AT	Austria		

Statistics

(:)	Data not available
(–)	Not applicable or nought

Abbreviations and acronyms

International conventions

CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
EU-27	The 27 Member States of the European Union
Eurostat	Statistical Office of the European Communities
FYRM	Former Yugoslav Republic of Macedonia
ISCED	International Standard Classification of Education
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment (OECD)
UOE	UNESCO/OCDE/EUROSTAT

National abbreviations in their language of origin

AHS	<i>Allgemeinbildende höhere Schule</i>	AT
GCSE	<i>General Certificate of Secondary Education</i>	UK (ENG/WLS/NIR)
HAVO	<i>Hoger Algemeen Voortgezet Onderwijs</i>	NL
VMBO	<i>Vorbereidend Middelbaar Beroepsonderwijs</i>	NL
VWO	<i>Vorbereidend Wetenschappelijk Onderwijs</i>	NL

CONTEXT

REGIONAL OR MINORITY LANGUAGES ARE OFFICIALLY RECOGNISED IN A DOZEN EUROPEAN COUNTRIES

The linguistic patterns of most European countries are complex and formed from a variety of languages existing within the borders of each. Certain countries also share the same languages around their border areas in a way that reflects their history. The multilingualism of Europe may be considered from different angles one of which is unquestionably the official recognition of languages by the European, national or regional authorities.

In January 2007, the European Union recognised 23 official languages ⁽¹⁾ with the status of state language in its different member countries. In most of them, only one language is recognised as official. Six countries extend the status of official language to more than one of the state language(s) that exist within their borders. Often, the different official state languages are spoken by the majority of inhabitants in the country concerned. Elsewhere, they are used by a minority, like Swedish in Finland (where Finnish is of course the other official state language).

A dozen European countries officially recognise the existence of regional or minority languages within their borders for legal or administrative purposes. In such countries, languages are granted official recognition but solely within the geographical area – often a region or autonomous unit – in which they are normally spoken. In Spain for example, Basque, Catalan, Galician and Valencian are official languages – or joint official languages with Spanish – in their corresponding Autonomous Communities. In most cases the officially recognised languages are limited to just one or two. This official recognition of both a state language and other languages spoken within national borders also occurs in Italy and Romania, in which several languages are spoken alongside Italian and Romanian respectively. In both countries, a dozen regional or minority languages are officially recognised. In all administrative units in Romania in which a minority population accounts for at least 20 % of the total number of inhabitants, the minority language is officially recognised and can be used for legal and public administrative purposes. In these countries, the presence of people who speak different languages results in situations in which the use of two languages is more or less marked, depending partly on the language policies adopted. Teaching a regional or minority language or using it as a language of instruction is unquestionably instrumental in keeping it alive for future generations (Figure B11 and Annexe).

A further characteristic of the linguistic scene in Europe is the existence of all those languages which are not granted official recognition by the public authorities, but which are used by various groups of people in different European countries. Languages with no official recognition correspond to geographically based linguistic minorities. In some cases, they consist of groups living away from their native territory, whether a State or a region, as well as non-territorial minorities whose language is not associated with any one particular territory (such as the Romanies). Three countries, Austria, Romania and Sweden, currently grant official regional or minority language status to Romany.

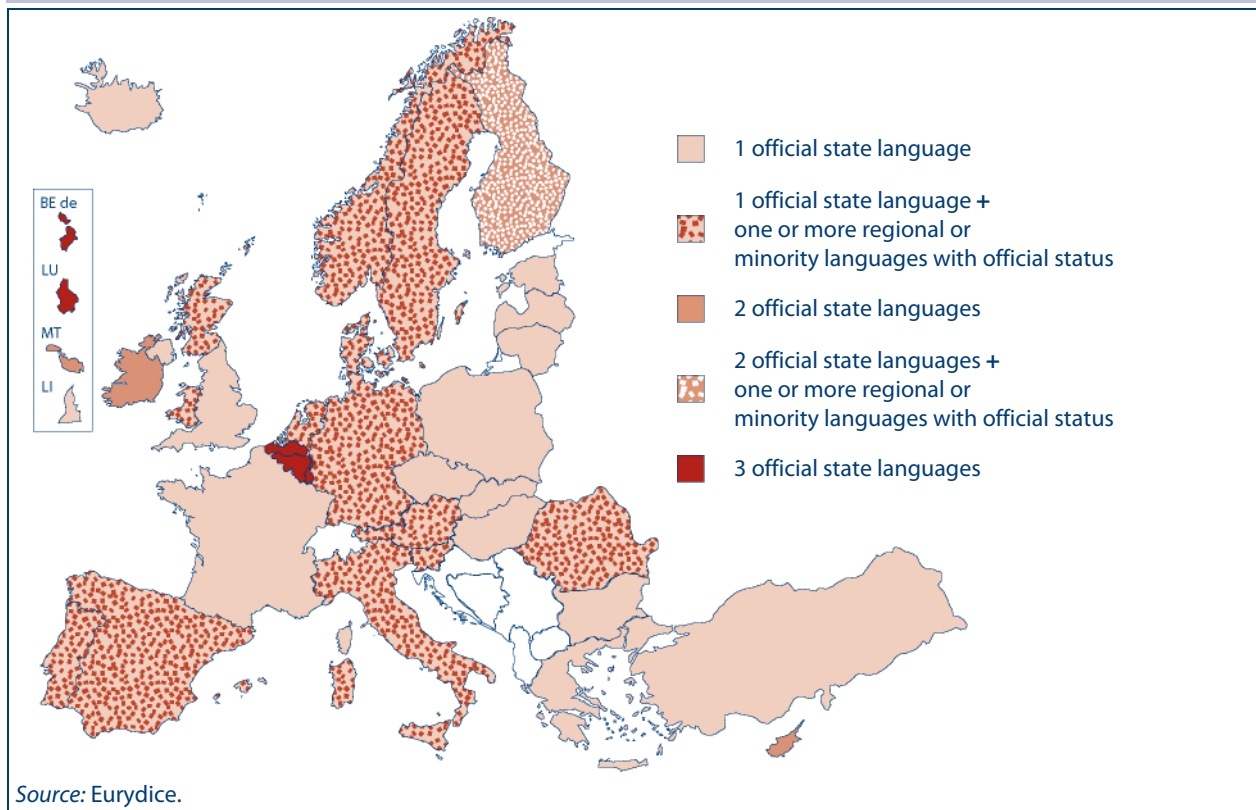
All such languages have been formally identified by the Council of Europe under the single heading of 'regional or minority languages' (*European Charter for Regional or Minority Languages*, Article 1, 1992).

⁽¹⁾ Bulgarian, Czech, Danish, Dutch, English, Estonian, German, Finnish, French, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish.

Although in 1988 the European Parliament unanimously approved a resolution on sign languages, asking all EU member countries to recognise their national sign languages as official languages, it is only recently that some European countries have begun to do so. The countries in which the national sign language has been recognised as an official language by the national parliament are Austria in 2005, Belgium (the French Community in 2003 and the Flemish Community in 2006) and Spain in 2007.

Finally, attention should be drawn to the existence in Europe of languages spoken by immigrant populations consisting of significantly large numbers of people in some countries (Figure A3) ⁽²⁾.

Figure A1: Official state languages and regional or minority languages with official status in Europe, 2007



⁽²⁾ For further information on immigrant populations in Europe, see: Integrating Immigrant Children into Schools in Europe. Survey. Brussels: Eurydice, 2004.

Figure A1 (continued): Official state languages and regional or minority languages with official status in Europe, 2007

	Official state language	Regional and/or minority language with official status		Official state language	Regional and/or minority language with official status
BE	German, French, Dutch		MT	English, Maltese	
BG	Bulgarian		NL	Dutch	Frisian
CZ	Czech		AT	German	Czech, Croatian, Hungarian, Slovak, Slovene, Romany
DK	Danish	German	PL	Polish	
DE	German	Danish, Sorbian	PT	Portuguese	Mirandês
EE	Estonian		RO	Romanian	Bulgarian, Croatian, Czech, German, Hungarian, Polish, Romany, Russian, Serbian, Slovakian, Turkish, Ukrainian
IE	English, Irish		SI	Slovene	Hungarian, Italian
EL	Greek		SK	Slovak	
ES	Spanish	Catalan, Valencian, Basque, Galician	FI	Finnish, Swedish	Sami (Lapp)
FR	French		SE	Swedish	Sami, Finnish, Meänkieli, Yiddish, Romany
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Occitan, Provençal, Ladin, Slovene, Sardinian, Albanian	UK-ENG/NIR	English	
CY	Greek, Turkish		UK-WLS	English	Welsh
LV	Latvian		UK-SCT	English	Scottish Gaelic
LT	Lithuanian		IS	Icelandic	
LU	German, French, Letzeburgesch		LI	German	
HU	Hungarian		NO	Norwegian	Sami
			TR	Turkish	

Additional notes

Belgium (BE fr, BE nl), Spain and Austria: These countries (or communities) have granted official language status to their national sign languages.

Portugal: The Portuguese parliament granted official status to Mirandês in January 1999.

Norway: There are two versions of Norwegian (The Bokmål and the Nynorsk). They are both official.

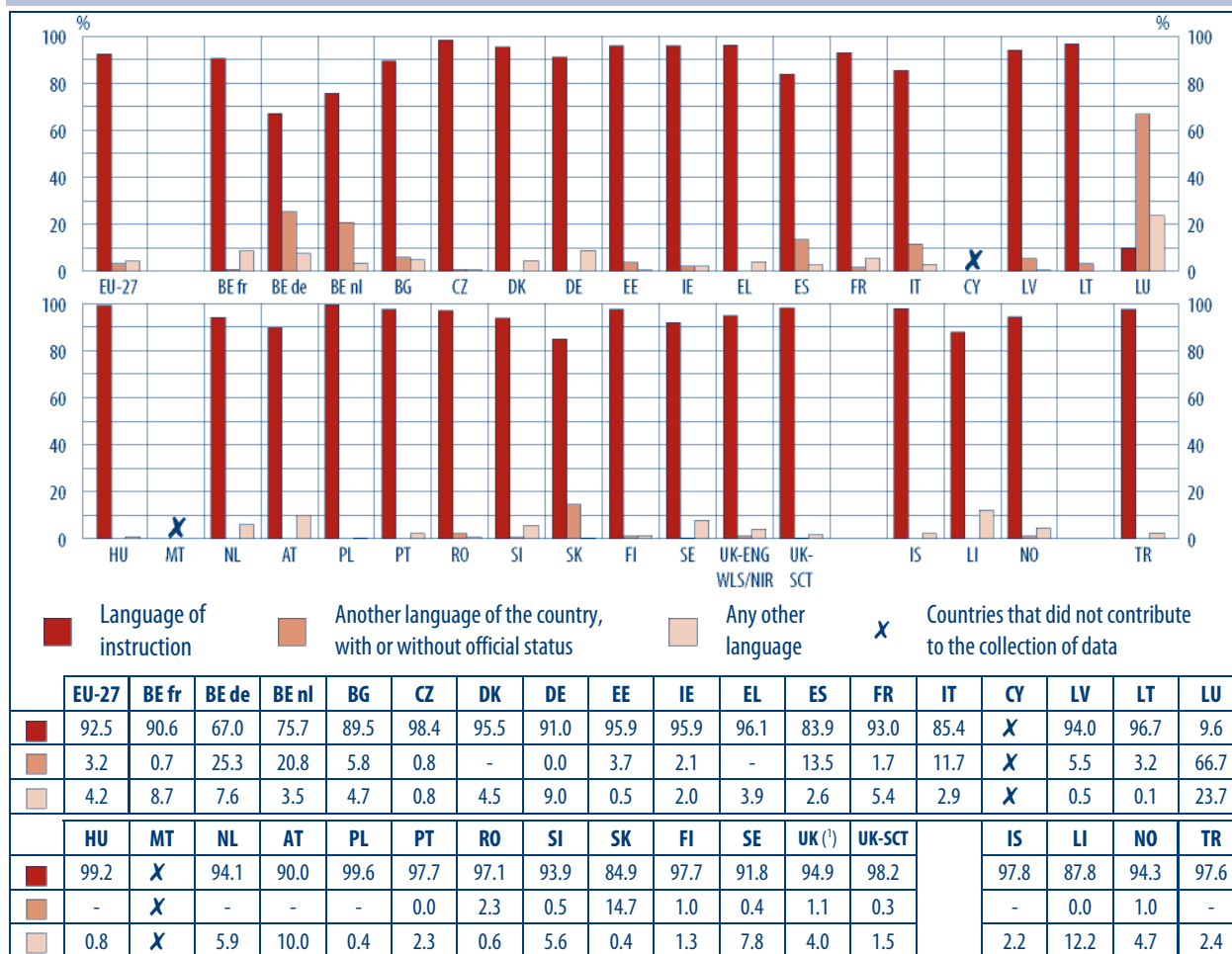
Explanatory note

Official language; state language; regional and/or minority language: See Glossary.

FEW PUPILS IN EUROPE SPEAK A LANGUAGE AT HOME THAT IS NOT THEIR LANGUAGE OF INSTRUCTION

In the PISA 2006 study, young people aged 15 were asked to state which language or languages they used with their families. Their replies reveal that the majority of pupils almost everywhere speak the language of instruction at home. However, there are contrasting situations in some countries, no doubt attributable to unusual features of their linguistic context (Figure A1). For example, two-thirds of pupils aged 15 in Luxembourg say that at home they speak another indigenous language which in most cases means Letzeburgesch, a language not used to teach them. The situation is similar in the German-speaking Community of Belgium and applies to 25 % of pupils. In this Community, in secondary education, the number of French-speaking students and the use of local dialects in the home may account for this percentage. In Spain, Italy and Slovakia, 14 %, 12 % and 15 % of pupils respectively identified themselves as speakers of other languages of their country. These are also countries with several languages, whether they are officially recognised (as in Spain and Italy) or not (as in Slovakia).

Figure A2: Proportion of 15-year-old pupils who say that at home they mainly speak a language other than the language of instruction, 2005/06



UK (!): UK-ENG/WLS/NIR.

Source: OECD, PISA 2006 database.

Additional notes

Belgium (BE nl): The category 'another language of the country' relates mainly to the Flemish dialects.

Germany and Portugal: Although Danish and Sorbian in Germany, or Mirandês in Portugal, are official languages, pupils who speak those languages at home have been included in the 'any other language' category. The value of 0 % shown for the category 'another language of the country' is thus an underestimate, while the value for 'any other language' is an overestimate.

Ireland: The questionnaire was offered in Irish to pupils taught science in this language: pupils could choose between the English or Irish language version of the questionnaire.

Spain: The questionnaire was administered in Basque, Catalan, Galician, Spanish or Valencian, depending on the language used to teach science.

Luxembourg: Letzeburgesch was not used for testing pupils, which partly accounts for the high percentage (67 %) in the 'another language of the country' category. For PISA 2000, Letzeburgesch was placed in a different category (test language), which explains the differences between the present edition of *Key Data on Teaching Languages* and the 2005 edition.

Explanatory note (Figure A2)

Interpretation of the data concerning this question about the language pupils spoke at home, which was asked in the PISA survey, should take account of the fact that, in some countries, pupils from regional or ethnic minorities who received instruction in their mother tongue were not included in the sample, if the minority concerned represented less than 0.5 % of the country's target population. The proportion of pupils who at home speak a language other than the language of instruction has in such instances been slightly overestimated.

Language of instruction: Official or other language of the country used to teach pupils the reference subject (in this case science). With few exceptions this was also the language of the questionnaire.

Another language of the country: A national or regional language or dialect, with or without official language status.

Any other language: Any language other than a language of the country, without official language status. In general, this means a language spoken by immigrant pupils.

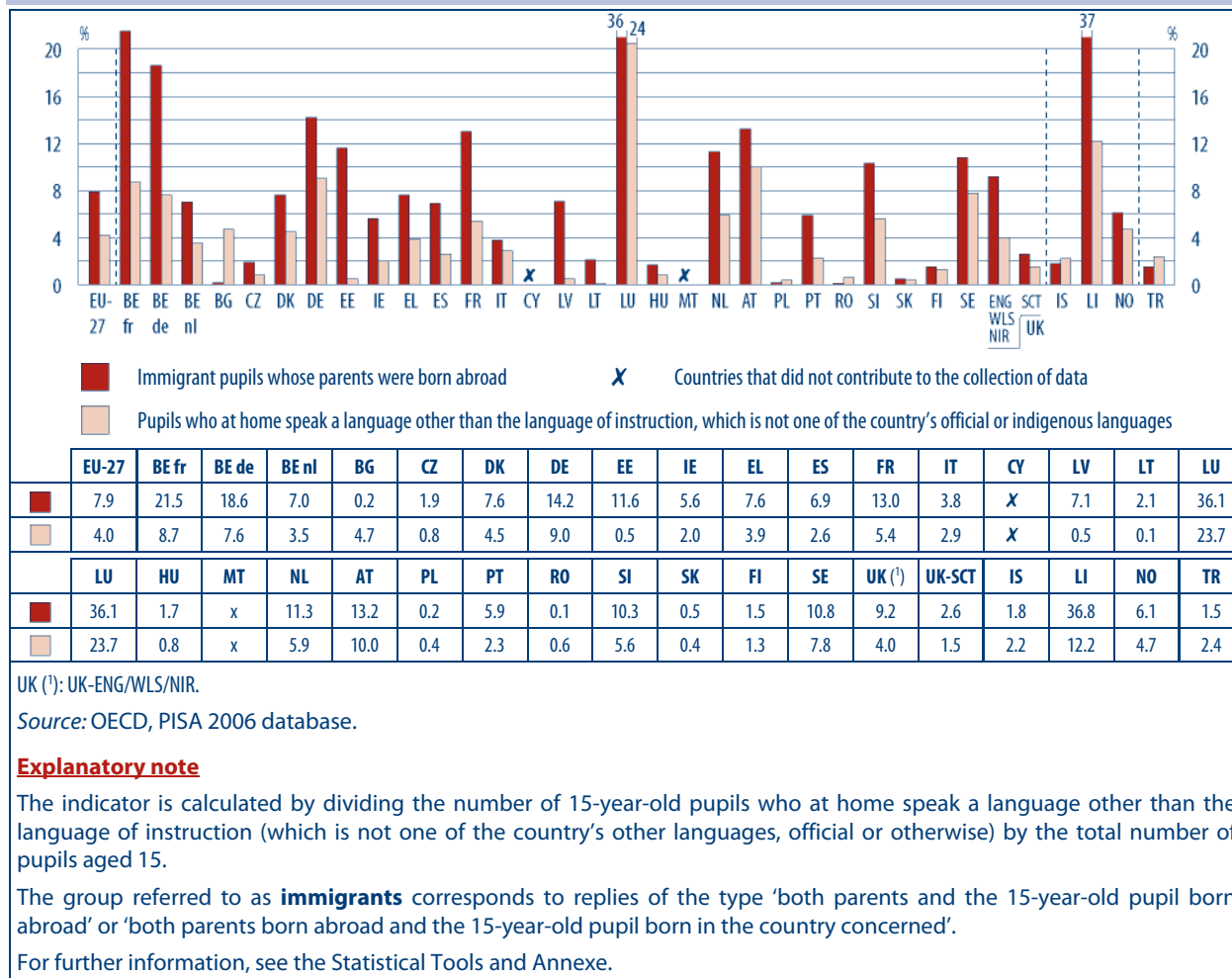
It is also interesting to note that in all countries without exception a fairly significant proportion of pupils at home use *any other language* (i.e. a non-indigenous language). This category, for which the highest proportions are recorded in Luxembourg (24 %) and Liechtenstein (12 %), is undoubtedly associated in most cases with languages spoken by groups of immigrants that have settled in the countries concerned. The proportion of these pupils is 7.5-10 % in Belgium (the French and German-speaking Communities), Germany, Austria and Sweden. Although not all countries have to cater similarly for groups of pupils whose mother tongue is not the language of instruction, nearly all education systems have established language support measures for their benefit (see Figure E8).

THE PROPORTION OF PUPILS AGED 15 WHO SPEAK A NON-INDIGENOUS LANGUAGE IS LOWER THAN THAT OF IMMIGRANT PUPILS

In countries that took part in the PISA 2006 international survey, it is possible to compare the proportions of 15-year-old immigrant pupils whose parents were born abroad with the proportions of pupils of the same age who at home speak a language other than the language of instruction, which is not one of the country's other official or indigenous languages. In almost half of the countries that took part in the international survey, the two percentages are close. It is thus not unreasonable to suppose that the majority of immigrant pupils in these countries are accustomed to speaking their mother tongue at home, and that this language is different from the one used at their school.

Nevertheless, in some countries such as Belgium (the French Community), France or the United Kingdom (England, Wales and Northern Ireland), it appears that a significant proportion of immigrants speak the same (one or more) languages as those used in the education system, no doubt because of the large number of immigrants who originally come from French-speaking or English-speaking countries. The same applies even more markedly to the Baltic countries, in which the number of immigrant children is around 20 times higher than the number of children speaking a second language at home (other than an indigenous language). This is partly because the Russian immigrants in these countries find educational provision for their children in their mother tongue. Conversely, many children in Bulgaria and Romania speak a non-indigenous language even though their parents were not born abroad.

Figure A3: Proportion of 15-year-old immigrant pupils (whose parents were born abroad) and the proportion of pupils of the same age who say that at home they mainly speak a language other than the language of instruction, which is not one of the country's official or indigenous languages, 2005/06



LARGER TOWNS AND CITIES TEND TO HAVE THE HIGHEST PROPORTIONS OF 15-YEAR-OLDS WHOSE MOTHER TONGUE IS NOT THE LANGUAGE OF INSTRUCTION

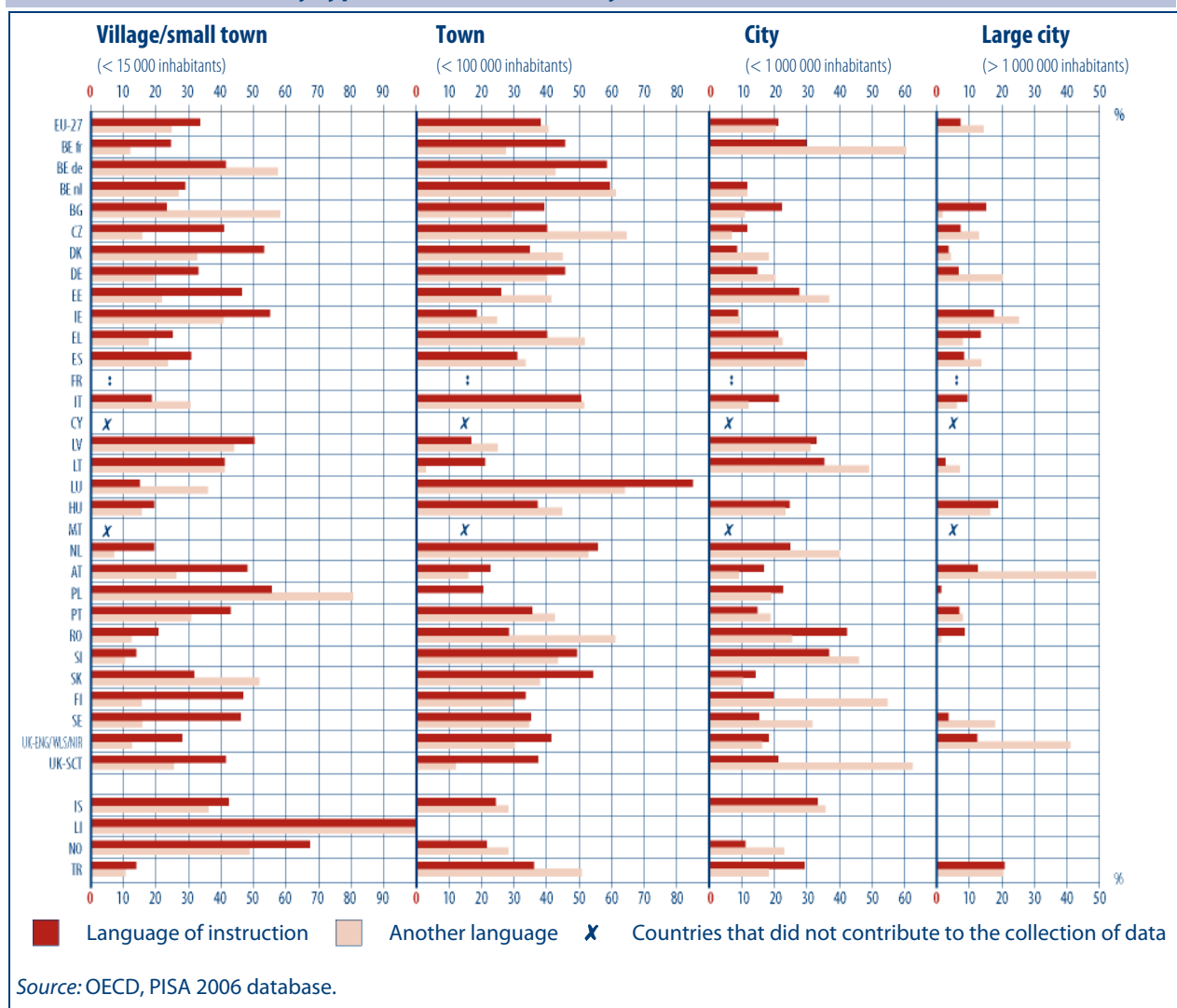
The PISA 2006 data can be used to compare the distribution – with respect to the different types of area in which pupils attend school – of those aged 15 who normally speak the language of instruction (Figure A2) and the corresponding distribution of pupils of the same age who at home speak a language other than the language of instruction.

In the EU-27, a quarter of pupils aged 15 whose mother tongue is not the language of instruction go to school in villages or small towns with populations of under 15 000, while a third (34 %) of pupils attending schools in these areas speak the same language at home as the language of instruction. Schools in rural areas therefore have a relatively low proportion of pupils whose mother tongue is not the language of instruction, in comparison to the general distribution of all 15-year-old pupils, a situation that applies in particular to Estonia,

Finland and Sweden. By contrast, a higher proportion of pupils speaking a language other than the language of instruction attend schools in large cities than in the case of pupils who at home speak the language in which they are taught (14 % compared to 7 %). Vienna is the outstanding example in Europe of a 'megalopolis' in which there is an exceptionally high proportion of pupils whose mother tongue is not the language used for teaching (the same is also true of London but not to quite the same extent).

In Bulgaria, the situation is the opposite. Pupils aged 15 whose mother tongue is not the language of instruction are under-represented in Sofia, whereas they are densely clustered in villages or small towns of under 15 000 inhabitants to a greater extent than might be expected from a random distribution across different types of area. This situation is also characteristic of the German-speaking Community of Belgium (because of the dialects more widely used in rural areas) and in Luxembourg (given the presence of Letzeburgesch). By contrast, in Belgium (Flemish Community) the proportion of 15-year-olds whose mother tongue is not the language of instruction stays at a similar level, regardless of the type of area.

Figure A4: Proportion of 15-year-old pupils who say that at home they mainly speak the language of instruction, or a language other than the language of instruction, by type of area in which they attend school, 2005/06



Data (Figure A4)

	Language of instruction																					
	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU				
Village	34	25	41	29	23	41	53	33	46	55	25	31	(:)	19	X	50	41	15				
Town	38	46	59	59	39	40	35	46	26	19	40	31	(:)	51	X	17	21	85				
City	21	30	0	12	22	12	9	15	28	9	21	30	(:)	21	X	33	35	0				
Large city	7	0	0	0	15	7	4	7	0	17	13	8	(:)	9	X	0	3	0				
	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (¹)	UK-SCT						IS	LI	NO	TR
Village	19	X	19	48	56	43	21	14	32	47	46	28	41						42	100	67	14
Town	37	X	56	23	20	36	28	49	54	34	35	41	37						24	0	22	36
City	25	X	25	17	23	15	42	37	14	20	15	18	21						33	0	11	29
Large city	19	X	0	12	1	7	9	0	0	0	4	12	0						0	0	0	21
	Another language																					
	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU				
Village	25	12	57	27	58	16	33	19	22	41	18	24	(:)	31	X	44	41	36				
Town	41	27	43	61	29	64	45	40	41	25	52	34	(:)	51	X	25	3	64				
City	21	60	0	12	11	7	18	20	37	9	23	29	(:)	12	X	31	49	0				
Large city	14	0	0	0	2	13	4	20	0	25	8	14	(:)	6	X	0	7	0				
	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (¹)	UK-SCT						IS	LI	NO	TR
Village	16	X	7	26	80	31	12	10	52	16	16	13	25						36	100	49	11
Town	45	X	53	16	0	43	61	44	38	30	35	30	12						28	0	28	51
City	23	X	40	9	19	19	25	46	10	55	32	16	62						36	0	23	18
Large city	16	X	0	49	1	8	1	0	0	0	18	41	0						0	0	0	20

UK⁽¹⁾: UK-ENG/WLS/NIR.

Source: OECD, PISA 2006 database.

Additional notes

Ireland: Pupils in schools in which the language of instruction was Irish could choose between the English or Irish language version of the questionnaire.

Spain: The questionnaire was administered in Basque, Catalan, Galician, Spanish or Valencian, depending on the language used to teach science.

France: The school principals questionnaire was not administered in the PISA 2006 survey and information about the type of area in which schools are located is missing.

Luxembourg: Letzeburgesch was not used for testing pupils, which partly accounts for the high percentage (67 %) in the 'another language of the country' category. For PISA 2000, Letzeburgesch was placed in a different category (test language), which explains the differences between the present edition of *Key Data on Teaching Languages* and the 2005 edition.

Explanatory note

The Figure shows the distribution of pupils aged 15 in schools located in different types of area ('village/small town', 'town', 'city' and 'large city') for two language-linked categories of pupil (those who at home speak the language of instruction as opposed to those who at home speak another language). These data are to a very large extent related to the breakdown of the general population in the different kinds of area. For example, in Liechtenstein in which the population of all such areas is less than 15 000 (i.e. they are all 'villages/small towns' according to the classification used here), all pupils speaking another language at home inevitably attend school in those 'villages/small towns'.

Language of instruction: Official or other language of the country used to teach pupils.

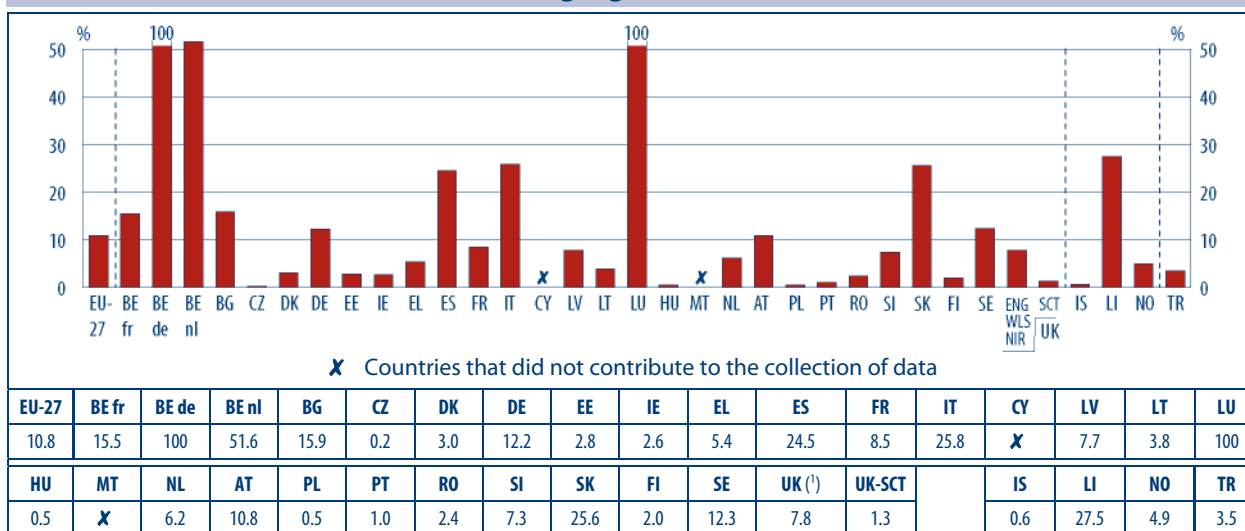
A language other than the language of instruction: This category covers the other languages of the country (with or without official status) and all further languages.

For further information, see the Statistical Tools and Annexe.

CERTAIN SCHOOLS ENROL LARGE NUMBERS OF PUPILS WHOSE MOTHER TONGUE IS NOT THE LANGUAGE OF INSTRUCTION

In Europe, some schools have to cater significantly more than others for language diversity in their pupil intake. A large proportion of their pupils (at least a fifth) speak a language at home other than the language used to teach them. The unusual position of languages in the German-speaking Community of Belgium and in Luxembourg (Figure A2) accounts for the fact that virtually all schools in both enrol at least 20 % of pupils who mainly speak a language other than the language of instruction. The data also reveal that countries such as Spain, Italy, Slovakia and Liechtenstein face a very complex situation in their schools as far as the languages spoken by their pupils are concerned. The intake at over one in four schools in these countries reflects a distinctive pattern of language diversity. The same phenomenon is also apparent to a lesser extent in Belgium (the French Community), Bulgaria and Germany.

Figure A5: Proportion of 15-year-old pupils attending a school that enrolls at least 20 % of pupils who say that at home they mainly speak a language other than the language of instruction, 2005/06



UK⁽¹⁾: UK-ENG/WLS/NIR.

Source: OECD, PISA 2006 database.

Additional note

Belgium (BE nl): The percentage shown relates mainly to the Flemish dialects.

Explanatory note

Language of instruction: Official or other language of the country used to teach pupils.

A language other than the language of instruction: This category covers the other languages of the country (with or without official status) and all further languages.

For further information, see the Statistical Tools and Annexe.



ORGANISATION

COMPULSORY LEARNING OF A FOREIGN LANGUAGE STARTS AT PRIMARY SCHOOL IN MOST EUROPEAN COUNTRIES

Figures B1 and B2 read in conjunction with each other give an overall view of how the teaching of foreign languages is organised within the minimum level of educational provision. Figure B1 is concerned with the content of the regulations or recommendations issued by the central education authorities. Figure B2 highlights certain areas of autonomy enabling schools partly to determine the content of the minimum level of educational provision. Relating these Figures to the real proportions of pupils engaged in learning foreign languages (Chapter C) clarifies the picture still further. The investigation is supplemented with information on the percentage of overall taught time devoted to foreign languages in the curriculum (Chapter E).

In 2006/07 in all countries except Ireland and the United Kingdom (Scotland), all pupils were obliged to learn a foreign language at school for at least one year. In Ireland all pupils learn Irish and English, which are not foreign languages. In the United Kingdom (Scotland), in which the curriculum is not statutory, schools have a duty to offer a foreign language, but pupils are under no obligation to learn one. In practice however the great majority of them do so, normally from the age of 10 and sometimes even earlier. In virtually all countries, there are regulations making it compulsory for all children to learn a foreign language in primary education, the exceptions being Slovakia and the United Kingdom. In both these countries, however, language learning does occur in practice at primary level (Figure C4).

In several countries, all children are taught a foreign language as a compulsory subject from the first year of primary education onwards, or even earlier as in Belgium (the German-speaking Community) and in some Autonomous Communities in Spain. Schools in Estonia, Finland and Sweden, are to some extent free to determine the year in which the first language is introduced as a compulsory subject. Not all pupils therefore begin language learning as soon as they attend primary school. This is however the case in Italy, Luxembourg, Malta, Austria and Norway.

Under reforms now being implemented in several countries, compulsory foreign language learning for all has to begin at an earlier age. In certain Autonomous Communities in Spain, children already have to learn a foreign language from the age of 3, and this practice is being extended to the entire country during the 2008/09 school year. Since 2007 in France, all pupils have to learn a foreign language from the age of 7 onwards. The same applies to Polish pupils with effect from the 2008/09 school year. In Lithuania (from 2008 onwards), compulsory language learning is being brought forward to the age of 8. Since 2007/08, it has begun from the age of 9 in Iceland. Since the 2008/09 school year, schools in Portugal are obliged to offer English to 6-10 year old pupils. Earlier learning of a foreign language as a compulsory subject has become a clearly visible trend in the course of the last decades (Figure B.3). However, the data on taught time (Figure E3) reveal that in the great majority of countries, the amount of time spent on language learning is generally greater in lower secondary education than in primary education.

All pupils are obliged to learn a minimum of one foreign language at least up to the end of compulsory education, except in Italy and the United Kingdom (England, Wales and, since 2007, Northern Ireland).

Figure B1: Number of foreign languages taught and the duration of this provision in pre-primary, primary and general secondary education, 2006/07

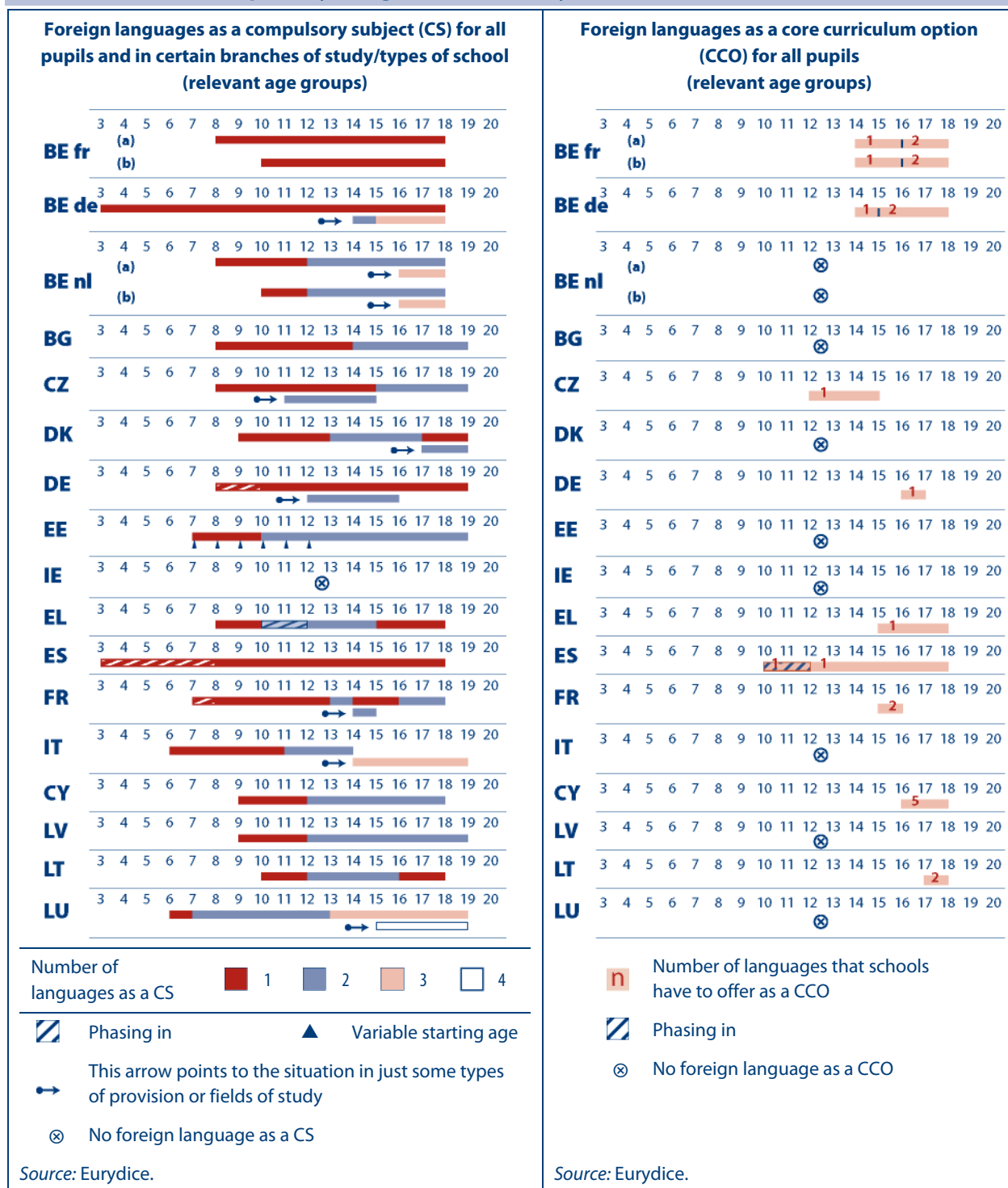
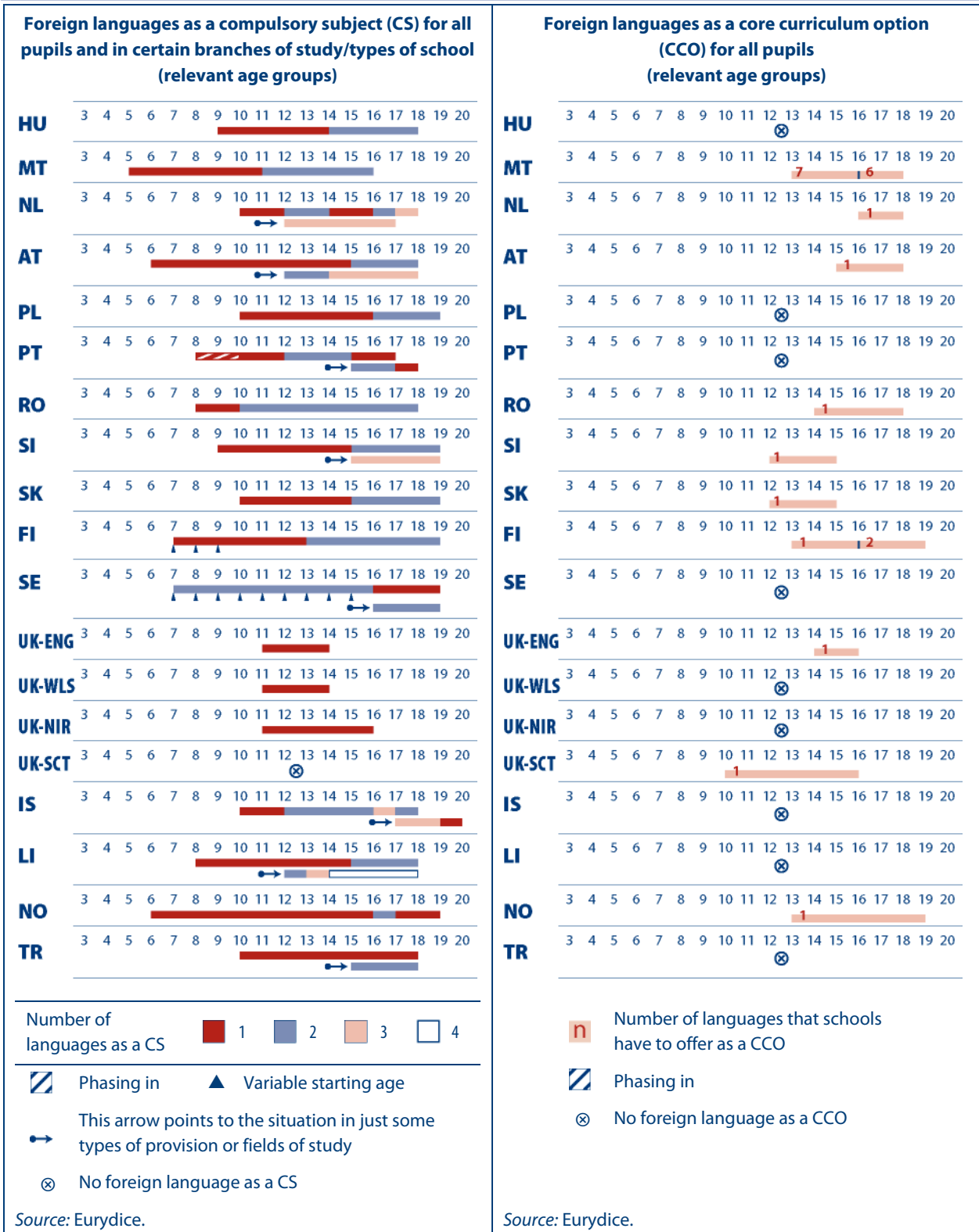


Figure B1 (continued): Number of foreign languages taught and the duration of this provision in pre-primary, primary and general secondary education, 2006/07



Additional notes (Figure B1)

Belgium (BE fr): The French Community is responsible in (a) Brussels wherever the language of instruction is French, and (b) in the French-speaking part of the Region of Wallonia.

Belgium (BE nl): The Flemish Community is responsible in (a) Brussels wherever the language of instruction is Dutch, and (b) in the Flemish Region. Since 2004/05, all pupils (except those attending schools in the Region of Brussels, in which other regulations apply) have had to learn a foreign language from the age of 10.

Czech Republic: Only the *Základní škola* curriculum (ISCED 1 and 2) is considered here.

Germany: Since 2004/05, some *Länder* have reduced the number of school years spent in the *Gymnasium*. In the schools concerned, therefore, pupils begin learning the first foreign language when they are aged 10, the second language at the age of 11, and the third one at the age of 13. In Baden-Württemberg, a foreign language is compulsory from the age of 6. Pupils may stop learning a language as a compulsory subject when they reach the age of 17 if they have not selected it as a subject for the *Abitur*.

Ireland: Foreign language teaching is not compulsory. All pupils are taught the official languages of English and Irish.

Spain: Since 2008/09, all pupils learn a foreign language from the age of 3. With effect from 2009/10, all pupils will be able to choose a language as a core curriculum option when they reach the age of 10.

Greece: During 2006/07, it became compulsory for all pupils aged 10 to learn a second foreign language. In the case of pupils aged 11, this occurred in 2007/08.

France: Since the beginning of the 2007/08 school year, it has in principle become compulsory for all pupils aged 7 to learn a foreign language. At 14, only the pupils who have taken the option "*découverte professionnelle*" (initiation to professional life) (6 hours per week), no longer learn two foreign languages as compulsory subject.

Italy: Since 2006/07, all pupils have had to learn a second language between the ages of 11 and 14.

Lithuania: Since 2008/09, all pupils aged 8 have to learn a foreign language. In 2006/07, schools could already begin teaching that language to eight-year-old pupils if they so wished.

Luxembourg: In the 'classical' section, the teaching of English (the third compulsory language) begins when pupils are aged 14 and not 13.

Hungary: Given that the structure of educational provision varies, pupils may begin learning the second compulsory language at the age of 10 or 12.

Malta: in the two remaining *boys' girls' schools* (one for boys and one for girls), only one foreign language is compulsory. Both schools will close in 2011.

Netherlands: Since 2007/08, pupils following HAVO and VWO curricula have one less compulsory foreign language. However, HAVO pupils may still learn the appropriate language if they are taking the 'culture and society' programme, and VWO pupils can select that language as a core curriculum option.

Poland: Since 2008/09, compulsory teaching of a foreign language has been introduced for pupils aged from 7 to 10. From 2009 it will be obligatory for pupils aged between 13 and 19 to study two languages

Portugal: in 2005/06, the Ministry of Education launched a programme for English teaching in the third and fourth year of compulsory education (pupils aged from 8 to 10). The schools had the choice to participate. Since 2006/07 all schools are obliged to offer English to pupils in this age group. Since 2008/09 this obligation is extended to the first and second years of education (pupils aged from 6 to 8).

Slovenia: From 2008/09, it is compulsory to teach a second foreign language from the age of 12.

Sweden: The central education authorities allocate a total amount of time (in hours) to each group of subjects without specifying the age at which pupils must start learning them.

United Kingdom (ENG): Schools are required to offer a language to pupils aged from 14 to 16. There is a government-supported programme to introduce languages into primary schools leading up to the introduction of compulsory language learning for all pupils aged 7 to 11 by 2011.

United Kingdom (WLS): although schools are not required to offer a language to pupils aged from 14 to 16, they generally do so. Additionally all pupils learn Welsh.

United Kingdom (NIR): the requirement for all pupils to learn a language between the ages of 14 and 16 was lifted in September 2007. However, schools must offer all pupils the option of learning a language.

United Kingdom (SCT): The curriculum is non-statutory. Depending on the particular circumstances of each school, schools and local authorities are free to interpret and adapt the guidelines emanating from the central authorities. According to these guidelines, pupils are entitled to learn at least one language for six years (corresponding to around 500 hours) from the age of 10 to 16; however this entitlement is currently being superseded by the new framework for learning and teaching under Curriculum for Excellence.

Additional notes (Figure B1)

Iceland: Since 2007/08, compulsory foreign language learning has begun at the age of 9. This reform should be fully implemented in 2009/10. At upper secondary level, the age at which pupils learn foreign languages may vary from one school to another and from one pupil to the next.

Norway: At the age of 13, pupils have to choose between learning English in greater depth, Norwegian or Sami, or another foreign language. This reform has been fully implemented since 2008/09.

Explanatory note

These diagrams deal only with languages described as ‘foreign’ (or ‘modern’) in the curriculum. Regional and/or minority languages (Figure B11) and ancient languages (Figure B12) are included solely when the curriculum regards them as alternatives to foreign languages.

In the left-hand column, the rods just underneath the age scale show the total period over which foreign languages are taught as a compulsory subject for all, while the colours in each rod indicate the number of languages **everyone** must learn at the corresponding ages. The rods to the right of this arrow ➡) refer exclusively to the highest number of languages that **just some pupils** have to learn in one or several specific branches of study and the ages at which this occurs.

Phasing in, foreign language, language as a compulsory subject, language as a core curriculum option: See Glossary.

Variable starting age: The central education authorities do not stipulate the age at which subjects have to be taught for the first time, but confine themselves to setting objectives for a given level of education. Schools are thus free to decide when they start to teach a foreign language.

In the majority of education systems, the minimum curriculum for general secondary education states that it is compulsory for everyone to learn two foreign languages. It is compulsory to do so in primary education in just a few countries, namely Estonia, Latvia, Luxembourg, Sweden, Iceland, as well as in Greece where this obligation has recently been extended to pupils aged 10-12. In Luxembourg, all pupils learn German from the first year of primary school and French from the second year of primary school. Although both have official language status, they are nonetheless regarded as foreign languages in the curriculum.

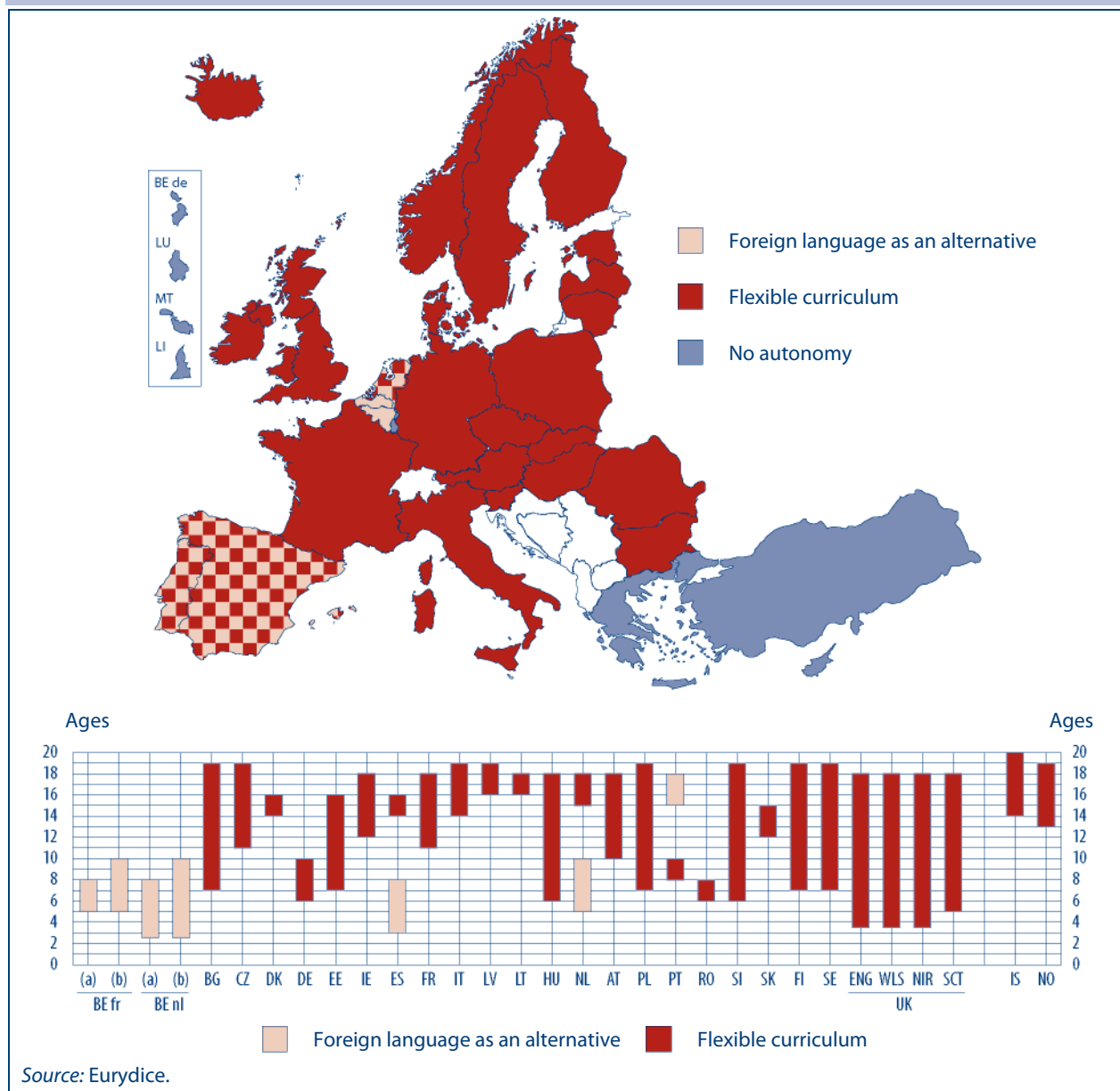
In around 15 countries, pupils enrolled in certain types of school or branches of study have to learn a greater number of foreign languages than the compulsory minimum number applicable to all pupils. This is especially the case in upper secondary education. However, pupils who have reached the age of 12 in some types of school in the Czech Republic, Germany, the Netherlands, Austria and Liechtenstein, have to learn a greater number of languages than the number compulsory for all. Thus 12-year-old pupils in HAVO and VWO schools in the Netherlands have to learn three foreign languages, whereas those enrolled in VMBO are obliged to learn two. In Luxembourg and Liechtenstein, pupils in some branches of study or types of school must learn up to four foreign languages.

In almost 20 countries and essentially at secondary level, the central (or top-level) education authorities require schools to include at least one foreign language among their core curriculum options. This arrangement enables each pupil at any school to opt for learning an additional language. It exists for example in Belgium (the French and German-speaking Communities), Germany and Spain, where the secondary school programmes contain only one compulsory foreign language. In upper secondary education in Cyprus, schools have to offer five foreign languages. In Malta, schools have to offer seven languages at lower secondary level and pupils can choose only one, whereas at upper secondary level, schools have to offer six out of which pupils may choose three.

SCHOOL AUTONOMY IS VERY WIDESPREAD AND MAY BOOST THE PROVISION OF LANGUAGE TEACHING

In a great many countries, schools have a certain degree of autonomy enabling them to introduce some subjects of their own choice – and in particular foreign languages – as part of the minimum level of educational provision. Depending on the country concerned, this minimum level of provision is governed either solely by the content of centrally determined regulations (Figure B1), or by the content of the latter supplemented by content that schools can introduce on their own initiative in accordance with their degree of autonomy.

Figure B2: Scope for schools to provide foreign language teaching on their own initiative within the minimum level of educational provision in pre-primary, primary and general secondary education, 2006/07



Additional notes (Figure B2)

Belgium (BE fr): The French Community is responsible in (a) Brussels wherever the language of instruction is French, and (b) in the French-speaking part of the Region of Wallonia.

Belgium (BE nl): The Flemish Community is responsible in (a) Brussels wherever the language of instruction is Dutch, and (b) in the Flemish Region.

Czech Republic: Since 2007/08, schools have been allowed to introduce a foreign language as a compulsory subject in the first year of primary education (for those aged 6) provided that the pupils and their parents agree.

Denmark: The Act on the *Folkeskole* encourages schools to offer a foreign language as an optional subject (thus constituting a third language) for pupils aged between 14 and 16.

Spain: Until it becomes compulsory to teach a foreign language to all children from the age of 3 onwards (in 2008/09), the Autonomous Communities are authorising schools to do so.

Italy: In theory, schools possess this kind of autonomy from the first year of primary education. In practice, they do so only at upper secondary level.

Latvia: Where schools decide to establish a curriculum that includes an additional language, the latter becomes compulsory for everyone.

Hungary: In accordance with the flexibility granted to them, many schools oblige their pupils to learn a foreign language prior to the stage at which this becomes compulsory for all pupils (Figure B1).

Netherlands: It is compulsory to learn English in primary education. In practice, it is taught to pupils when they reach the age of 10. Schools can arrange to teach English at an earlier stage.

Austria: Schools have a degree of autonomy enabling them to offer a curriculum slightly different from the one determined by the central education authorities. The subjects schools can offer on this basis must however be included in a list drawn up by those authorities.

United Kingdom (ENG/WLS/NIR): Schools are expected to develop their whole curriculum beyond the requirements of the *National Curriculum* and the *Northern Ireland Curriculum* in accordance with their particular needs and circumstances. This can mean teaching a foreign language beyond the statutory minimum. There is no compulsory common core curriculum for pupils aged 16-18.

Iceland: Pupils in upper secondary education may – in accordance with the languages offered by their school – opt to extend their knowledge of a language they are already learning on a compulsory basis, or study another language.

Explanatory note

This Figure deals only with languages described as ‘foreign’ (or ‘modern’) in the curriculum. Regional and/or minority languages (Figure B11) and ancient languages (Figure B12) are included solely when the curriculum regards them as alternatives to foreign languages. The Figure indicates the extent to which schools are free to include the subjects that they wish (including foreign languages) within the minimum level of educational provision.

Foreign language, foreign language as an alternative, minimum level of educational provision, flexible curriculum: See Glossary.

In this way, schools may offer a curriculum more geared to the needs of the population and region in which they are located. As a result, the content of the minimum level of educational provision may to some extent vary from one school to the next. Where schools decide to offer an extra language, all pupils either have to learn it, or may select it as a core curriculum option as it is part of the minimum level of educational provision.

Schools can vary their provision in foreign languages on their own initiative, either by offering languages as alternative subjects or by including them within a flexible curriculum. In accordance with flexible curricula at all levels of education, and particularly secondary level, schools choose the subjects they wish to teach. They may thus offer pupils the opportunity to learn more foreign languages (than those indicated in Figure B1) and, in certain cases, make it compulsory to learn them. For example, the *collèges* in France can include a second language in their curriculum from the outset (for pupils aged 11 and over). School autonomy is especially marked in Italy (at secondary level) and the United Kingdom, in which centrally determined curricula place relatively less emphasis on foreign language teaching than in other countries (Figure B1).

In a few countries, schools are autonomous in another more restrictive sense in that they can offer a foreign language as an alternative subject. Thus in Belgium (Flemish and French Communities), Spain (in some Autonomous Communities) and Portugal, the central education authorities allow schools to use time normally allocated to other subjects for the purpose of teaching a foreign language. This occurs first and foremost in primary education, in cases in which it is not yet compulsory for all pupils to learn one. As a result of this leeway granted to schools, it is possible to arrange for a foreign language to be taught at an earlier stage, as part of the minimum level of educational provision.

COMPULSORY TEACHING OF A FOREIGN LANGUAGE BEGINS AT AN INCREASINGLY EARLY STAGE OF EDUCATION

For several decades, Europe has witnessed an increase in the number of years during which teaching of at least one foreign language is compulsory, and a lowering of the age at which this provision begins. These changes have been apparent in a great many countries, especially between 2003 and 2007.

Between 1984 and 2007, around 10 countries lowered by at least three years the age at which pupils first had to be taught a foreign language. For example, several countries in southern Europe adopted ambitious policies along these lines. Spain and Italy are now among those countries in which pupils are taught earliest during their education (when aged 3 and 6 respectively). In Luxembourg and Malta, in which pupils were first taught foreign languages already at a very early stage in 1984, there was no further change in the age at which this occurred until 2007. There was no compulsory curriculum in the United Kingdom (England, Wales and Northern Ireland) until legislation was passed in 1988 (England and Wales) and 1989 (Northern Ireland). Under this legislation, languages became a compulsory subject for all pupils from age 11. Initially, this applied up to the age of 16, but subsequent curriculum changes increased flexibility for pupils aged 14-16 and it is now the case that compulsory language learning starts later (age 11) and ends earlier (age 14) in England, Wales and Northern Ireland than in any other country. Alongside these changes in the secondary curriculum, there have been developments in primary language learning. In England, for example, the Government is committed to making languages a compulsory subject for pupils aged 7 to 11 from 2011.

However, this trend towards lowering the age at which children first have to learn languages is far less apparent in several countries of central and eastern Europe. In the great majority of them, children had to begin learning a first foreign language relatively early even in the 1980s. In most cases, that language was Russian. In the Baltic countries, Russianisation was especially marked and the language was taught very early on in compulsory education. However, it was not regarded as a foreign language. Changes in the general organisation of education since the beginning of the 1990s may also account for certain variations in some countries.

Between 2003 and 2007, changes occurred in around ten countries. In Belgium (the German-speaking Community), the legislation adopted in 2004 made compulsory preprimary play activities in a foreign language, and language learning from the first year of primary education – both features of early education that had been optional but practised in the majority of schools for several decades. Countries in which changes have been greatest are also those in which foreign language teaching began at a later stage (Flemish Community of Belgium and Bulgaria). In Poland, since 2008/09, obligatory foreign language learning has been introduced for pupils aged 7 – 10. From 2008/09 in Portugal, all schools have to offer English to pupils aged 6-10.

Figure B3: Changes in the age at which pupils are initially taught the first compulsory foreign language and the duration of this provision in pre-primary, primary and general secondary education, with respect to 1984, 1994, 2003 and 2007



Source: Eurydice.

Additional notes (Figure B3)

Belgium (BE fr): The French Community is responsible in (a) Brussels wherever the language of instruction is French, and (b) in the French-speaking part of the Region of Wallonia.

Belgium (BE nl): The Flemish Community is responsible in (a) Brussels wherever the language of instruction is Dutch, and (b) in the Flemish Region.

Germany: Upper secondary education (the *Gymnasium*) terminates at the age of 18 in some *Länder* and at 19 in others. In certain *Länder*, pupils begin learning the first foreign language as a compulsory subject at the age of 10. In Baden-Württemberg, they must do so from the age of 6. If pupils have not selected this subject for the *Abitur*, they may stop learning it a year before the end of upper secondary education.

Estonia, Latvia and Lithuania: In 1984, Russian was not considered to be a foreign language. It was learnt from the age of 7 in Estonia and Lithuania and from the age of 8 in Latvia.

Estonia and Sweden: In 2007 and 2003, the education authorities did not specify the age at which all pupils had to learn a foreign language as a compulsory subject. In Sweden, this was also the situation in 1994. In 2007, pupils could begin learning a foreign language as a compulsory subject between the ages of 7 and 10 in both countries.

Ireland: Foreign language teaching is not compulsory. The official languages of English and Irish are taught to all pupils, but are not foreign languages.

Spain: From 2008/09, all pupils must begin learning a foreign language from the age of 3 onwards.

Latvia: In 1984, general secondary education ended at the age of 17 in schools in which Russian was the language of instruction.

Netherlands: It is compulsory to learn a foreign language in primary education. In practice, this occurs between the ages of 10 and 12. Schools can organise this provision at an earlier stage.

Poland: From 2008/09, obligatory teaching in a foreign language has been introduced for pupils aged 7 to 10.

Portugal: in 2005/06, the Ministry of Education launched a programme for English teaching in the third and fourth year of compulsory education (pupils aged from 8 to 10). The schools had the choice to participate. Since 2006/07 all schools are obliged to offer English to pupils in this age group. Since 2008/09 this obligation is extended to the first and second years of education (pupils aged from 6 to 8).

Finland: The national minimum curriculum for 1994, 2003 and 2007 does not specify the age at which all pupils have to learn a foreign language. They may do so between the ages of 7 and 9.

United Kingdom (ENG/NIR/WLS): It was not until 1988 (1989 in Northern Ireland) that legislation was passed defining modern languages as a compulsory subject. Prior to this, no subject (other than religious education) was compulsory. By 1994, the modern languages requirement had been implemented for younger pupils, but not for those aged 14-16. The requirement was removed for 14- to 16-year-olds in Wales in 1995, without having been implemented. The requirement was removed for pupils in this age range in England from 2004, and in Northern Ireland from 2007.

United Kingdom (SCT): Although not mandatory, teaching of a foreign language was considered by most people to be compulsory prior to implementation of the recommendations of the Ministerial Action Group on Languages (2000). The recommendations made this provision more flexible.

Explanatory note

This Figure deals only with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (Figure B11) and ancient languages (Figure B12) are included solely when the curriculum regards them as alternatives to foreign languages.

The age at which pupils are first taught a foreign language as a compulsory subject corresponds to their notional age when they embark on the year in which this provision begins. The age at which they cease to be taught a foreign language as a compulsory subject corresponds to their notional age when they complete the year in which this provision terminates. For 1984, 1994 and 2003, the Figure shows the age at which pupils are first taught a foreign language as a compulsory subject, according to the official documents, even if this provision has not been extended to all schools during the reference year. In the case of 2003, the measure being phased in is indicated as such if it was still not fully implemented in 2007. For further information concerning the situation in 2006/07, see Figure B1.

Phasing in, foreign language, language as a compulsory subject: See Glossary.

IN MOST COUNTRIES EVERYONE MAY LEARN AT LEAST TWO LANGUAGES DURING COMPULSORY EDUCATION

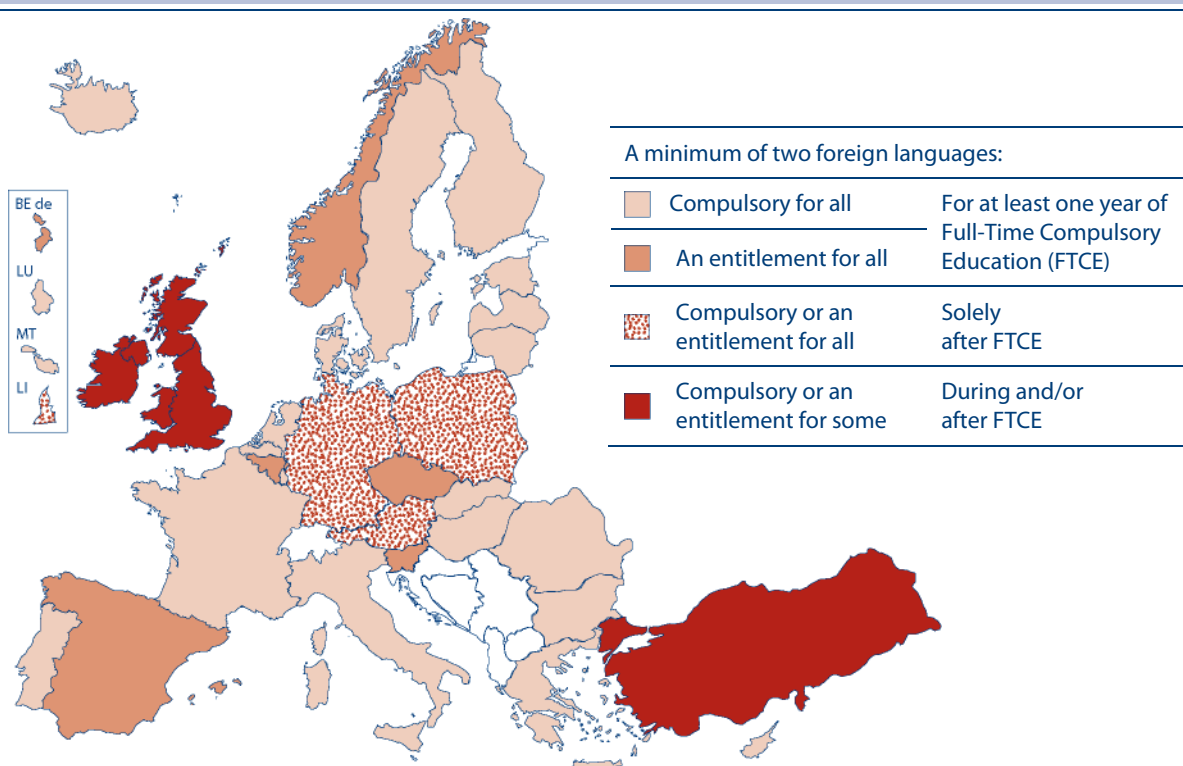
At the Barcelona European Council (2002), the EU Heads of State or Government called for further action 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age'. This recommendation derives from the momentum generated by the Lisbon European Council (2000) at which the European Union set itself the strategic objective of becoming 'the most competitive and dynamic knowledge-based economy in the world'. In 2006/07, educational policies in most countries complied with the terms of the recommendation in enabling all pupils to learn at least two foreign languages during compulsory education. By comparison with the situation in 2002/03 (see *Key Data on Teaching Languages at School – 2005 Edition*), attention should be drawn to the changes introduced in the Czech Republic and Italy, which are all along the lines of the recommendation issued at European level.

The situation in which all pupils have to learn a minimum of two foreign languages for at least one year during full-time compulsory education is the most widespread (Figure B1). The second category of countries consists of those in which learning two foreign languages, while not compulsory, is possible for everyone during full-time compulsory education. In these countries, the first language is compulsory, whereas the second is offered by all schools in their provision for core curriculum options. Thus when pupils come to choose their optional subjects, all may decide to learn a second foreign language irrespective of the school they attend.

Only in a minority of countries is it not possible for everyone to be taught two foreign languages in full-time compulsory education. In Germany, Austria, Poland and Liechtenstein, the opportunity to learn two languages is only extended to all pupils enrolled in post-compulsory general education (third category). This is even obligatory in Austria, Poland and Liechtenstein.

In Ireland and the United Kingdom, pupils in compulsory education may be offered the same opportunity, as the curriculum frameworks in these countries are sufficiently flexible to allow schools to tailor their own school curriculum according to their aims and values. This means that, where a second language is offered, the age at which it can be taken up is matter for the school to decide. In Turkey, only pupils in certain types of education have to learn two foreign languages and this concerns post-compulsory education.

Figure B4: The teaching of two foreign languages in the curriculum for pre-primary, primary and general secondary education, 2006/07



Source: Eurydice.

Additional notes

Ireland: The teaching of foreign languages is not compulsory. The official languages of English and Irish are taught to all pupils, but are not foreign languages.

Poland: It is foreseen that, from 2009, two languages will be obligatory for pupils aged 13-19.

Explanatory note

This Figure only considers 'foreign' (or 'modern') languages in the curriculum. Regional and/or minority languages (Figure B11) and ancient languages (Figure B12) are shown solely when the curriculum regards them as possible alternatives to foreign languages. For further information on the provision of foreign languages in the curriculum, see Figures B1 and B2.

An entitlement for all (to learn a minimum of two foreign languages): in general, the first language is included in the curriculum as a compulsory subject and the second one as a core curriculum option.

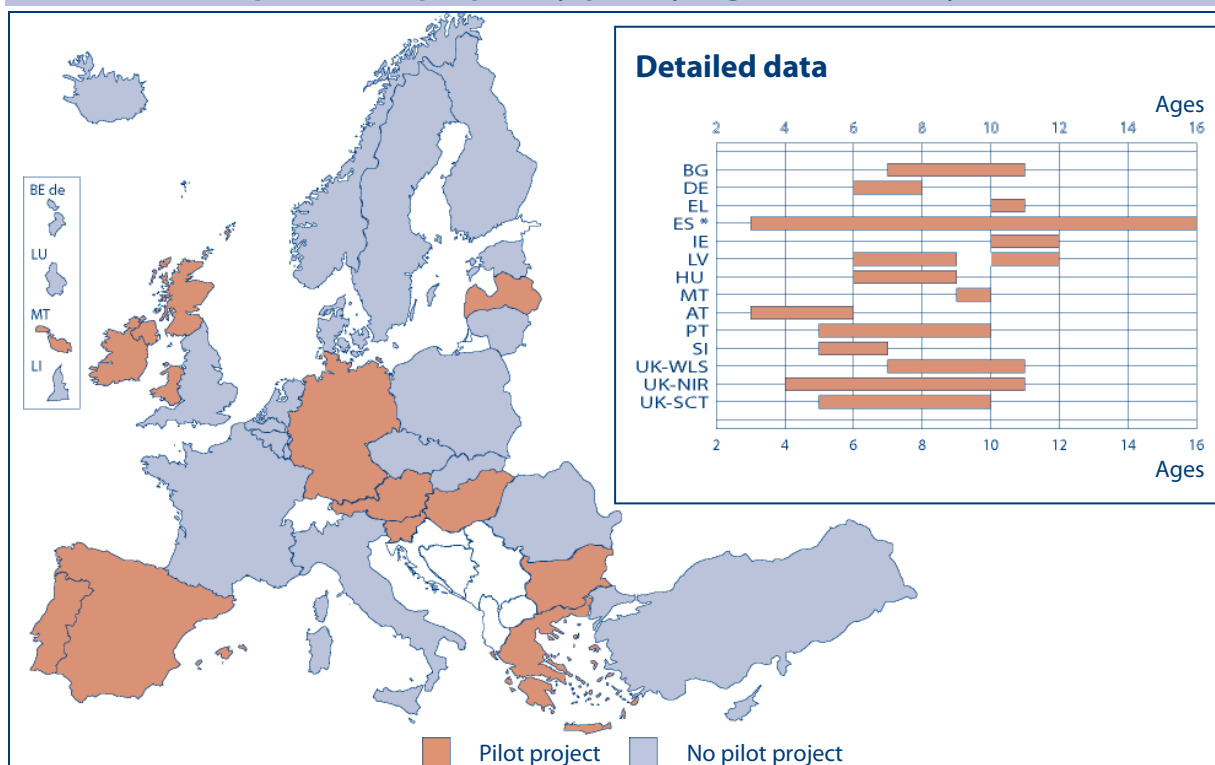
Compulsory or an entitlement for some (to learn a minimum of two foreign languages): just some pupils are obliged or entitled to learn two languages, either because their schools are free to offer them an opportunity to learn a further language (Figure B2), or because the pupils concerned are in branches of study in which other languages are offered or compulsory.

Foreign language; language as a compulsory subject; language as a core curriculum option; flexible curriculum: See Glossary.

PILOT PROJECTS ARE OFTEN USED TO PREPARE FOR FOREIGN LANGUAGE TEACHING AT AN EARLIER STAGE

Pilot projects to introduce the teaching of a foreign language not provided for within the minimum level of educational provision (Figure B1) have currently been established in 14 countries. Organised and funded by the education authorities, most of them are aimed essentially at introducing foreign language teaching at levels at which this is not yet compulsory, namely in pre-primary and primary education.

Figure B5: Age at which foreign languages are first taught as part of a pilot project and the duration of this provision, in pre-primary, primary or general secondary education, 2006/07



Source: Eurydice.

Additional note

Spain: The Autonomous Communities of Aragón, Castilla y León and Extremadura are still implementing the teaching of a second foreign language to pupils from the age of 10 as a pilot project, although in other Autonomous Communities this is a widespread common practice.

United Kingdom (ENG): The government-supported programme for the progressive introduction of languages into primary schools has now moved beyond the pilot stage and is leading up to the introduction of compulsory language learning for all pupils aged 7 to 11 by 2011.

United Kingdom (WLS): Since September 2003, the Welsh Assembly Government has financed pilot projects for pupils aged 7 to 11.

United Kingdom (NIR): A government-supported pilot project to introduce languages into primary schools was launched in September 2005.

Explanatory note

This Figure deals only with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages and ancient languages are included solely when the curriculum regards them as alternatives to foreign languages.

Pilot project: See Glossary.

In Spain, several Autonomous Communities have run pilot projects to teach pupils a first foreign language from the age of 3 and a second one from the age of 10, alongside languages included in the minimum level of educational provision. However, in some of the Communities, this is now general practice. Like the pilot projects in Spain, projects or initiatives in several schools in Latvia enable pupils to learn a language in addition to the one compulsory for all of them.

In the United Kingdom (England), there is a government-supported programme for the progressive introduction of languages into primary schools. This has now moved beyond the pilot stage and is leading up to the introduction of compulsory language learning for all pupils aged 7 to 11 by 2011. In Malta and the United Kingdom (Wales), the aim of pilot projects is to create an awareness of languages among pupils at a very early age and increase their involvement in language learning. In Greece the focus of the ongoing pilot project is on both multilingualism and multiculturalism.

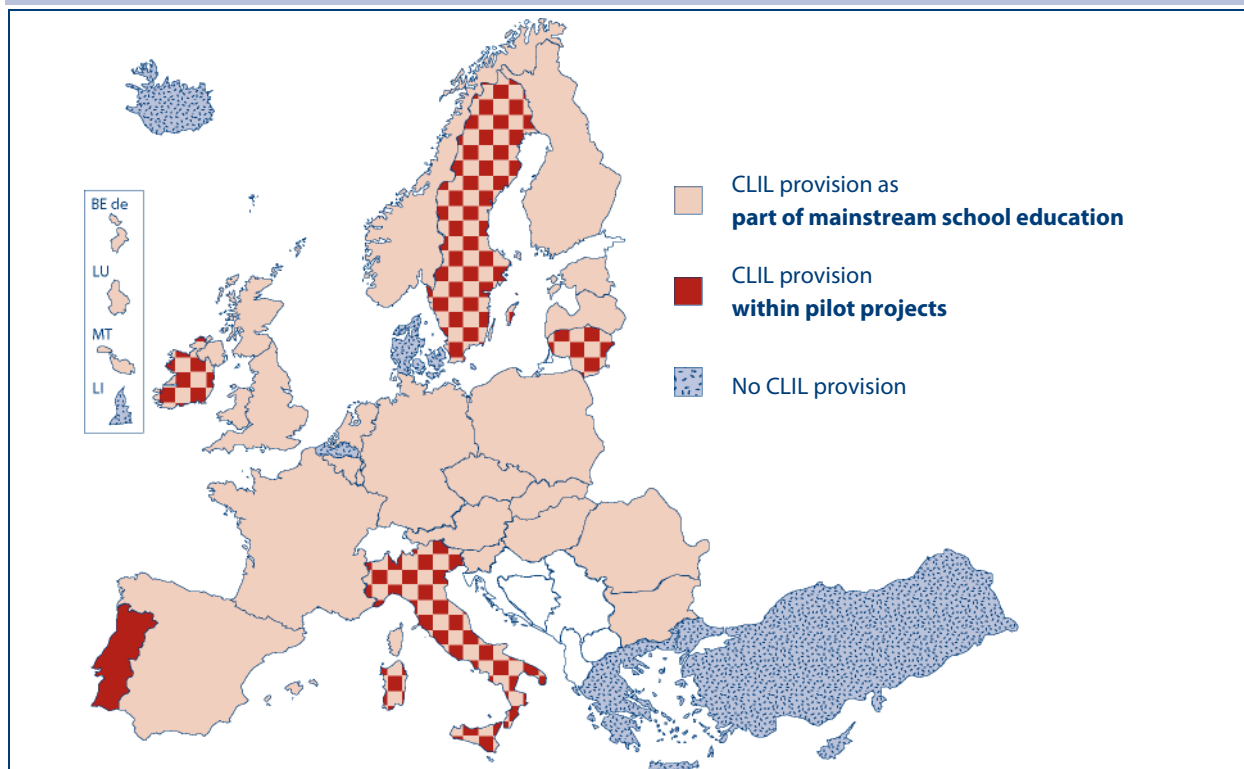
‘CLIL’ TYPE PROVISION IS PART OF MAINSTREAM EDUCATION IN ALMOST ALL COUNTRIES

In the great majority of European countries, certain schools offer a form of provision in which pupils are taught in at least two different languages. This ‘Content and Language Integrated Learning’ (CLIL) generally exists in primary and general secondary education but it is not widespread. Indeed Luxembourg and Malta are the only countries in which CLIL type provision exists in all schools.

In comparison to previous years, countries tend to adopt CLIL type provision for more language pairs (see Annexe) and countries in which CLIL was not formerly offered have now started to implement it in pilot projects, as in the case of Portugal and, since 2007/08, the Flemish Community of Belgium. Inclusion of CLIL in mainstream education following its successful implementation in pilot projects (as in Poland and Spain) is becoming more common. Nevertheless, in 2006/07, there was still no CLIL type provision in six countries.

Although Denmark has not introduced CLIL type provision as strictly defined, the country is considering measures that would lead to improved language proficiency among pupils. In particular, it has been proposed that some subjects might be taught using foreign languages.

Figure B6: Status of CLIL provision in primary and general secondary education, 2006/07



Source: Eurydice.

Additional notes

Belgium (BE nl): From 2007/08 CLIL type provision is being implemented within pilot-projects.

Denmark: Although there are no specific regulations, foreign literature courses in the official 'social studies' programme for upper secondary education can be given in a foreign language, thus providing pupils who choose this programme with an opportunity to be taught in two different languages.

Lithuania: From 2007/08, CLIL type provision is continuing in all those schools which formerly piloted it. They can now be joined by other schools willing to introduce CLIL in mainstream education.

Portugal: CLIL type provision was introduced in seven schools in 2006/07 as a three-year pilot project. A few experiments with CLIL prior to that were conducted on the initiative of schools themselves without institutional support from the central services. In 2007/08, this project covered 16 schools.

Liechtenstein: CLIL provision is available only during the third year of primary education and on a very limited basis. From 2008/09 onwards CLIL provision is being offered in the second year of primary education.

Explanatory note

The present Figure does not cover programmes that provide teaching in two different languages primarily to ensure that children whose mother tongue is not an indigenous language will eventually integrate more effectively into the system of mainstream education. Neither are international schools included.

For detailed information on the languages and levels of education in which 'CLIL' type provision occurs, see Annexe.

CLIL type provision is part of mainstream education: Provision is not limited in time as in the case of a pilot project. The fact that it is part of mainstream education does not mean that it is widespread.

CLIL, pilot project: See Glossary.

REGIONAL OR MINORITY LANGUAGES ARE WIDELY USED FOR CLIL TYPE PROVISION IN MANY EUROPEAN COUNTRIES

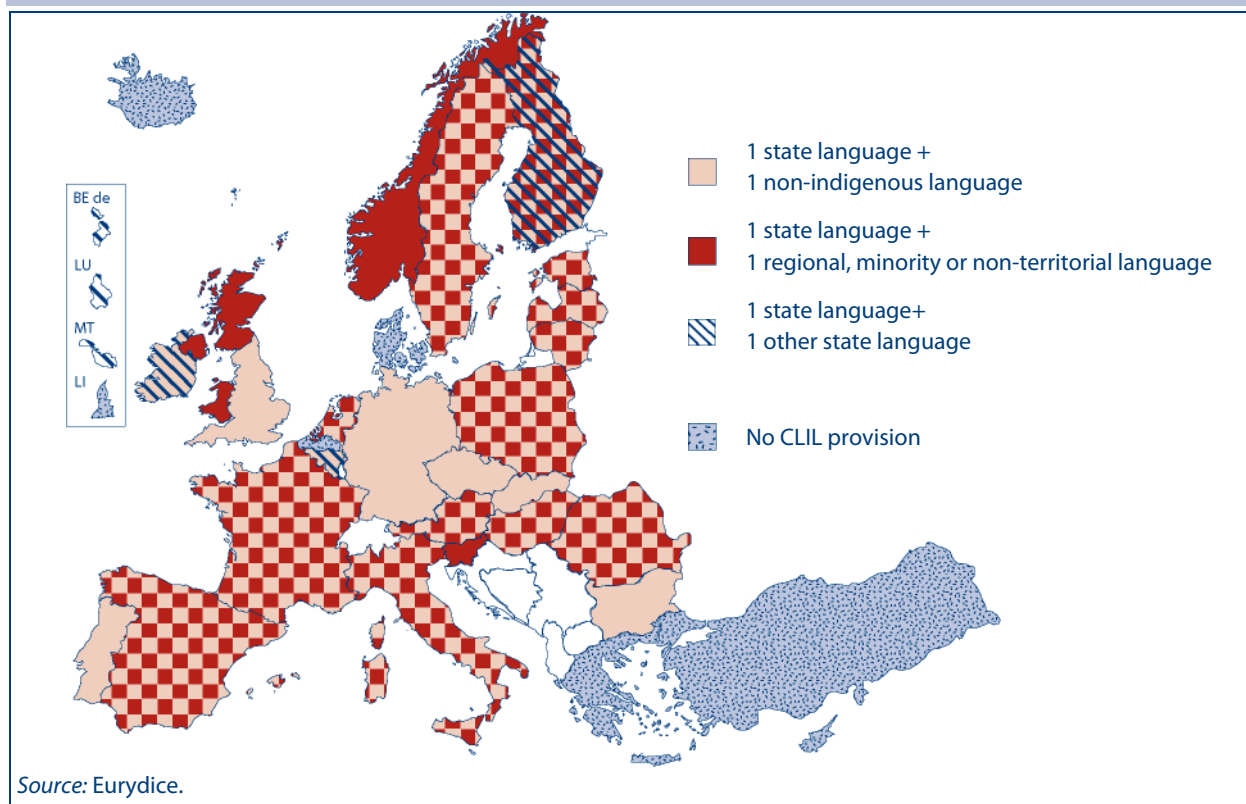
The language patterns associated with CLIL type provision in Europe both as part of mainstream school education and within pilot projects (Figure B6) are varied.

It is most common to have a combination of practices within a single country. While in some schools, teaching may be undertaken both in the official language and in a regional or minority language, in other schools one of these languages may be dispensed with – whether it is the state language or the regional or minority language.

In four countries (Spain, Latvia, the Netherlands and Austria) some schools offer CLIL with three different languages used as languages of instruction. In these countries, CLIL with three languages combines the national language, a non-indigenous language and a regional or minority language. This very infrequent arrangement is not shown in Figure B7, which relates solely to the commonest situation involving tuition in two languages. However, the Annexe provides full information on the languages and education levels associated with this kind of tuition.

In Italy, French, German and Spanish are used for CLIL both in pilot projects and as part of existing educational provision. French or German, which are regional and/or minority languages in certain regions, are used for CLIL in mainstream provision only in regions in which either language is spoken.

**Figure B7: Status of target languages used for CLIL
in primary and general secondary education, 2006/07**



Additional notes (Figure B7)

Belgium: The three national languages (Dutch, French and German) are spoken in four language regions, namely the French language region, the Dutch language region, the bilingual Brussels-Capital region (in which both French and Dutch are official languages) and the German language region. Under language laws adopted in 1963 and a decree approved in the German-speaking Community in 2004, the language of instruction has to be Dutch in the Flemish Community, French in the French Community and German in the German-speaking Community. However in a few communes with special status in the French and Flemish Communities, as well as in the German-speaking Community, primary education may be offered in another national language under certain circumstances.

Spain: Under the 1978 Spanish Constitution, Spanish is the official state language, so all Spanish citizens are obliged to be proficient in it and entitled to use it. Certain Autonomous Communities have a second official language and, more specifically, Catalan, Galician, Valencian and Basque have joint official status.

Spain, Latvia, Netherland and Austria: some schools offer CLIL teaching whereby three languages are used as teaching languages. These would be the national language, a regional or minority language (which in certain autonomous regions in Spain would also be the second official language) and a foreign language.

Latvia: Some schools offer CLIL type provision in which the languages of instruction are not official state languages. These languages are either Russian and English, or Russian and German.

Austria: An alternative option combining provision in two languages of instruction (each on the same footing) is offered in seven primary schools, while the same provision with a non-indigenous language is offered in 13 secondary schools in Vienna.

United Kingdom (WLS): A 1993 Act placed a duty on the public sector to treat Welsh and English on the basis of equality in public life.

Liechtenstein: CLIL provision is available during the third year of primary education but on a very limited basis.

Explanatory note

The present Figure does not cover programmes that provide teaching in two different languages primarily to ensure that children whose mother tongue is not an indigenous language will eventually integrate more effectively into the system of mainstream education. Neither are international schools included.

For detailed information on the languages and levels of education in which 'CLIL' type provision occurs, see Annexe.

Non-indigenous language: Any language that, within a particular State, is neither an official state language, nor a regional or minority language, nor a non-territorial language (for example, German in Ireland).

CLIL, non-territorial language; regional or minority language, official language, pilot project: See Glossary.

In Bulgaria, the Czech Republic, Germany, Portugal, Slovakia and the United Kingdom (England), CLIL type provision focuses on non-indigenous languages. In Bulgaria, school subjects are taught in a foreign language only in schools profiled as 'foreign languages oriented'. In Slovenia, the United Kingdom (Wales, Northern Ireland and Scotland) and Norway, CLIL type provision is generally associated with one or more regional or minority languages.

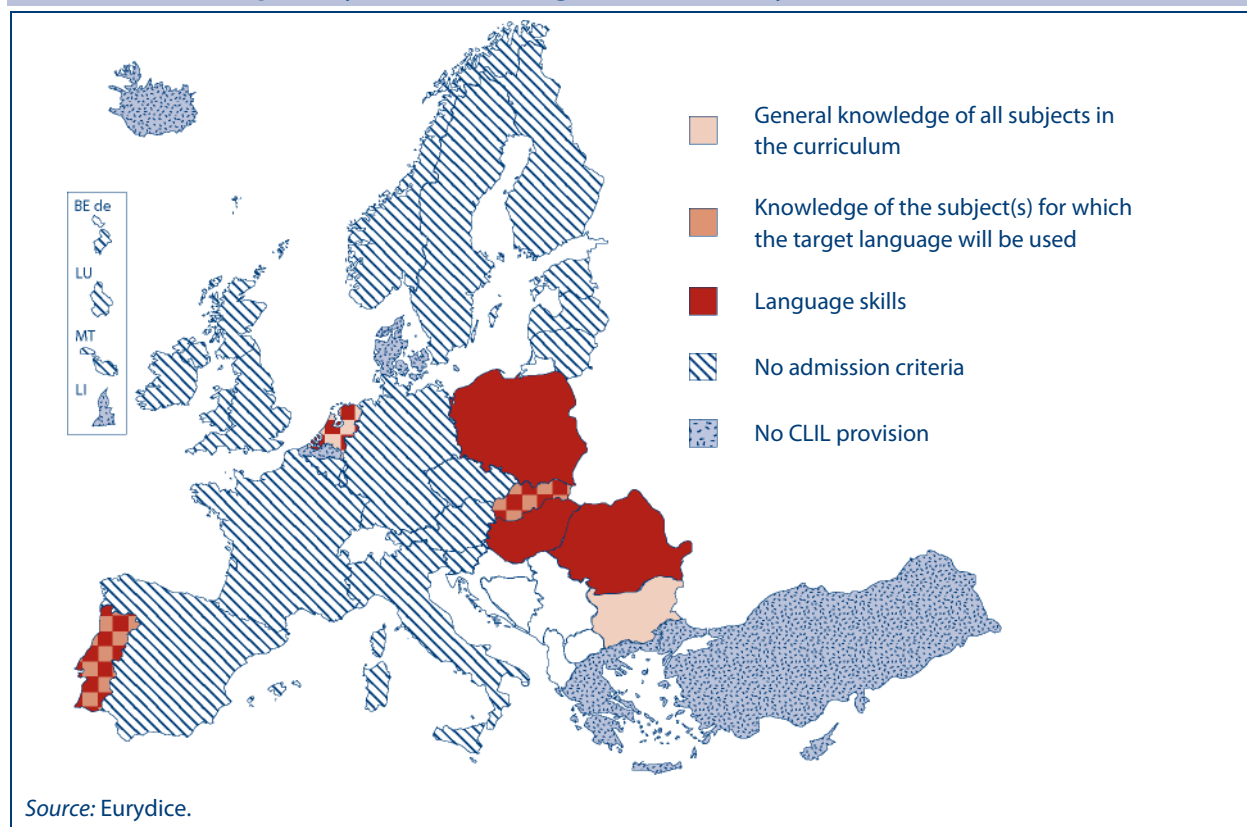
Belgium (the French Community and German-speaking Community), Ireland, Luxembourg, Malta and Finland are distinctive in offering provision of this kind combining the use of two state languages. The French Community of Belgium, Ireland and Finland additionally provide CLIL with a focus on one or more non-indigenous languages. In Luxembourg, German and French, the official state languages, are employed as languages of instruction in addition to Letzeburgesch – German in primary and lower secondary education and French in upper secondary education.

Close examination of the CLIL target languages shown in Annexe reveals that English, French and German are the most widespread non-indigenous target languages in countries in which provision is in one or several such languages.

FORMAL REQUIREMENTS FOR ADMISSION TO CLIL ARE NOT WIDESPREAD

In the majority of countries in which CLIL type provision is an integral part of mainstream education (Figure B6) it is generally open to all pupils. However, official requirements for admission to CLIL exist in some countries that select the pupils concerned, particularly where the target language is a non-indigenous language (Figure B7). This selection at the point of entry can be based on their general knowledge of all subjects in the curriculum, their proficiency in the language used for CLIL, or their knowledge of the one or more subjects for which the target language will be used.

Figure B8: Knowledge assessment criteria governing admission to CLIL in primary education and general secondary education, 2006/07



Seven countries have established assessment criteria for certain areas or types of knowledge, when selecting pupils for admission to CLIL type provision. Six of those seven countries require pupils to have good language skills. Bulgaria is the only country with formal academic criteria for admission that do not include language skills, but are rather focused on general educational knowledge. Romania and Poland are the only countries with CLIL admission requirements that involve language proficiency only. Applicants for entry to Polish schools at which places for CLIL type provision are limited have to sit a 'predisposition test' in order to prove they are talented in languages. In Hungary, the basic criterion for entry is language proficiency unless the number of pupils wishing to enrol is one-and-a-half times greater than the number that can be accepted. In this case, not only for CLIL teaching, but in general, there may exceptionally be a central examination in mathematics and Hungarian.

Admission of pupils in Portugal and Slovakia is governed both by their knowledge of the one or more subjects for which the target language will be used and by their language competence. In the Netherlands, in which there is a strong demand for CLIL provision in secondary education, nearly all schools make use of selection criteria. In general, these criteria are based on the results obtained by pupils in tests held at the end of primary education in the majority of schools. Considerable importance is also attached to pupil motivation.

In Slovenia, in which there are no academic criteria governing eligibility for CLIL type provision, those applying for it must live in an area in which both Slovenian and the target language concerned are spoken.

ENGLISH IS A MANDATORY LANGUAGE IN 13 COUNTRIES

In over half of the countries in the former 15 Member State EU, the first foreign language that pupils study as a compulsory subject is a specific mandatory language. No other language can therefore be chosen. Some countries insist that two or – in the case of Luxembourg – even three such specific languages have to be learnt. This trend is not characteristic of central and eastern Europe in which no country has stated for many years now that a specific language is mandatory. In the great majority of cases, English is the language that all pupils have to learn. French is more commonly a second mandatory foreign language. Moreover, in three of the four countries/communities in which it has to be taught, it constitutes one of the official languages. In most education systems, the first language is introduced at primary level and the second at secondary level (Figure B1). In several countries the study of certain languages is mandatory for historical or political reasons, as for example in Belgium, Luxembourg, Finland and Iceland.

The majority of countries in which the learning of English was mandatory at a particular stage of compulsory education in 2006/07 had already adopted this policy in 1982/83. However, Greece, Liechtenstein and Italy are exceptions. In Italy the reform is fairly recent, as it came into effect in 2003/04. From 2008/09 in Portugal, all schools are required to offer English lessons to children aged between 6 and 10. From the age of 10 onwards, foreign languages become compulsory for everyone and pupils thus have to choose between English and French as a first language. In general, these new measures point to a growing tendency in Europe to insist on pupils learning English. However Latvia, which in 2002/03 recommended that English should be taught as a compulsory subject, has abandoned this policy and now leaves the choice of language to schools and the parents of pupils.

Figure B9: Mandatory foreign languages specified by the central education authorities (full-time compulsory education), 1982/83, 1992/93, 2002/03 and 2006/07

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
2006/07		▲	▲●			●	●		⊗	●			●	●▲			■▲●
2002/03		▲	▲●			●	●		⊗	●				●▲	●		■▲●
1992/93		▲	▲●			●	●		⊗	●				●			■▲●
1982/83		▲	▲●	○	○	●	●		⊗					●			■▲●
	UK-ENG/ UK-																
	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	WLS/NIR	SCT	IS	LI	NO	TR
2006/07		●	●							fi/sv	●		⊗	●da	●	●	
2002/03		●	●							fi/sv	●		⊗	●da	●	●	
1992/93		●	●							fi/sv	●			da●		●	
1982/83	○	●	●		○				○	fi/sv	●	⊗		da●		●	

● English ▲ French ■ German ○ Russian ■ No specific mandatory language

⊗ No foreign language as a compulsory subject

Source: Eurydice.

Additional notes

Belgium (BE fr): In 1982/83, 1992/93, 2002/03 and 2006/07, Dutch was a mandatory language in Brussels wherever French was the language of instruction.

Belgium (BE de): In 1982/83, 1992/93, 2002/03 and 2006/07, German was a mandatory language in schools in which French was the language of instruction for the French-speaking minority resident in the German-speaking region.

Germany: French, rather than English, is obligatory in Saarland.

Estonia, Latvia and Lithuania: Russian was a prescribed language in 1982/83, but was not regarded as a foreign language.

Portugal: From 2008/09, all schools are required to offer English lessons to children aged between 6 and 10. At 10 years of age, language learning is obligatory, and pupils have the choice between French and English as a first foreign language.

Finland: The second state language (Swedish or Finnish depending on the pupil's mother tongue) has to be taken as a compulsory subject.

Iceland: Pupils may choose Swedish or Norwegian instead of Danish, subject to certain conditions.

Explanatory note

Only situations affecting all pupils irrespective of their branch of study are indicated.

Where there are several specific mandatory languages, their position in the cells above corresponds to the order in which they are learnt.

Foreign language; specific mandatory language: See Glossary.

LESS WIDELY USED LANGUAGES ARE MAINLY TAUGHT IN SECONDARY EDUCATION

The next Figure provides an overview of the languages included as foreign languages in the curricula for primary and secondary education. It does not contain information on the languages that are actually offered in practice by schools, or on specific mandatory languages (Figure B9). However, from statistical data (in Chapter C) it is possible to determine the percentage of pupils who learn some foreign languages.

Listed vertically, languages are classified in terms of the frequency with which they are included in curricula in all countries. Those most frequently included appear at the top of the list. The most widely used languages in the European Union, along with Russian, are thus referred to most often in curricula. They are also the languages most learnt by pupils (Figure C7). In most countries, these languages are offered at primary and general secondary levels. This applies above all to English, German and French.

In six countries, namely Bulgaria, Spain, Hungary, Poland and the United Kingdom (Scotland), the curricula or official documents do not contain lists of foreign languages. In practice, therefore, schools may offer those languages they wish, in accordance with the preferences of pupils and parents and the availability of qualified teachers. This may, in certain cases, reflect a policy for diversity in language learning, since no priority is attached to any one language and pupils may in principle choose those languages they wish to study.

The relatively broader range of languages that may be offered in some countries such as France, Latvia, Austria and the United Kingdom (England and Wales) may also suggest the existence of a policy for language diversity. However, in these countries, as in all the others, languages other than those most widely used in Europe are studied very little at school (Figure C9).

While the guidelines for secondary education in the Netherlands refer to eight languages, schools may teach others. However, they have to obtain permission from the Ministry of Education if pupils are to sit examinations in these other languages, as in the case at present of Chinese and modern Hebrew.

The less widely used European languages, as well as the non-European languages, are mainly offered at secondary level, as in the case of Dutch, Chinese, Turkish, Polish, Arabic and Japanese. When some of these languages are also provided for at primary level, this generally occurs in countries offering a very wide variety of languages, such as Latvia, or for combined historical and linguistic reasons as in Iceland, in which Danish is a specific mandatory language (Figure B9).

In some countries, ancient languages (Figure B12) and languages with regional and/or minority status are offered in foreign languages courses. This applies for example to regional and/or minority languages as well as to Latin and ancient Greek in Austria.

Figure B10: Specific foreign languages in primary or general secondary education, according to documents issued by the central education authorities, 2006/07

[illegible]

Source: Eurydice.

Additional notes (Figure B10)

Belgium (BE fr): In Brussels, in the French-speaking schools, only Dutch (a mandatory language, see Figure B9) can be offered at ISCED levels 1 and 2.

Bulgaria, Spain, Hungary, Poland and United Kingdom (SCT): The curricula or official documents do not specify which languages schools may offer.

Czech Republic: In the *Základní škola programme*, for classes offering more advanced language teaching, it is officially recommended that English and German should be taught as first languages, and French, Russian and Spanish as second languages. The framework educational programme of basic education (which was first introduced in 2007/08) states that schools should offer English prior to any other language, in order to encourage continuity in learning. However, schools are allowed to offer other languages.

Denmark: Schools have to offer German to pupils aged 13 to 16, but may also offer French.

Greece: Spanish, Italian and Turkish (in just some schools in the Thrace prefecture) are taught as second languages within a pilot project.

Italy: Only English is referred to in the official documents.

Lithuania: All schools have to offer English, French and German (but may also offer other languages). Pupils are obliged to select one of these three languages as their first compulsory language.

Netherlands: Primary schools may offer solely English (which is compulsory), French and German. In the case of other languages, they have to obtain permission. While secondary schools may in principle offer any languages they wish, they have to obtain permission from the Ministry if pupils wish to take examinations in languages other than English, French, German, Spanish, Turkish, Russian, Italian and Arabic.

Austria: At ISCED levels 2 and 3, Romany may be offered solely in the province of Burgenland. At ISCED level 2, Turkish is only offered in *Hauptschule*, while Slovak is only offered in the *Allgemeinbildende Höhere Schule*.

Slovenia: In curricula, the language of the Former Yugoslav Republic of Macedonia is referred to as *makedonščina*. Under certain circumstances, ancient Greek may be regarded as a foreign language.

Finland: With the exception of Finnish and Swedish, which are compulsory subjects for all pupils, schools may offer any languages they wish. The curriculum sets out special goals for English, Sami and Latin and common goals for all other languages.

Sweden: schools can choose which languages they offer, but in addition to English must propose at least two languages from French, Spanish or German.

United Kingdom (ENG): Until September 2008, schools were required to offer at least one official EU language. This has been replaced by a requirement to offer any modern foreign language, supplemented by guidance promoting a choice among major European or World languages such as Arabic, French, German, Italian, Japanese, Mandarin, Russian, Spanish and Urdu.

United Kingdom (WLS): Until August 2008, schools were required to offer at least one official EU language for pupils aged 11-14. This restriction has been lifted. Schools may now choose European or world languages such as Arabic, French, German, Japanese, Mandarin, Russian, Spanish and Urdu.

United Kingdom (NIR): From September 2007, the restrictions on specific languages are removed, but the curriculum for pupils aged 11 to 14 must include an official language of the EU (other than English and, in the Irish speaking schools, Irish).

United Kingdom (ENG/WLS/NIR): At primary level, there are no restrictions as to which languages may be taught. At secondary level, there is the general restriction that only approved qualifications may be offered. There are approved qualifications in most major European and world languages and some lesser used languages.

Norway: In lower secondary education, schools have to offer at least one of the four languages, French, German, Spanish or Russian. They are also free to offer other languages.

Explanatory note

This Figure deals only with languages described as 'foreign' in the curriculum/official documents. Regional and/or minority languages, as well as ancient languages, are included solely when the curriculum regards them as alternatives to foreign languages. Possible variations between types of school or branches of study are not indicated. Languages have been shown in the table even if they are not offered in all curricula at all types of school.

Languages are listed in accordance with the frequency of their occurrence in the curricula of all countries. Those included in the greatest number of curricula are at the top of the list and their ranking remains identical irrespective of the educational level concerned.

Information on specific mandatory languages is contained in Figure B9.

REGIONAL OR MINORITY LANGUAGES ARE INCLUDED IN MANY CURRICULA

In many EU Member States, numerous regional or minority languages as well as non-territorial languages are spoken. In some of the countries concerned, these languages have official status (Figure A1). Where this is so, their provision is part of the curriculum laid down by the central (or top-level) education authorities, except in Italy. Here, apart from English, which is mandatory (Figure B9), the choice of languages to be taught is left to schools. In addition, schools in areas in which regional or minority languages are spoken may decide to include them in the curriculum. However, teaching of these languages must not account for more than 20 % of the official curriculum.

In general, regional or minority languages are offered in primary and (lower and upper) secondary education. However, the curriculum in some countries offers these languages at only two levels, generally primary and lower secondary. Romany is offered solely at primary level in Latvia.

In some countries, these languages are on offer solely in the regions in which they are spoken. In Latvia, for example, there are special curricula in primary and lower secondary education for eight different minorities present throughout the country. In other countries, the languages concerned may in principle be offered to all pupils anywhere within their borders (countries shown in both *italics* and **bold** in Figure B11). Thus in France, Breton may theoretically be offered as a subject to pupils living outside Brittany. Neither situation appears to depend on the languages themselves but rather on a general policy for provision in languages. In certain countries, regional and/or minority languages may also be offered as foreign languages (Figure B10), as occurs for example in Hungary and Austria.

In all countries, except Germany and Portugal, most regional or minority languages are also used as languages of instruction in CLIL type provision (Figures B6, B7 and B8). This applies to all languages in Spain, Latvia, the Netherlands, Poland, Finland, the United Kingdom and Norway. By contrast, in Lithuania for example, only Russian is used as a language of instruction while in Slovenia, only languages with official status (Hungarian and Italian) are also languages of instruction. In the United Kingdom (Wales), Welsh is compulsory for all pupils in compulsory education. The curriculum framework allows for two alternative models for teaching Welsh; either as a first language alongside English (in the framework of English/Welsh CLIL type provision) or as a compulsory second language.

Figure B11: Specific regional and/or minority languages in primary or general secondary education, according to documents issued by the central education authorities, 2006/07

Code	Languages	DE	ES	FR	LV	LT	HU	NL	AT	PL	PT	RO	SI	FI	SE	UK-WLS	UK-NIR	UK-SCT	NO
arm	Armenian											1							
baq	Basque		1	1															
bel	Belorussian				1					1									
bre	Breton			1															
bul	Bulgarian						1					1							
cat	Catalan		1	1															
	Valencian		1																
cos	Corsican			1															
cpf	Creole			1															
csb	Kashubian									1									
cse	Czech								1			1							
cym	Welsh															1			
dan	Danish	1																	
deu	German					1	1			1		1							
ell	Greek						1					1							
est	Estonian				1														
fin	Finnish														1				1
fiu	Meänkieli (Tornedalen Finnish)														1				
fry	Frisian							1											
ger	R.L. of Alsace			1															
gla	Scottish Gaelic																	1	
gle	Irish																1		
glg	Galician		1																
hrv	Croatian						1		1			1	1						
hun	Hungarian								1			1	1						
ita	Italian												1						
L.mél	Melanesian languages			1															
lit	Lithuanian				1					1									
mkc	FYROM language												1						
mwł	Mirandês										1								
oci	Occitan			1															
pol	Polish				1	1	1					1							
rom	Romany				1		1		1	1		1	1		1				
ron	Romanian						1												
rus	Russian				1	1						1							
slk	Slovak						1		1	1		1							
slv	Slovene						1		1										
smi	Sami													1	1				1
srp	Serbian						1					1	1						
tah	Tahitian			1															
tur	Turkish											1							
ukr	Ruthenian						1			1									
	Ukrainian				1					1		1							
wen	Sorbian	1																	
yid	Yiddish				1										1				
Code	Languages	DE	ES	FR	LV	LT	HU	NL	AT	PL	PT	RO	SI	FI	SE	UK-WLS	UK-NIR	UK-SCT	NO

1 ISCED 1 1 ISCED 2 1 ISCED 3 1 ISCED 1 + 2 1 ISCED 2 + 3 1 ISCED 1 + 2 + 3

Source: Eurydice.

Additional notes (Figure B11)

Spain: Basque, Catalan, Galician and Valencian are mandatory in the Autonomous Communities concerned.

Hungary and Romania: Schools have to receive a request from at least seven pupils or their parents in Romania and eight pupils or their parents in Hungary, if courses in one of the regional or minority languages (and its culture) are to be organised.

Netherlands: Frisian has been mandatory in the province of Friesland since 1980.

Austria: At level ISCED 2, Slovak is only offered in the *Allgemeinbildende Höhere Schule*.

Slovenia: In curricula, the language of the Former Yugoslav Republic of Macedonia is referred to as *makedonščina*.

United Kingdom (SCT): The 1980 law specifies that the curriculum has to include Gaelic in regions in which this language is spoken.

Norway: In some regions, pupils may learn Finnish as a second language. In regions in which Sami is spoken, it may be offered as the first language (and therefore before English, which is a specific mandatory language) or as a second language.

Explanatory note

This Figure deals only with languages described as regional or minority languages, as well as non-territorial languages, whether or not they have official status. In some cases, the curriculum may regard these languages as foreign languages (Figure B10).

Countries are included in the Figure solely if their curricula or official documents refer to regional or minority languages, as well as non-territorial languages, which may be taught at school.

Curricula in countries whose codes are shown in both bold and in italics offer these languages to all pupils everywhere.

Languages are classified by alphabetical order of their code (three-letter ISO 639-2 standard).

Regional or minority language, non-territorial language, official language: see the Glossary.

LATIN IS INCLUDED IN MANY CURRICULA, BUT ONLY IN CERTAIN BRANCHES OF STUDY

Latin, ancient Greek and Biblical Hebrew are solely offered in secondary education curricula, except in Cyprus in which all pupils are taught ancient Greek from primary level onwards. Out of these three languages, Latin is the most widely offered. Indeed, pupils are able to learn this language in almost all countries and, in most cases, at lower as well as upper secondary level. However, in the great majority of cases, the opportunity to do so is limited to certain branches of study. Among the countries or regions which offer Latin to all pupils, one may cite Finland, as well as Malta and Romania (solely lower secondary level) and Cyprus and Slovakia (solely upper secondary level). Although Latin is in the educational offer proposed to all pupils, this does not imply that the language is actually taught to a large number of pupils.

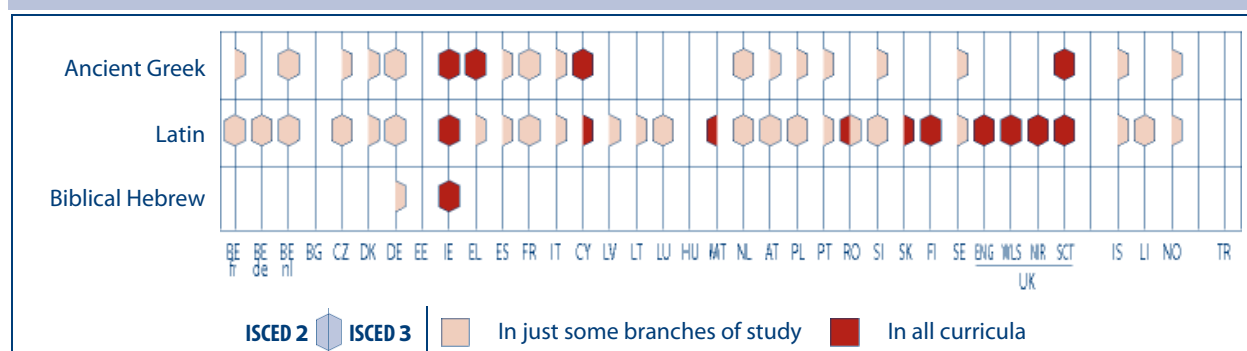
While ancient Greek is included in curricula less often than Latin, the majority of them provide opportunities for learning it. The teaching of ancient Greek is intended to a greater extent for pupils in upper secondary education than in the case of Latin. Biblical Hebrew is included solely in curricula for some pupils in upper secondary education in Germany, and in Ireland in which it is in principle possible for all pupils.

Besides provision for these languages, some curricula insist that learning them is compulsory. Thus for combined historical and linguistic reasons, ancient Greek is mandatory for all pupils in Cyprus at primary and lower secondary levels and in Greece at lower and upper secondary levels. Similarly, in Italy, Latin is taught to upper secondary pupils in all types of secondary schools, with the exception of the arts-oriented schools. In Romania, all pupils in the final year of compulsory education have to learn Latin.

In several countries, Latin or ancient Greek are compulsory for certain pupils enrolled in so-called 'classical' fields of study. This applies to *lycées* providing lower secondary education in Liechtenstein, and to upper secondary level in Belgium (French and German-speaking Communities), the Czech Republic, Greece (in the case of Latin), Spain, Portugal, Romania and Slovenia. In Belgium (Flemish Community) and the Netherlands, pupils opting for classical studies also have to learn Latin and/or ancient Greek, but at lower and upper secondary levels. In Poland, just some pupils are also subject to this obligation at both these levels.

In the curricula of most German-speaking countries, as well as in Bulgaria and Malta, ancient languages are regarded as foreign languages (Figure B10). All these languages are therefore competing with each other. In practice this means that in Austria, for example, *Gymnasium* pupils obliged to learn three 'foreign' languages may choose between Latin and a modern language for the second language and between ancient Greek and a modern language for the third language.

Figure B12: Ancient languages within the curriculum in general secondary education, 2006/07



Source: Eurydice.

Additional notes

Bulgaria, Germany, Malta, Austria and Liechtenstein: These languages have foreign language status in curricula.

Czech Republic: The new curricula introduced in basic education in 2007/08 and in the *gymnázium* in 2009/10 no longer refer explicitly to Latin and ancient Greek. However, these languages may be included in curricula drawn up at school level since the official curricula provide for this eventuality.

Germany: Biblical Hebrew does not have foreign language status.

Ireland: It is possible for schools to offer the three ancient languages but, in reality, very few do so.

Spain: From 2008/09 onwards, Latin is being offered as a language to pupils at ISCED level 2. In 2006/07, it was part of a subject known as 'classical culture', which focused more on cultural than on language aspects.

Italy: Latin is taught in the majority of programmes at upper secondary level.

Hungary: The central minimum curriculum states that schools may offer ancient languages (which are not specified individually), but that a modern foreign language has to be taught first.

Slovenia: Under certain circumstances, ancient Greek may be regarded as a foreign language.

United Kingdom (ENG/WLS/NIR): A small minority of schools offer Latin. There are recognised qualifications for Latin, ancient Greek and biblical Hebrew, but the last two are only taught in a very small number of schools.



PARTICIPATION

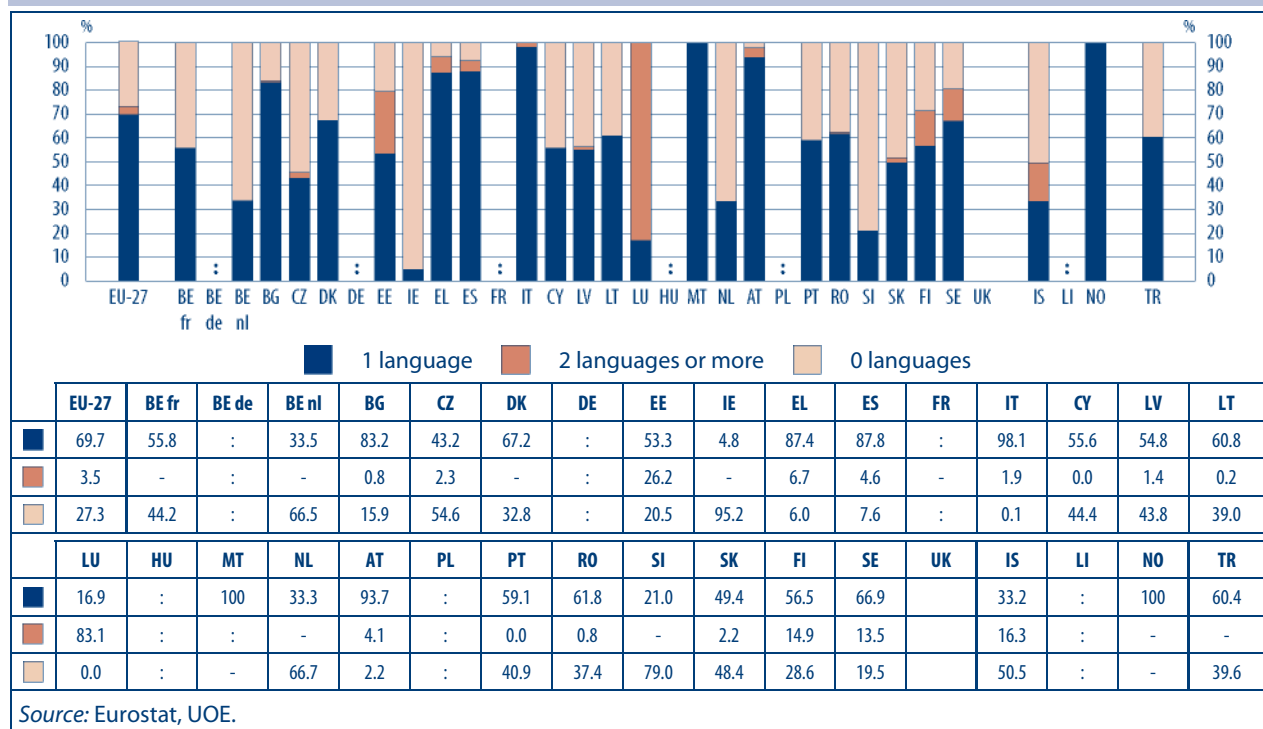
IN 2006 IN THE MAJORITY OF COUNTRIES, OVER HALF THE SCHOOL POPULATION IN PRIMARY EDUCATION LEARNED A FOREIGN LANGUAGE

In virtually all European countries, compulsory teaching of a foreign language begins during primary education (Figure B1). As a result, nearly all pupils starting secondary education have begun to study at least one foreign language. However, depending on the country concerned, foreign language teaching may begin at a very early stage or, on the contrary, become part of the curriculum only in the final years of primary education. Language learning participation rates across the whole of the primary school population may thus vary enormously from one country to the next, in line with the curriculum in each case. Thus in some countries, a certain percentage of pupils in primary education will not be learning a foreign language at a particular moment (in this case 2006) although all will have learned one or several languages by the end of their primary education.

Thus in 2006 in many countries (19 in the EU-27, along with Norway and Turkey), 50 % or more of all pupils in primary education learned at least one foreign language. These percentages have been changing constantly since 2001/02 (Figure C3).

In Luxembourg, 83.1 % of all pupils at this level learned two foreign languages or more. In Estonia, Finland, Sweden and Iceland, at least 13 % of pupils were in this situation.

Figure C1: Percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2005/06



**Additional notes (Figure C1)**

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Belgium (BE nl): Only pupils for whom learning French is compulsory are covered by the data collection.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia and Austria: Estimates.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Ireland: Irish is not included. All pupils in primary and secondary education learn Irish.

France: Data relate solely to the French Metropolitan area.

Italy: Under the new legislation, learning English is mandatory.

Cyprus: 'One language' includes pupils learning at least one language.

Luxembourg: Letzeburgesch, which is learnt by all pupils in primary and secondary education, is not included.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account.

Slovakia: The data relate solely to full-time pupils.

Sweden: Adult education is not included in the data.

United Kingdom: (0 language: 33.8 %; 1 language: 66.2 %). Data are estimates of the participation rate for 10-year-olds (who are approaching the end of ISCED 1), rather than for the whole ISCED 1 population (which covers ages 4/5 to 10/11). Although Welsh is not included, all pupils in Wales learn Welsh.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2 (or more) foreign languages is calculated with respect to all pupils in **all years of primary education**, even if such learning does not begin in the initial years at this level. The number of pupils learning 0, 1, 2 (or more) foreign languages is divided by the corresponding number of pupils enrolled at the ISCED level concerned.

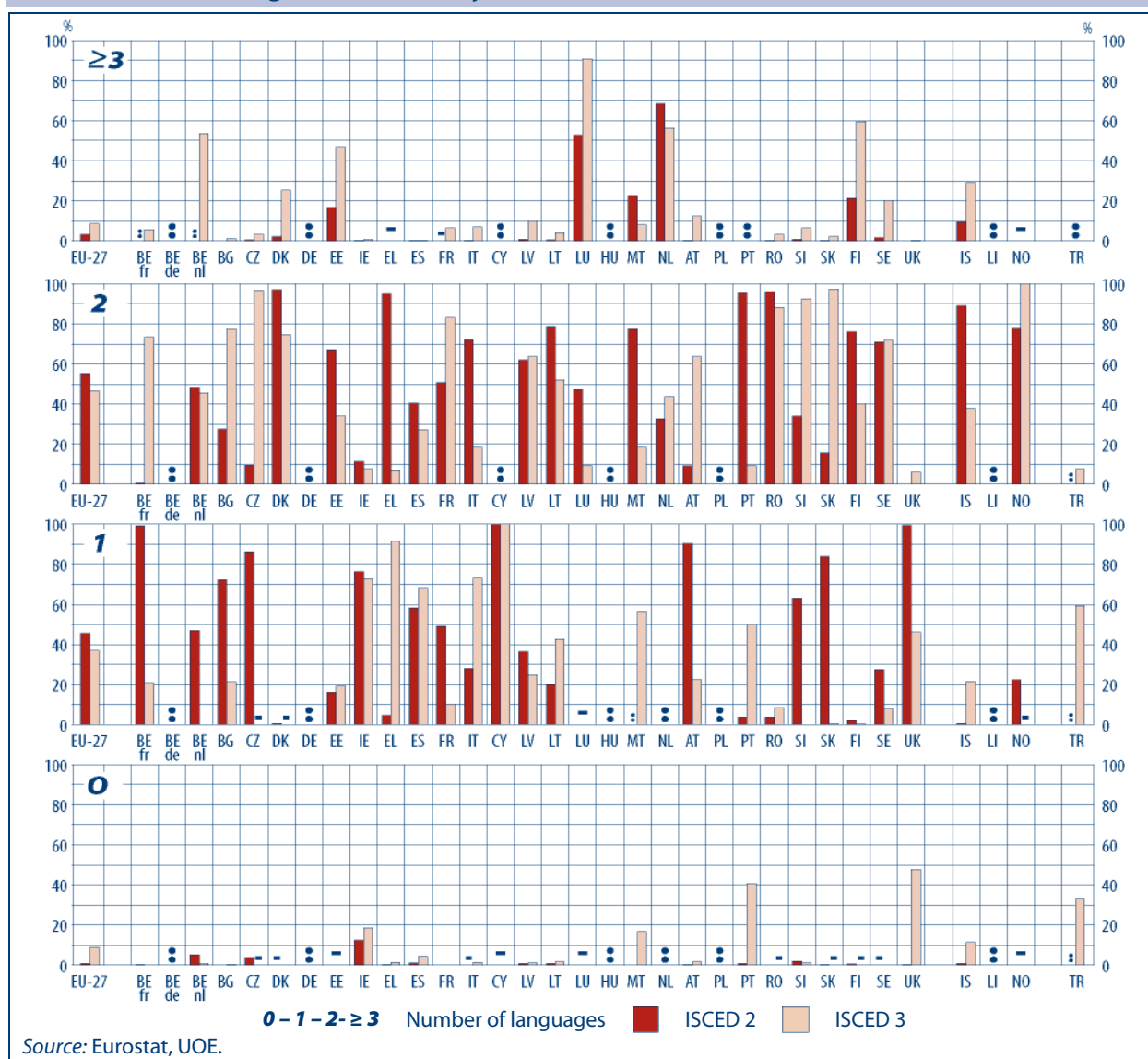
In almost all countries in which over 80 % of pupils learn at least one language in primary education, they are obliged to do so from the second or even the first year at that level (Figure B1). Conversely, in most countries in which the proportion of pupils learning a foreign language is less than 50 %, foreign language learning is not compulsory at primary level (Ireland) or becomes so in the final years (the Flemish Community of Belgium, Slovenia and Iceland). In the Netherlands, in which the teaching of English is compulsory in primary education, schools themselves decide at what age pupils should first be taught. In Bulgaria, pupils are entitled to learn more than one foreign language and most of them avail themselves of this provision although this complementary provision is not a compulsory one.

The somewhat unusual situation in Iceland may be attributable to the fact that the first foreign language as a compulsory subject is introduced relatively late (when pupils are aged 10) for 2005/06, and from the age of 9 since 2007/08, whereas it becomes compulsory to learn a second foreign language at primary level relatively early (at the age of 12).

PUPILS LEARN MORE FOREIGN LANGUAGES IN GENERAL UPPER SECONDARY EDUCATION

In contrast to the situation in primary education (ISCED level 1) shown in Figure C1, no country reports a significant proportion of pupils who do not learn a foreign language in general lower secondary education (ISCED level 2). Only in Ireland does the proportion remains above 10 %, at 12.4 % exactly. In Ireland, learning a foreign language is not compulsory in either lower or upper secondary education. In a large group of countries that includes all the Nordic countries and the three Baltic countries, as well as Greece, France, Italy, Luxembourg, Malta, Portugal and Romania, at least 50 % of pupils learn two or more foreign languages. And in Estonia, Luxembourg, Malta, the Netherlands and Finland, the proportion of pupils who learn three or even more languages is higher than 15 %.

Figure C2: Percentage distribution of pupils according to the number of foreign languages learnt, general secondary education (ISCED 2 and 3), 2005/06



Source: Eurostat, UOE.



P A R T I C I P A T I O N

Data (Figure C2)

		EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT
ISCED 2	0	0.7	0.2	:	5.1	0.1	3.8	-	:	-	12.4	0.4	1.2	0.1	-	-	0.8	0.8
ISCED 3	0	8.8	0.0	:	0.8	0.2	-	0.1	:	-	18.7	1.4	4.4	0.0	1.4	-	1.1	1.6
ISCED 2	1	45.6	99.3	:	47.0	72.4	86.2	0.6	:	16.2	76.2	4.5	58.2	49.1	28.0	100	36.4	19.9
ISCED 3	1	37.0	20.9	:	0.0	21.4	-	-	:	19.1	72.9	91.8	68.2	10.4	73.1	100	24.7	42.5
ISCED 2	2	55.2	0.5	:	47.9	27.6	9.6	97.2	:	67.1	11.3	95.0	40.4	50.7	71.9	:	62.1	78.8
ISCED 3	2	46.6	73.4	:	45.6	77.4	96.9	74.6	:	34.1	7.6	6.9	27.3	83.2	18.5	:	63.7	52.0
ISCED 2	>=3	3.2	:	:	:	0.0	0.4	2.1	:	16.7	0.1	-	0.2	-	0.1	:	0.7	0.5
ISCED 3	>=3	8.7	5.6	:	53.5	1.0	3.1	25.3	:	46.8	0.8	-	0.1	6.4	7.0	:	10.0	3.9
		LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
ISCED 2	0	-	:	0.0	:	0.3	:	0.8	0.0	2.0	0.3	0.6	-	0.4	0.7	:	-	:
ISCED 3	0	-	:	16.7	:	1.5	:	40.8	-	1.0	-	-	0.0	47.7	11.4	:	-	33.0
ISCED 2	1	-	:	:	:	90.4	:	3.7	3.8	63.1	83.8	2.1	27.4	99.6	0.7	:	22.4	:
ISCED 3	1	-	:	56.7	:	22.4	:	50.1	8.4	0.1	0.7	0.3	7.9	46.0	21.6	:	-	59.3
ISCED 2	2	47.2	:	77.5	32.7	9.1	:	95.4	96.0	34.1	15.7	76.0	71.0	:	89.1	:	77.6	:
ISCED 3	2	9.1	:	18.5	43.7	63.7	:	9.2	88.3	92.5	97.3	40.1	71.8	6.1	37.7	:	100.0	7.6
ISCED 2	>=3	52.8	:	22.5	68.4	0.2	:	:	0.2	0.9	0.2	21.3	1.6	:	9.5	:	-	:
ISCED 3	>=3	90.9	:	8.1	56.3	12.4	:	:	3.3	6.4	2.0	59.6	20.3	0.3	29.2	:	-	:

Source: Eurostat, UOE.

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Estonia and Austria: Estimates.

Ireland: Irish is not included. All pupils in primary and secondary education learn Irish.

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Cyprus: The 100 % figures relate to the number of pupils learning at least one foreign language.

Luxembourg: Letzeburgesch, which is learnt by all pupils in primary and secondary education, is not included.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Slovakia: The data relate solely to full-time pupils.

Finland: Upper secondary education includes adult education. The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: Although Welsh is not included, all pupils in Wales learn Welsh. ISCED 2: Estimates based on 100 % participation in England, Wales and Northern Ireland where learning a foreign language is compulsory at ages 11-14, with survey estimates for participation in Scotland (where learning a language is an entitlement but not compulsory). ISCED 3: estimates based on entries to examinations at the end of compulsory education.

Explanatory note (Figure C2)

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2, 3 (or more) foreign languages is calculated with respect to all pupils in all years of general secondary education. The number of pupils learning 0, 1, 2, 3 (or more) foreign languages is divided by the corresponding number of pupils enrolled at the ISCED level concerned.

The number of countries in which at least half of all pupils learn two or more foreign languages is greater in general upper secondary education (ISCED level 3) than in general lower secondary education (ISCED level 2). Similarly, at least 15 % of pupils learn three or more languages at ISCED level 3 in more countries than they do at ISCED level 2.

At ISCED level 3, the percentage of pupils learning at least one foreign language does not reach 70 % in Portugal, the United Kingdom or Turkey. In these three countries, this may be partly explained by the fact that foreign languages are no longer compulsory in the final years of study at ISCED level 3 (Figure B1). In Romania, compulsory provision also terminates one year before the end of upper secondary education, but all pupils learn at least one foreign language.

Certain countries show a percentage of secondary school pupils not learning a foreign language at a particular moment (in this case, 2006) although all pupils will have learned one or several languages by the end of their secondary education.

THE PERCENTAGE OF PUPILS IN PRIMARY EDUCATION WHO LEARN A FOREIGN LANGUAGE IS INCREASING

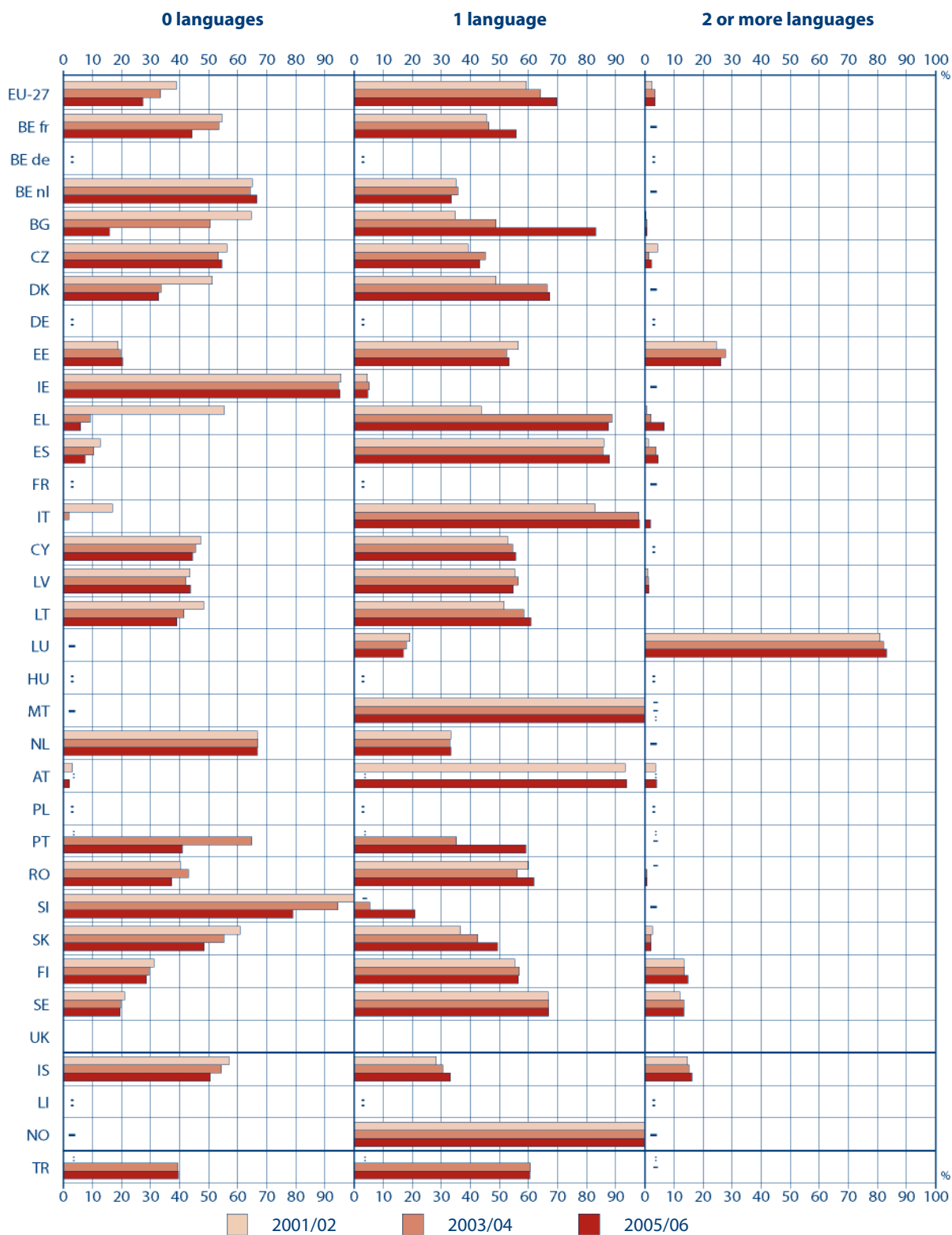
Since school year 2001/02 in Bulgaria, Denmark, Greece, Italy, Portugal and Slovenia, a particularly big increase is apparent in the percentage of pupils in the whole of primary education who learn at least one foreign language. These countries are among those in which the increase is the result of reforms to introduce the teaching of a foreign language as a compulsory subject at an earlier stage (Figure B1). Elsewhere the increase is not as great. Conversely, in Estonia and Latvia, the percentage of pupils learning no language has risen. However, this trend may be attributable to demographic changes in primary level enrolments, as an increase in primary enrolments for years at which there is no foreign language teaching naturally affects the indicator. Such is the case in Latvia, in which primary level pupil enrolments have risen for the early school years in which mandatory foreign languages are not yet taught (i.e. before children are aged 9).

The percentage of pupils who learn at least two foreign languages in primary education has varied little in the period under consideration. However, a more marked increase is apparent in Greece, Spain, Italy, Luxembourg, Finland, Sweden and Iceland.



PARTICIPATION

Figure C3: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2001/02, 2003/04 and 2005/06



Source: Eurostat, UOE.

Data (Figure C3)

(n)		EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
0	2002	38.8	54.5	:	65.0	64.7	56.3	51.2	:	18.9	95.5	55.5	12.8	:	17.0	47.2	43.6	48.3	-	:	-	66.7	3.1	:	:	40.3	100	60.8	31.2	21.2		57.0	:	-	:
	2004	33.5	53.6	:	64.3	50.6	53.4	33.6	:	19.8	94.7	9.2	10.5	:	2.0	45.5	42.2	41.5	-	:	-	67.0	:	:	64.8	43.1	94.5	55.2	29.5	19.8		54.4	:	-	39.4
	2006	27.3	44.2	:	66.5	15.9	54.6	32.8	:	20.5	95.2	6.0	7.6	:	0.1	44.4	43.8	39.0	-	:	-	66.7	2.2	:	40.9	37.4	79.0	48.4	28.6	19.5		50.5	:	-	39.6
1	2002	59.3	45.5	:	35.0	34.9	39.3	48.8	:	56.5	4.5	43.7	85.9	:	83.0	52.8	55.2	51.6	19.2	:	100	33.3	93.3	:	:	59.7	-	36.6	55.3	66.8		28.3	:	100	:
	2004	64.2	46.4	:	35.7	48.8	45.2	66.4	:	52.5	5.3	88.7	85.6	:	98.0	54.5	56.5	58.4	18.0	:	100	33.0	:	:	35.2	56.1	5.5	42.6	56.9	66.9		31	:	100	60.6
	2006	69.7	55.8	:	33.5	83.2	43.2	67.2	:	53.3	4.8	87.4	87.8	:	98.1	55.6	54.8	60.8	16.9	:	100	33.3	93.7	:	59.1	61.8	21.0	49.4	56.5	66.9		33	:	100	60.4
≥2	2002	2.4	-	:	-	0.4	4.4	-	:	24.6	-	0.8	1.2	-	0.1	:	1.1	0.0	80.8	:	-	-	3.6	:	:	-	-	2.7	13.5	12.1		14.7	:	-	:
	2004	3.5	-	:	-	0.7	1.4	-	:	27.7	-	2.1	3.9	-	0.1	:	1.3	0.1	82.0	:	-	-	:	:	-	0.8	-	2.2	13.6	13.4		15.1	:	-	-
	2006	3.5	-	:	-	0.8	2.3	-	:	26.2	-	6.7	4.6	-	1.9	:	1.4	0.2	83.1	:	-	-	4.1	:	0.0	0.8	-	2.2	14.9	13.5		16.3	:	-	-

(n): Number of languages

Source: Eurostat, UOE.

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Belgium (BE nl): 2006: Only pupils for whom learning French is compulsory are covered by the data collection.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development have not been included in the total number of pupils (since 2006 in the case of Romania, 2005 for Bulgaria and 2003 for Lithuania).

Estonia and Austria: The data for 2006 are estimates.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Ireland: Irish is not included. All pupils in primary and secondary education learn Irish.

Italy: Under the new legislation, learning English is mandatory.

Cyprus: The percentages for one language relate to the number of pupils learning at least one foreign language.

Luxembourg: Letzeburgesch, which is learnt by all pupils in primary and secondary education, is not included.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2). The new nine-year compulsory curriculum, which provides for language learning at an earlier stage, had still not come fully into effect in the 2006/07 school year. In the previous curriculum (covering eight years of basic education), pupils only began learning foreign languages in lower secondary education.

Slovakia: The data relate solely to full-time pupils.

Sweden: Adult education is not included in the data.

United Kingdom: Data from surveys show that the percentages of pupils not learning a foreign language were 79.3 in 2002, 59.8 in 2004 and 33.8 in 2006. The percentages of those learning 1 foreign language were 20.7 in 2002, 40.2 in 2004 and 66.2 in 2006. Although Welsh is not included, all pupils in Wales learn Welsh.

Explanatory note

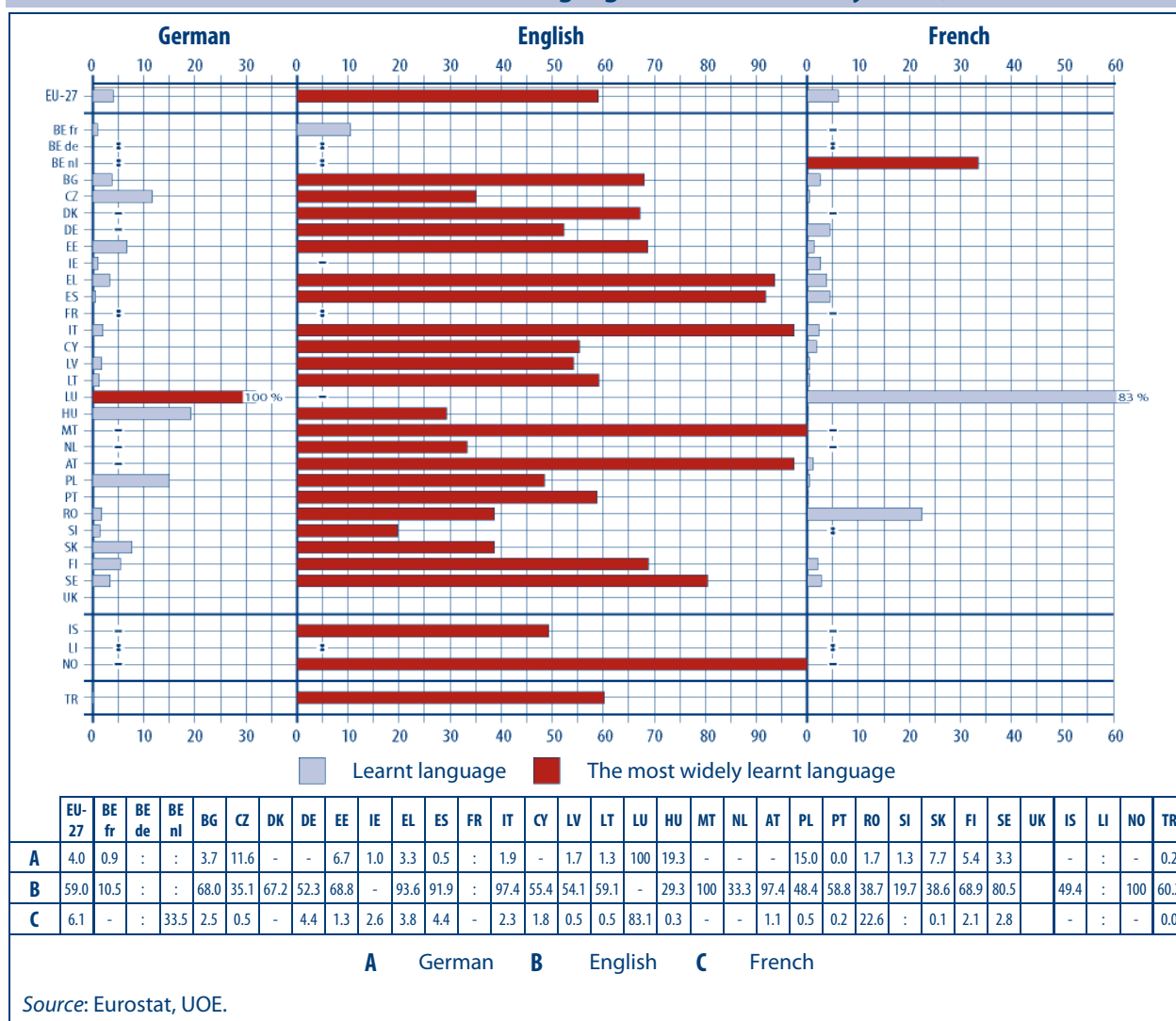
Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning 0, 1, 2 (or more) foreign languages is calculated with respect to all pupils in all years of primary education, even if such learning does not begin in the initial years at this level. The number of pupils learning 0, 1, 2 (or more) foreign languages is divided by the corresponding number of enrolled pupils.



ENGLISH IS THE MOST WIDELY TAUGHT LANGUAGE IN PRIMARY EDUCATION

In all European countries with the exception of Belgium and Luxembourg, English is the most widely taught foreign language in primary education, and this has become increasingly the case over the last few years (Figure C5). In 17 countries, English is taught to 50 % or more of all pupils at this level. German is the most widely learnt language in Luxembourg. In three other countries in central and Eastern Europe, namely the Czech Republic, Hungary and Poland, the proportion of pupils in primary education who learn German is greater than 10 %. French is the most widely taught foreign language in Belgium (the Flemish and German-speaking Communities) and Ireland. In Belgium (the German-speaking Community), all pupils in primary education have to be taught French as their first foreign language (or German if they are from the French-speaking minority) (Figure B9). The proportion of pupils learning French at primary level is higher than 60 % in Luxembourg. In Romania, over 20 % of pupils in primary education are taught French, which is the second language.

**Figure C4: Percentage of all pupils in primary education (ISCED 1)
who are learning English, German and/or French.
Countries in which one of these languages is the most widely learnt, 2005/06**



Additional notes (Figure C4)

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Belgium (BE nl): Only pupils for whom learning French is compulsory are covered by the data collection.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development have not been included in the total number of pupils (since 2006 in the case of Romania, 2005 for Bulgaria and 2003 for Lithuania).

Estonia and Austria: Estimates.

Ireland: The data relate solely to pupils enrolled in publicly funded schools.

Italy: Under the new legislation, learning English is mandatory.

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Poland and Slovakia: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Sweden: Adult education is not included in the data.

United Kingdom: Data from a survey show that 60.5% of pupils learn French and 7.6 German. Although Welsh is not included, all pupils in Wales learn Welsh.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The percentage of pupils learning foreign languages is calculated with respect to all pupils in all years of primary education, even if such learning does not begin in the initial years at this level.

Certain percentages may be attributable to the age at which pupils first have to be taught a language (Figure B1), as well as to whether or not they have to specifically learn English (Figure B9).

The earlier language learning begins in primary education or the longer it lasts, the higher the percentages. Thus English is a compulsory subject from the outset of primary education in Malta and Norway. French is compulsory in Luxembourg from the second year of primary education onwards. By contrast, in Belgium (the Flemish Community), in which language learning is only compulsory in the last two years of primary education, 33.5 % of pupils at this level learn French. Similarly in the Netherlands, in which it is compulsory for all pupils to start learning English at the age of 10 (in the final two years) although schools can decide to teach English at an earlier stage, around 33 % of the total primary school population were learning English in 2006 and 100 % of all pupils have learned English by the end of primary education.

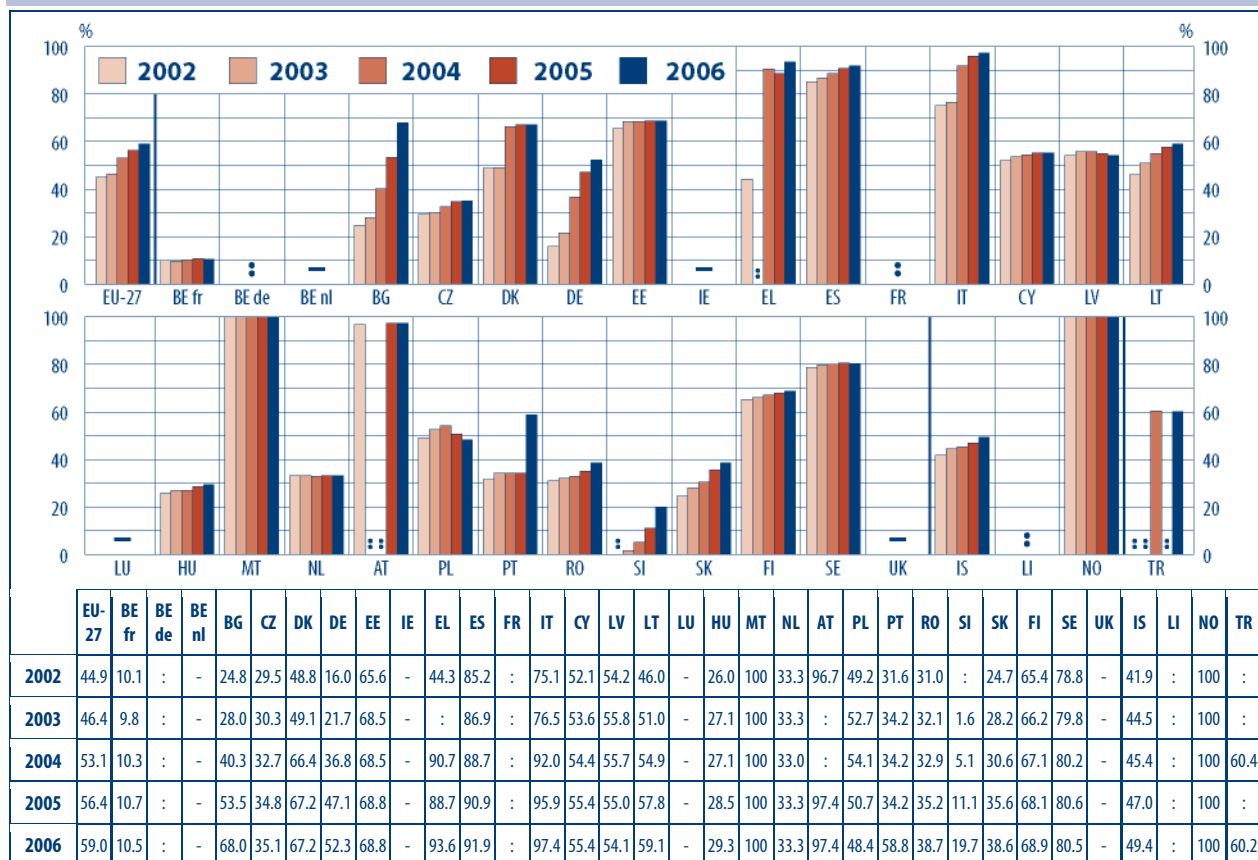
AN INCREASE IN THE PROPORTION OF PUPILS LEARNING ENGLISH IN PRIMARY EDUCATION

Between 2002 and 2006, the proportion of all pupils in primary education who were learning English increased to a significant extent but with considerable variations depending on the countries concerned. The percentage of pupils learning English very slightly decreased in Latvia and Poland. In Latvia, this may be partly attributable to demographic factors (the number of pupils in primary education has increased at the ages where foreign language learning has not yet begun) as well as to the precise (earlier or later) stage at which foreign language teaching begins.

Although in 2002 this proportion was already higher than 85 % in Spain and Austria, it rose again by 6 percentage points in Spain. At over 20 percentage points, the increase in English language provision was especially marked in Bulgaria, Germany, Greece, Italy and Portugal. Thus the proportion of pupils in primary

education learning English has doubled in Bulgaria and Greece and tripled in Germany. This proportion also increased – but to a lesser extent – in Denmark, Lithuania, Portugal, Romania and Slovakia.

Figure C5: Trends in the percentage of all pupils who are learning English, primary education (ISCED 1), 2001/02, 2002/03, 2003/04, 2004/05 and 2005/06



Source: Eurostat, UOE.

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Belgium (BE nl): Only pupils for whom learning French is compulsory are covered by the data collection.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development have not been included in the total number of pupils (since 2006 in the case of Romania, 2005 for Bulgaria and 2003 for Lithuania).

Estonia and Austria: The data for 2006 are estimates.

Italy: Under the new legislation, learning English is mandatory.

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Poland and Slovakia: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2). The new nine-year compulsory curriculum, which provides for language learning at an earlier stage, had still not come fully into effect in the 2006/07 school year. In the previous curriculum (covering eight years of basic education), pupils only began learning foreign languages in lower secondary education.

Sweden: Adult education is not included in the data.

Explanatory note

The percentage of pupils learning foreign languages is calculated with respect to all pupils in all years of primary education, even if such learning does not begin in the initial years at this level. Languages taught outside the curriculum as optional subjects are not included. Pupils in special education are included except in cases in which they suffer from a disability in cognitive development.

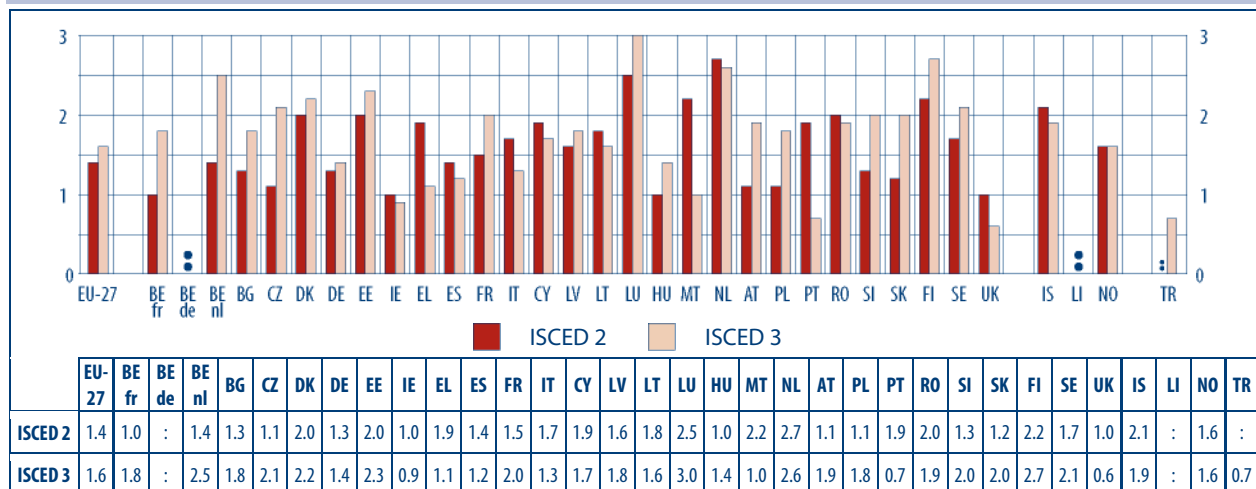


ALMOST ALL PUPILS IN GENERAL SECONDARY EDUCATION LEARN AT LEAST ONE FOREIGN LANGUAGE

In general lower secondary education (ISCED level 2), the average number of foreign languages studied per pupil ranges from between 1 to 1.9 in the majority of countries. At 2.5 or above, this average is highest in Luxembourg and the Netherlands. On the whole, the average number of foreign languages studied per pupil is higher in general upper secondary education (ISCED 3) than in general lower secondary education. At this latter level, eight countries have an average number equal to or greater than 2. In general upper secondary education, 11 countries reach this average, and they are not necessarily the same. Only in Luxembourg is the average greater than 3. In the Netherlands, the average number of foreign languages studied per pupil in general upper secondary education (ISCED 3) is almost exactly the same as at general lower secondary level (ISCED 2), and stands at over 2.6 languages per pupil.

In Belgium and the Czech Republic, the average at ISCED level 3 is twice as great as at ISCED level 2. In the Czech Republic, pupils are obliged to learn an additional foreign language from the beginning of general upper secondary education, when they are aged 16 and 15 respectively (Figure B1). In the German-speaking and Flemish Communities of Belgium, a third compulsory language is introduced into certain branches of study in upper secondary education when pupils are aged 16. In Iceland, a third foreign language is compulsory in general upper secondary education and usually introduced in the first year at this level. Similarly, the drop in the average at that level in Malta may be partly attributable to the fact that the teaching of foreign languages is by then no longer compulsory. In Greece and Portugal, the substantial decrease is probably attributable to the decrease in the number of compulsory languages in the mainstream curriculum at the transition from ISCED 2 to ISCED 3, which is not offset by compulsory provision in a greater number of languages in just some branches of study.

Figure C6: Average number of foreign languages learnt per pupil, general secondary education (ISCED 2 and 3), 2005/06



Source: Eurostat, UOE.

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Bulgaria and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia and Austria: Estimates.

Estonia and Finland: The national language taught in schools in which it is not the language of instruction is counted as a foreign language.

Ireland: Irish is not included. All pupils in primary and secondary education learn Irish.

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Luxembourg: Letzeburgesch, which is learnt by all pupils in primary and secondary education, is not included.

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Poland: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: Although Welsh is not included, all pupils in Wales learn Welsh. ISCED 2: Estimates based on 100 % participation in England, Wales and Northern Ireland where learning a foreign language is compulsory at ages 11-14, with survey estimates for participation in Scotland (where learning a language is an entitlement but not compulsory). ISCED 3: estimates based on entries to examinations at the end of compulsory education.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. In the numerator, each pupil learning a modern foreign language is counted once for each language learnt. In other words, pupils learning more than one language are counted as many times as the number of languages learnt. Ancient Greek, Latin, Esperanto and sign languages are not taken into account. Similarly excluded are data relating to pupils of foreign nationality learning their mother tongue in special classes, and those learning the language of their host country.

The sum of the languages is divided by the total number of pupils enrolled at the ISCED level concerned.

IN MOST COUNTRIES, THE SECOND MOST TAUGHT LANGUAGE IN GENERAL SECONDARY EDUCATION IS GERMAN OR FRENCH

In virtually all countries for which data are available, English is the most widely taught language in general secondary education, and has become so increasingly for several years (Figure C10). The only two exceptions are Belgium in which Dutch (in the French Community) and French (in the Flemish and German-speaking Communities) are the most commonly taught languages, and Luxembourg in which German and French are taught most and to the same proportion of pupils.

German is the second most widely taught language in over a third of the countries considered. This applies in particular to the Nordic countries and those of central and Eastern Europe. In the countries of southern Europe, and especially the Latin countries (Spain, Italy and Portugal), but also Greece and Romania, as well as the German-speaking countries, French is the second most widely taught language. Russian occupies this position in the three Baltic countries and Bulgaria. In Bulgaria, Russian is often taught as a second language when pupils choose it as an optional subject while English, German and French are mostly taught as obligatory subjects. In only five countries is the second most widely taught language yet another language, namely Spanish in France and Sweden, Italian in Malta, Swedish (Finnish for Swedish-speaking pupils) in Finland and Danish in Iceland. In the last two countries, the languages concerned are mandatory languages (Figure B9).

Spanish and Italian occupy third and fourth position in a significant number of countries. Russian is also present in these positions in three countries (Germany, Poland and Romania).

Figure C7: The most widely taught foreign languages and the percentage of pupils who learn them, general secondary education (ISCED 2 and 3), 2005/06

	1st	2d	3rd	4th		1st	2d	3rd	4th		1st	2d	3rd	4th
BE fr	NL 71.7	● 67.1	■ 4.0	❖ 3.8	FR	● 97.5	❖ 43.5	■ 17.1	▼ 4.9	PT	● 80.2	▲ 63.1	❖ 1.6	■ 0.9
BE de	: :	: :	: :	: :	IT	● 96.3	▲ 46.1	■ 7.2	❖ 6.9	RO	● 95.0	▲ 86.5	■ 10.9	○ 1.9
BE nl	▲ 96.8	● 70.7	■ 23.3	❖ 1.1	CY	● 93.9	▲ 67.6	▼ 14.3	❖ 3.7	SI	● 96.4	■ 47.8	▼ 5.3	▲ 5.1
BG	● 75.4	○ 28.0	■ 25.9	▲ 12.2	LV	● 96.5	○ 47.7	■ 22.4	▲ 1.9	SK	● 74.2	■ 42.6	SK 6.2	▲ 4.5
CZ	● 81.4	■ 34.5	▲ 6.2	❖ 2.0	LT	● 90.1	○ 55.4	■ 24.3	▲ 4.3	FI	● 99.3	SV 92.0	■ 22.0	▲ 11.6
DK	● 100.4	■ 84.0	▲ 15.3	❖ 8.6	LU	■ 99.2	▲ 99.2	● 64.0	❖ 1.9	SE	● 100.0	❖ 32.4	■ 25.6	▲ 17.6
DE	● 96.0	▲ 25.1	❖ 4.5	○ 1.8	HU	● 64.2	■ 44.4	▲ 3.2	▼ 1.7	UK	▲ :	■ :	❖ :	Other :
EE	● 92.9	○ 59.6	■ 30.0	EE 25.1	MT	● 93.9	▼ 57.6	▲ 37.1	■ 8.2	IS	● 87.3	DA 70.1	■ 17.9	❖ 10.5
IE	▲ 65.3	■ 20.9	❖ 8.3	▼ 1.0	NL	● 45.1	■ 38.9	▲ 31.6	: :	LI	: :	: :	: :	: :
EL	● 96.9	▲ 37.2	■ 23.1		AT	● 98.8	▲ 12.9	▼ 5.7	❖ 2.2	NO	● 100.0	■ 29.3	▲ 18.6	❖ 9.5
ES	● 97.5	▲ 35.6	■ 2.1	▼ 0.1	PL	● 80.3	■ 42.8	○ 7.3	▲ 5.0	TR	● 67.3	■ 6.5	▲ 0.7	▼ 0.0
● English ▲ French ■ German ❖ Spanish ▼ Italian ○ Russian														
Incidence of rankings 1-4 for each of the six languages in the 31 countries/regions for which information is available (determined with reference to the percentage of pupils learning the language concerned)														
Position/Ranking	English		French		German		Spanish		Italian		Russian			
1st	25		2		1		0		0		0			
2nd	1		9		9		2		1		4			
3rd	1		6		13		3		3		1			
4th	0		8		2		9		5		2			
Source: Eurostat, UOE.														



Additional notes (Figure C7)

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Bulgaria and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia and Austria: Estimates.

Greece: From the school year 2005/06 Italian language was introduced (as a pilot project) in a number of lower secondary school units. The same applied with the Spanish language in 2006/07. More recently the Ministry of Education introduced for the school year 2008/09 the teaching of Russian language, as a pilot project, in five school units of lower secondary education

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Netherlands: the data from lower secondary education cannot be broken down by language. In upper secondary education, the percentage of pupils learning English, German and French are 100 %, 86.2 % and 70.1 % respectively.

Poland: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Finland: Upper secondary education includes adult education.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: Although Welsh is not included, all pupils in Wales learn Welsh. ISCED 2: Estimates based on 100 % participation in England, Wales and Northern Ireland where learning a foreign language is compulsory at ages 11-14, with survey estimates for participation in Scotland (where learning a language is an entitlement but not compulsory). ISCED 3: estimates based on entries to examinations at the end of compulsory education.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The number of pupils learning English, French, German, Spanish, Russian, Dutch, Italian, Swedish and Danish at general secondary levels is divided by the corresponding number of pupils enrolled at the ISCED level concerned. The Figure deals with the four most widely taught languages in the nine referred to above. They are classified in descending order in accordance with the percentage of pupils who learn them. The 'unspecified' category relates to languages other than those referred to above.

For language codes, see 'Codes, abbreviations and acronyms'.

A VERY HIGH PERCENTAGE OF PUPILS LEARN ENGLISH WHETHER OR NOT IT IS A MANDATORY LANGUAGE

In the great majority of countries, at least 90 % of pupils learn **English** in general lower or upper secondary education (ISCED levels 2 or 3), or both. The difference in the percentages for these two levels is particularly high in Belgium, the Czech Republic, Luxembourg and Slovakia and may be partly attributable to two factors combined, namely the existence of a relatively high proportion of pupils who learn a language other than English (Figure C4) at primary level and the presence of a second foreign language as a compulsory subject or core curriculum option in upper secondary education. Pupils who learn a different language at primary level might opt for English in general upper secondary education, which would explain the increase in the percentage at this level. In Malta, all pupils in lower secondary education (ISCED 2) learn English but only two-thirds do so at upper secondary level (ISCED 3).

In all countries of central and Eastern Europe except Lithuania and Romania, around 40 % or more pupils learn **German** in general secondary education. This also applies to a lesser extent in Belgium (the Flemish Community), most of the Nordic countries and Luxembourg, in which German is a mandatory language (Figure B9), which accounts for its relatively high percentage at both levels of education. Thus the percentages are also especially marked in the Czech Republic (72.2 % at ISCED 3), Denmark (89.4 % and 71.9 % at ISCED 2 and 3 respectively), Slovenia (77 % at ISCED 3) and Slovakia (72.6 % at ISCED 3). The countries in which less than 10 % of pupils learn German are those in which the Romance languages are spoken or other countries of southern Europe.

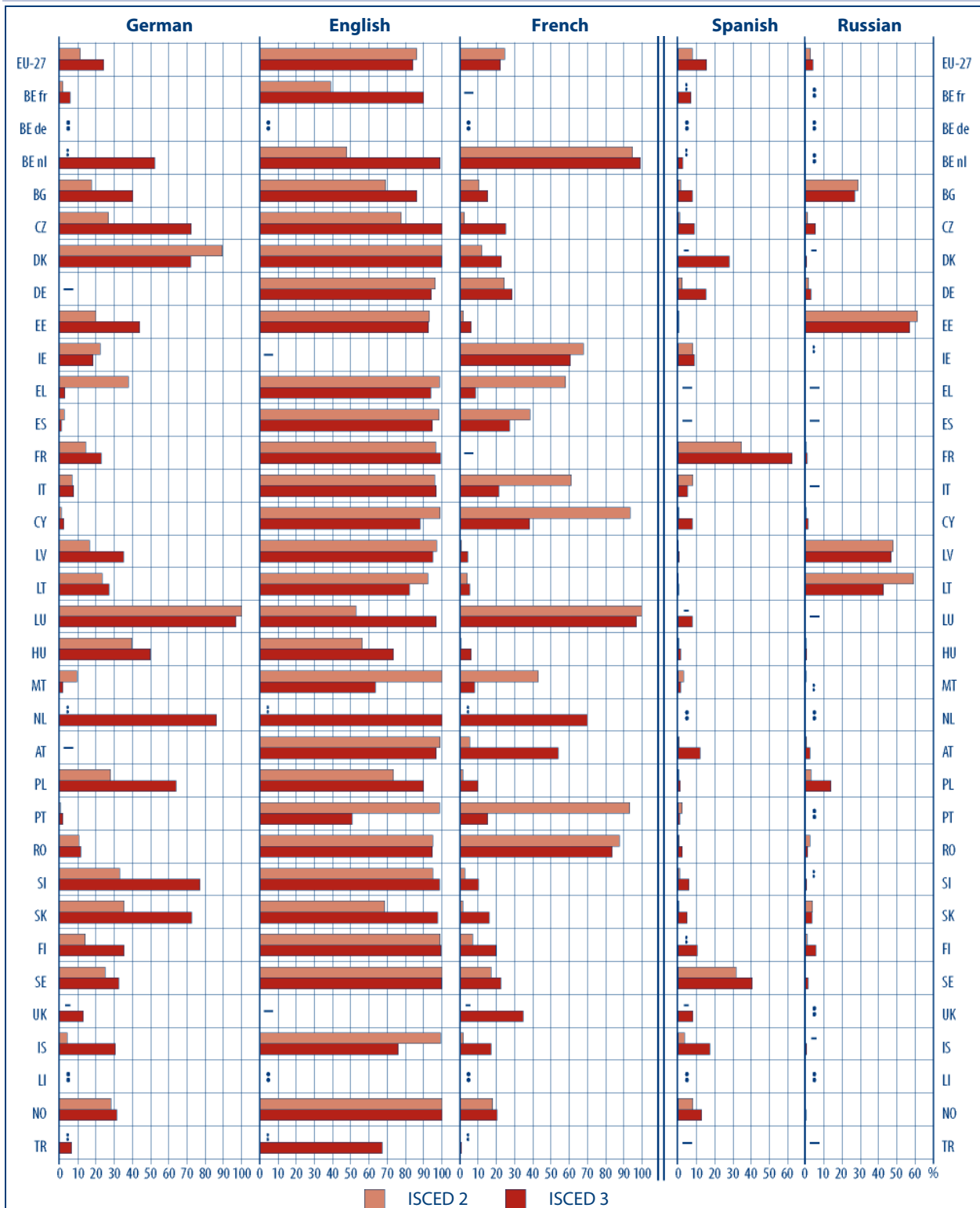
All countries in which around 30 % or more of pupils in lower general secondary education (ISCED 2) and/or upper general secondary education learn **French** come into one of the following three categories. The first consists of the English-speaking or German-speaking countries (Ireland, Austria and the United Kingdom). The second consists of countries with a Romance language as an official state language together with other countries of southern Europe (Greece, Spain, Italy, Malta, Portugal and Romania). The final category consists of those in which French is a mandatory language as in Belgium (the Flemish and German-speaking Communities), Cyprus and Luxembourg. Indeed, it is in these countries that the percentages are highest (over 90 %). In Cyprus, where learning French ceases to be compulsory in the last two years of general upper secondary education, the percentage is no higher than 38.3 %.

The percentage of pupils who learn English in general secondary education is thus very high in all countries whether or not it is a mandatory language. By contrast, making German or French mandatory has a clear-cut impact on the proportion of pupils who learn them. Indeed, only in countries in which these languages are mandatory is this proportion equal to or greater than 90 %. However Portugal and Romania, in which French is not a mandatory language, record a comparable percentage.

Spanish is taught essentially in general upper secondary education (ISCED 3). Most of the time, the proportion of pupils who learn it is less than 20 % (and often even 10 %). A few EU-27 countries are exceptions to this, namely Denmark (27.9 %), France (62.4 %) and Sweden (40.6 %). Finally, **Russian** is taught mainly in countries of central and Eastern Europe (the three Baltic states, and to a lesser degree in Bulgaria and Poland). In the remaining countries, it is taught very little if at all.

Of course, the range of languages taught is broader in many countries (Figure C9), but they are generally learnt by smaller proportions of pupils.

Figure C8: Percentage of pupils learning English, French, German, Spanish and Russian, general secondary education (ISCED 2 and 3), 2005/06



Source: Eurostat, UOE.

Data (Figure C8)

	ISCED levels	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	TR
DE	2	11.4	1.7	:	:	17.4	26.7	89.4	-	19.9	22.4	37.8	2.4	14.4	6.8	0.9	16.4	23.4	100	39.6	9.5	:	-	27.9	0.5	10.6	33.0	35.4	14.1	24.9	-	4.2	:	28.3	:
	3	24.3	5.8	:	52.3	40.3	72.2	71.9	-	44.1	18.2	2.9	1.1	22.8	7.7	2.4	35	27.2	97.0	49.9	1.7	86.2	-	64.0	1.6	11.6	77.0	72.6	35.4	32.4	13.1	30.7	:	31.3	6.5
EN	2	86.4	38.9	:	47.9	69.1	77.6	100	96.4	93.2	-	98.9	98.5	96.7	96.0	99.1	97.2	92.3	52.8	56	100	:	99.1	73.5	98.8	95.1	95.1	68.6	99.2	100	-	99.3	:	100	:
	3	84.1	90.0	:	99.1	86.1	100	99.9	94.3	92.6	-	94.0	94.6	99.4	96.9	88.1	94.9	82.3	97.0	73.3	63.5	100	96.9	90.0	50.7	94.8	98.9	97.7	99.5	99.9	-	76.1	:	100	67.3
FR	2	24.5	-	:	94.8	10.4	2.3	12.1	24.3	2.0	67.9	57.9	38.4	-	61.3	93.6	0.8	4.0	100	1	43.0	:	5.2	1.5	93.3	87.6	2.6	1.7	6.8	17.1	-	1.9	:	17.8	:
	3	22.2	-	:	99.1	15.3	25.0	22.6	28.7	6.1	60.5	8.6	27.1	-	21.4	38.3	4.1	5.4	97.0	6.2	7.9	70.1	54.1	10.0	15.1	83.6	10.2	16.0	19.7	22.4	34.8	17.1	:	20.3	0.7
ES	2	7.6	:	:	:	1.4	0.6	-	2.1	0.1	8.0	-	-	34.7	8.0	0.2	0.0	0.0	-	0.1	3.0	:	0.4	0.2	2.0	0.5	0.8	0.2	:	31.6	-	3.4	:	7.9	-
	3	15.4	6.9	:	2.4	7.6	8.8	27.9	15.1	0.3	8.8	-	-	62.4	5.0	7.7	0.5	0.3	7.6	1.3	1.3	:	12.0	1.0	0.9	2.2	5.7	4.7	10.3	40.6	7.8	17.2	:	12.8	-
RU	2	2.7	:	:	:	28.7	1.1	-	1.6	61.3	:	-	-	0.1	-	0.2	48.1	59.1	-	0.2	0.2	:	0.5	2.7	:	2.2	:	3.7	0.8	0.0	:	-	:	0.0	-
	3	4.0	:	:	:	26.8	5.2	0.5	2.8	57.1	0.0	-	-	0.7	-	1.2	46.8	42.6	-	0.6	:	:	2.3	13.8	:	1.0	0.4	3.4	5.6	1.2	:	0.4	:	0.1	-

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Bulgaria and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia and Austria: Estimates.

Ireland: The data relate solely to pupils enrolled in publicly funded schools.

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Poland: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Finland: Upper secondary education includes adult education.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: Although Welsh is not included, all pupils in Wales learn Welsh. ISCED 2: Estimates based on 100 % participation in England, Wales and Northern Ireland where learning a foreign language is compulsory at ages 11-14, with survey estimates for participation in Scotland (where learning a language is an entitlement but not compulsory). ISCED 3: estimates based on entries to examinations at the end of compulsory education.

Explanatory note

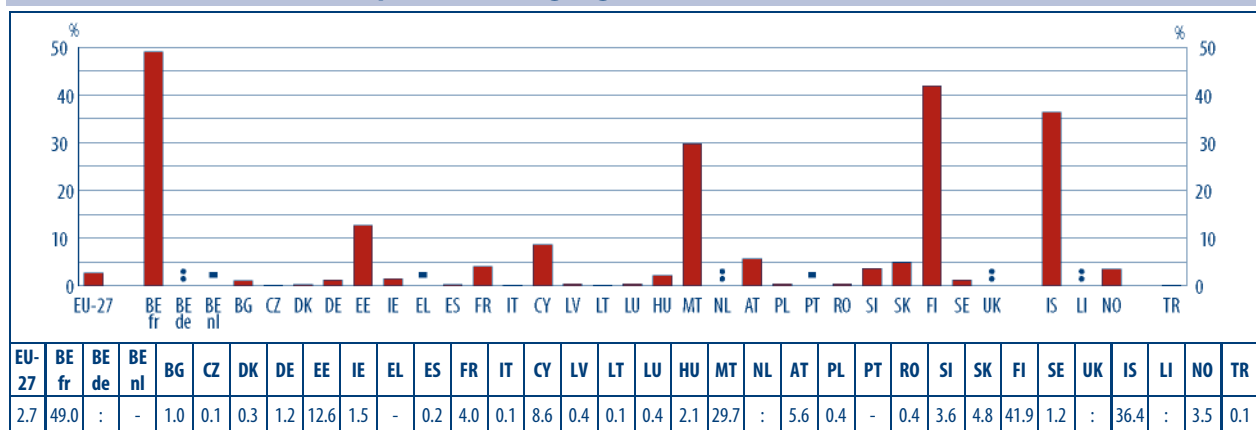
The number of pupils learning English, French, German, Spanish and Russian at general secondary levels is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Languages taught outside the curriculum as optional subjects are not included.

IN MOST COUNTRIES IN EUROPE, LANGUAGES OTHER THAN ENGLISH, FRENCH, GERMAN, SPANISH AND RUSSIAN ARE NOT COMMONLY LEARNED

In most countries, languages other than English, French, German, Spanish and Russian account for a very small proportion of all languages learnt. In other words, in the great majority of European countries, pupils learn first and foremost – indeed almost exclusively – major languages used on a broad scale.

In Estonia, Finland and Iceland, the proportion of pupils learning other languages is over 10 % and reflects a situation in which pupils learn a specific mandatory language (Figure B9). This language is Estonian in the case of Russian-speaking pupils in Estonia, Swedish (Finnish for Swedish-speaking pupils) in Finland and Danish in Iceland. In Belgium (the French and German-speaking Communities), a considerable number of pupils learn Dutch, one of Belgium's three official state languages (Figure A1). In Malta, in which the cultural influence of Italy is highly significant, many pupils learn Italian.

Figure C9: Percentage of foreign languages other than German, English, Spanish, French and Russian, which are learnt by pupils in general secondary education (ISCED levels 2 and 3), with respect to all languages learnt at this level, 2005/06



Source: Eurostat, UOE.

Additional notes

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected. A certain number of pupils learn Dutch but the data are not available.

Bulgaria and Romania: Pupils with a disability in cognitive development are not included in the total number of pupils.

Estonia and Austria: Estimates.

Ireland: The data relate solely to pupils enrolled in publicly funded schools.

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Hungary: Pupils with a disability in cognitive development are included in the total number of pupils.

Poland: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Finland: Upper secondary education includes adult education.

Additional notes (Figure C9 – continued)

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

United Kingdom: Although Welsh is not included, all pupils in Wales learn Welsh. ISCED 2: Estimates based on 100 % participation in England, Wales and Northern Ireland where learning a foreign language is compulsory at ages 11-14, with survey estimates for participation in Scotland (where learning a language is an entitlement but not compulsory). ISCED 3: estimates based on entries to examinations at the end of compulsory education.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum regards them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. Ancient Greek, Latin, Esperanto and sign languages are not taken into account. Similarly excluded are data relating to pupils of foreign nationality learning their mother tongue in special classes, and those learning the language of their host country.

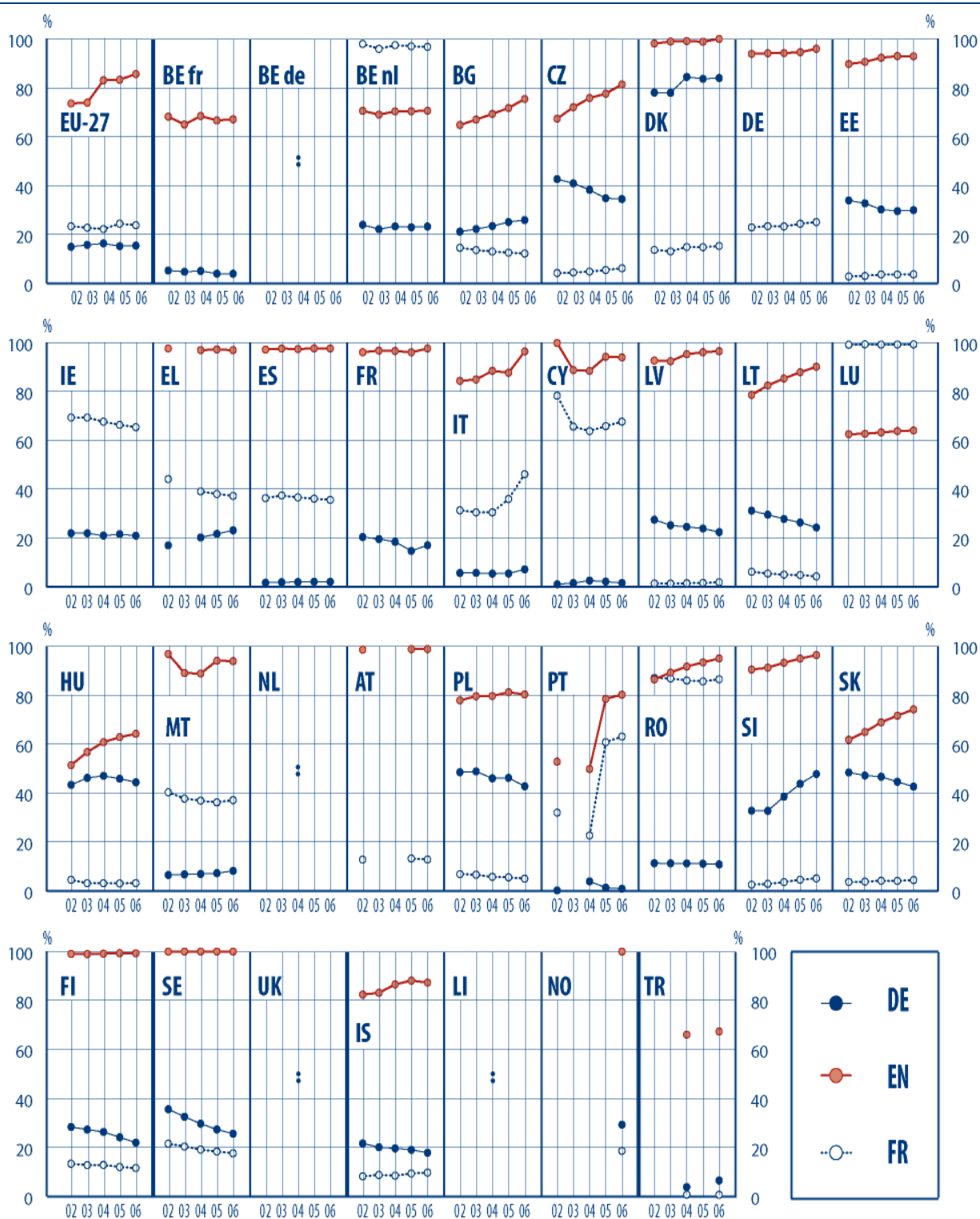
In the numerator, each pupil learning English, French, German, Spanish and Russian is counted once for each of these languages learnt. In the denominator, each pupil learning a foreign language is counted once for each language learnt. In other words, pupils learning more than one language are counted as many times as the number of languages studied.

MORE AND MORE PUPILS IN SECONDARY EDUCATION ARE LEARNING ENGLISH, ESPECIALLY IN CENTRAL AND EASTERN EUROPE

The percentage of pupils learning English has been increasing markedly since 2002, especially in the countries of central and Eastern Europe. The trend is particularly noticeable in Bulgaria, the Czech Republic, Hungary and Slovakia, but also in Portugal.

Variations for German and French during the period under consideration are overall not as marked. In several countries, the percentage of pupils learning French has been slightly decreasing. An increase of over 10 percentage points may be observed solely in Italy and Portugal. In Italy, this is the result of new legislation in 2005, which has made it mandatory to learn two foreign languages. The percentage of pupils learning German has also decreased in the majority of countries. A decrease of 10 percentage points is apparent in Sweden. Only Slovenia recorded a marked increase between 2002 and 2006.

Figure C10: Trends in the percentage of pupils learning English, German and French in general secondary education (ISCED 2 and 3), with respect to 2001/02, 2002/03, 2003/04, 2004/05 and 2005/06



Source: Eurostat, UOE.



PARTICIPATION

Data (Figure C10)

	English					French					German				
	2001/02	2002/03	2003/04	2004/05	2005/06	2001/02	2002/03	2003/04	2004/05	2005/06	2001/02	2002/03	2003/04	2004/05	2005/06
EU-27	73.6	74.0	83.1	83.3	85.7	23.4	22.8	22.2	24.4	23.8	15.0	15.7	16.3	15.2	15.4
BE fr	68.2	65.0	68.5	66.7	67.1	-	-	-	-	-	5.3	4.7	5.1	4.0	4.0
BE de	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
BE nl	70.6	69.0	70.4	70.4	70.7	98.0	96.0	97.5	97.0	96.8	24.0	22.2	23.3	23.0	23.3
BG	64.8	67.0	69.3	71.8	75.4	14.6	13.6	13.0	12.6	12.2	21.2	22.2	23.4	25.1	25.9
CZ	67.4	72.1	75.8	77.6	81.4	4.2	4.5	4.8	5.5	6.2	42.7	40.9	38.2	34.8	34.5
DK	98.1	99.0	99.1	98.9	100.0	13.7	13.1	14.9	14.8	15.3	78.0	78.0	84.5	83.7	84.0
DE	93.9	94.1	94.2	94.6	96.0	22.9	23.4	23.3	24.4	25.1	-	-	-	-	-
IE	89.8	90.6	92.3	93.0	92.9	2.8	3.0	3.7	3.6	3.7	33.9	32.8	30.2	29.6	30.0
EE	-	-	-	-	-	69.3	69.3	67.6	66.3	65.3	22.0	22.0	21.0	21.6	20.9
EL	97.6	:	96.9	97.1	96.9	44.1	:	39.1	38.0	37.2	17.0	:	20.2	21.7	23.1
ES	97.1	97.5	97.3	97.6	97.5	36.3	37.4	36.6	36.1	35.6	1.7	1.9	2.0	2.1	2.1
FR	96.0	96.7	96.5	96.0	97.5	-	-	-	-	-	20.4	19.6	18.4	14.7	17.1
IT	84.3	84.8	88.4	87.6	96.3	31.3	30.5	30.5	35.9	46.1	5.7	5.7	5.4	5.5	7.2
CY	99.8	88.7	88.4	94.2	93.9	78.2	65.6	63.7	65.8	67.6	1.1	1.6	2.6	2.2	1.6
LV	92.6	92.3	95.2	96.0	96.5	1.4	1.4	1.5	1.6	1.9	27.5	25.2	24.6	23.9	22.4
LT	78.6	82.4	85.3	87.8	90.1	6.2	5.5	5.0	4.8	4.3	31.2	29.5	27.8	26.3	24.3
LU	62.5	62.6	63.2	63.7	64.0	99.1	99.2	99.1	99.2	99.2	99.1	99.2	99.1	99.2	99.2
HU	51.4	56.8	60.8	62.8	64.2	4.6	3.2	3.2	3.1	3.2	43.3	46.2	47.0	45.9	44.4
MT	96.8	89.0	88.8	94.0	93.9	40.3	37.8	36.9	36.2	37.1	6.5	6.8	7.0	7.3	8.2
NL	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
AT	98.6	:	:	98.8	98.8	12.8	:	:	13.3	12.9	-	-	-	-	-
PL	77.8	79.5	79.6	81.2	80.3	6.9	6.7	5.8	5.6	5.0	48.5	48.8	46.0	46.2	42.8
PT	52.9	:	49.9	78.5	80.2	32.0	:	22.7	60.8	63.1	0.3	:	3.9	1.4	0.9
RO	86.4	89.2	91.7	93.4	95.0	87.0	86.8	86.0	85.6	86.5	11.4	11.3	11.3	11.1	10.9
SI	90.5	91.2	93.2	94.9	96.4	2.6	2.9	3.6	4.6	5.1	32.8	32.7	38.5	43.8	47.8
SK	61.8	65.0	68.9	71.6	74.2	3.7	3.8	4.2	4.1	4.5	48.4	47.2	46.7	44.6	42.6
FI	99.0	99.0	99.1	99.4	99.3	13.3	12.8	12.8	12.0	11.6	28.3	27.3	26.3	24.1	22.0
SE	100	100	100	100	100	21.5	20.4	19.1	18.3	17.6	35.6	32.5	29.7	27.3	25.6
UK	-	-	-	-	-	:	:	:	:	:	:	:	:	:	:
IS	82.4	83.2	86.6	88.1	87.3	8.2	8.8	8.4	9.4	9.7	21.6	20.1	19.6	19.0	17.9
LI	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
NO	:	:	:	:	100	:	:	:	:	18.6	:	:	:	:	29.3
TR	:	:	66.1	:	67.3	:	:	0.8	:	0.7	:	:	3.8	:	6.5
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006

Source: Eurostat, UOE.

Additional notes (Figure C10)

EU-27: The EU-27 aggregate is calculated on the basis of the data available.

Belgium: Pupils with special educational needs who are enrolled in special schools are not included.

Belgium (BE de): Data on languages are not collected.

Bulgaria, Lithuania and Romania: Pupils with a disability in cognitive development have not been included in the total number of pupils (since 2006 in the case of Romania, 2005 for Bulgaria and 2003 for Lithuania).

Estonia and Austria: Estimates.

Ireland: The data relate solely to pupils enrolled in publicly funded schools.

France: Data relate to metropolitan France. Data on language learning only cover pupils enrolled in schools administered by the Ministry of Education. The estimated coverage is 80-90 % of total enrolments at ISCED level 3.

Italy: Under the new legislation, learning two foreign languages is mandatory in lower secondary education (ISCED 2).

Poland and Slovakia: The data relate solely to full-time pupils.

Slovenia: Data relate to the end of the school year. Pupils learning a second language in regions with linguistic minorities are not taken into account (ISCED 1 and 2).

Finland: Upper secondary education includes adult education.

Sweden: Upper secondary education includes solely pupils awarded a qualification on completion of this level. Adult education is not included in the data.

Explanatory note

The number of pupils learning English, French and German in general secondary education is divided by the corresponding number of pupils enrolled at the ISCED level concerned. Languages taught outside the curriculum as optional subjects are not included.

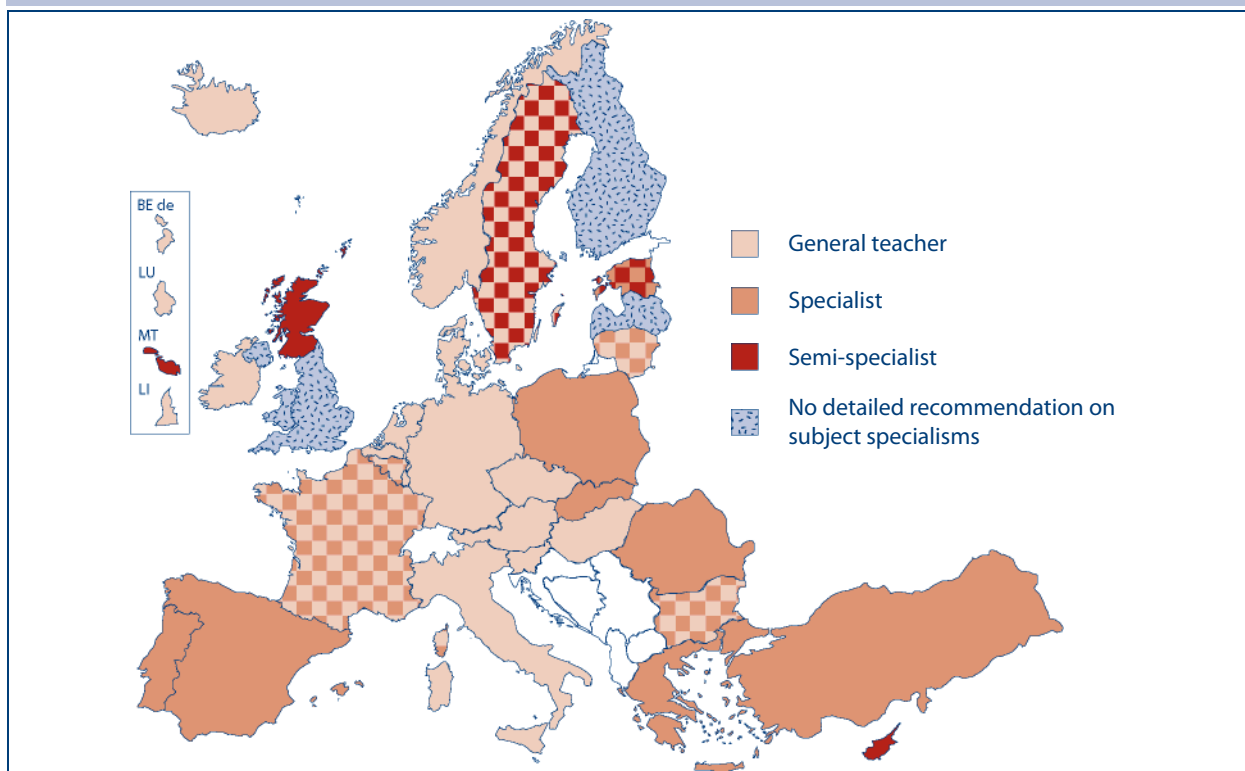
TEACHERS

IN PRIMARY EDUCATION, FOREIGN LANGUAGES ARE OFTEN TAUGHT BY GENERAL TEACHERS

In almost all European countries, there are official regulations regarding the qualifications required to teach foreign languages in primary education. In the majority of countries, they are taught at this level by general teachers qualified to teach all (or almost all) subjects in the curriculum. This applies whether the language concerned is a compulsory subject or a core curriculum option.

Teachers of foreign languages are semi-specialists in Cyprus, Malta and the United Kingdom (Scotland), as well as in Estonia and Sweden. In the last two countries, they may also be otherwise qualified. In 11 countries, foreign languages are taught in primary education by specialist teachers. In three of them, namely Belgium (the French Community), France and Lithuania, general teachers may also teach languages.

Figure D1: Recommendations regarding the qualifications of foreign language teachers in primary education, 2006/07



Source: Eurydice.

Additional notes

Belgium (BE de): A decree concerned with measures to upgrade the teaching profession creates with effect from September 2008 the post of special teacher for the first foreign language in primary school. General teachers appointed to this post will have to have demonstrated a thorough knowledge of the language concerned (in accordance with the Common European Framework of Reference for Languages), and evidence of specialised training in foreign language teaching methodology.

Additional notes (Figure D1 – continued))

Germany: Semi-specialists are gradually replacing general teachers.

Slovenia: Specialist language teachers are employed from the fourth to the ninth year of the single structure school

Sweden: Languages may be taught by semi-specialists in the sixth year of *grundskola*.

United Kingdom (ENG/WLS/NIR): In England, a small number of primary programmes provide a specialism in foreign languages alongside training to teach all subjects of the primary curriculum. However, the regulations specify only that teachers must have the single category Qualified Teacher Status (eligibility to teach in Northern Ireland).

Explanatory note

General (non-specialist) teacher; semi-specialist teacher (of foreign languages); **specialist teacher** (of foreign languages): See Glossary.

While Latvia, Finland and the United Kingdom have no detailed regulations regarding the qualifications required of language teachers in primary education, there are standards applicable to all teachers. In Latvia for example, teachers at this level are generalists. In practice, however, language lessons are generally the responsibility of specialist teachers. In Finland, teachers of foreign languages can be semi-specialists, specialists and generalists. In the United Kingdom (England, Wales and Northern Ireland), teachers working at primary level are trained to teach all subjects in the curriculum. While provision in foreign languages is not compulsory at this level (Figure B1), some schools nevertheless offer it. Where this is so, lessons are given by generalist teachers with overall responsibility for a given class, or by specialist teachers employed for this purpose.

In the Czech Republic, since the new law of 2005 on staff in education, generalists are now responsible for teaching languages in primary education. The programmes for teacher education have included foreign language learning so that prospective teachers will have the required skills. Where teachers who have worked for several years do not possess them, specialist teachers give the lessons in foreign languages. The Polish government is currently considering whether to employ generalists to teach languages in primary education. In this country, as in the Czech Republic, these changes result from the fact that children now learn foreign languages at an earlier stage (Figure B1 and B3).

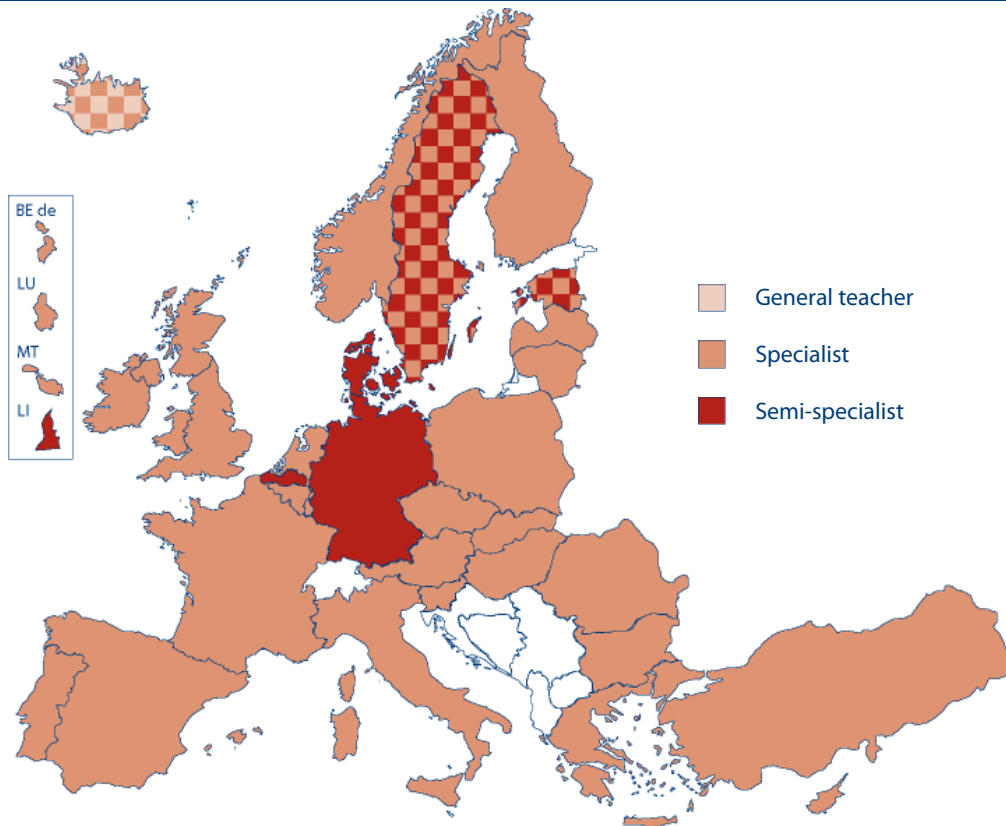
IN LOWER SECONDARY EDUCATION, LANGUAGE TEACHERS ARE TYPICALLY SUBJECT SPECIALISTS

As in the case of primary education (Figure D1), there are official regulations in almost all European countries regarding the qualifications required to teach foreign languages in lower secondary education. In the majority of the countries considered, specialist teachers are required to teach languages at this level. In Belgium (the Flemish Community), Denmark and Liechtenstein, foreign language teachers are trained as semi-specialists. In Estonia, teachers of foreign languages may be either semi-specialists or specialists. The same applies to Germany in which the qualifications required of teachers depend on the type of school concerned. In Sweden, semi-specialists may teach foreign languages but specialist teachers are more common.

Iceland is the only country in which language teachers may be generalists throughout the whole of compulsory education organised within a single continuous structure (ISCED levels 1 and 2). However, specialists often teach languages in the upper classes of the single structure, corresponding to ISCED level 2.

Foreign language specialist teachers can be trained to teach two different subjects including a foreign language, or solely foreign languages (Figure D3).

Figure D2: Recommendations regarding the qualifications of foreign language teachers in general lower secondary education, 2006/07



Source: Eurydice.

Additional notes

Ireland: Most language teachers in lower secondary education are semi-specialist or specialist teachers. However, given the wide discretion granted to school authorities in the allocation of teaching duties, there are also some teachers who have not received any specific training in language teaching methodologies. The official documents do not preclude this.

United Kingdom (ENG/WLS/NIR): Although regulations specify only that teachers must have (the single category) qualified teacher status (eligibility to teach in Northern Ireland), initial teacher training programmes are specific to a particular phase and, in the case of secondary programmes, one or two specific subjects. Many providers of programmes for teaching languages at secondary level prefer applicants who can offer two languages, as do many schools.

Turkey: No ISCED level 2 exists. The entire single structure (for pupils aged from 6 to 14) is considered to be ISCED 1. The map illustrates the situation within this single structure.

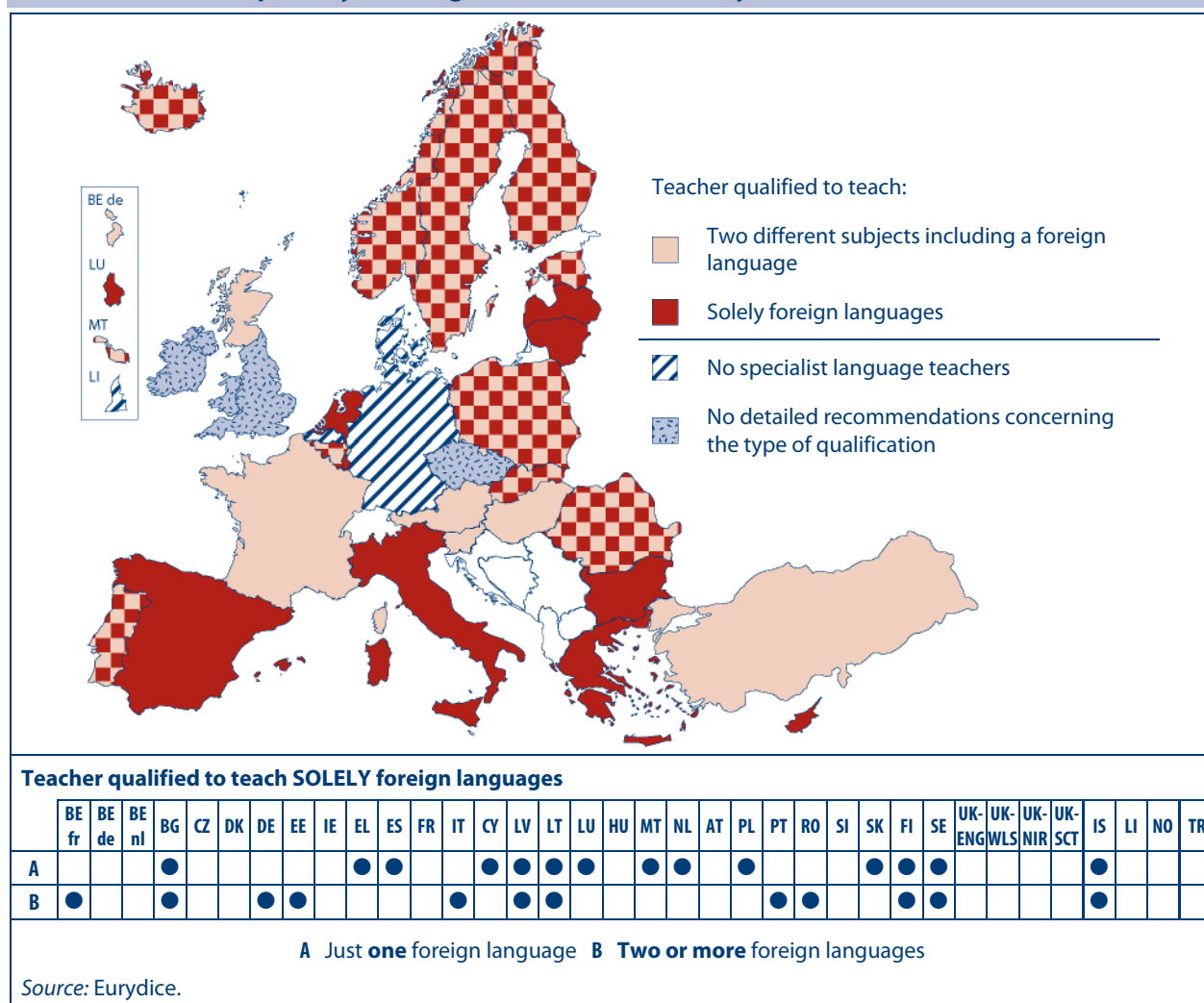
Explanatory note

General (non-specialist) teacher; semi-specialist teacher (of foreign languages); **specialist teacher** (of foreign languages): See Glossary.

IN HALF OF ALL COUNTRIES, SPECIALIST FOREIGN LANGUAGE TEACHERS ARE QUALIFIED TO TEACH ANOTHER SUBJECT

Foreign language teachers can be generalists or specialists. At ISCED 1, foreign languages are very often taught by generalists (non-specialists) who teach all or most subjects in the curriculum, including foreign languages (Figure D1). At ISCED level 2, teaching is mainly the responsibility of specialists and sometimes semi-specialists (Figure D2). The following Figure shows the level of subject specialisation solely among specialist teachers of foreign languages in primary or general lower secondary education who, depending on the particular country, are qualified to teach either just foreign languages, or two subjects one of which is a foreign language. The typical patterns of training and its duration are not taken into account in this Figure (¹).

Figure D3: Level of subject specialisation among specialist teachers of foreign languages in primary and/or general lower secondary education, 2006/07



(¹) Further information on this subject in relation to all categories of teachers will be provided in the general volume of *Key Data on Education in Europe 2009*, forthcoming.

Additional notes (Figure D3)

Czech Republic: There is no rule or recommendation concerning the number of foreign languages a teacher should teach. Faculties of education offer teachers at lower secondary level a study programme with either a combination of two languages or of a foreign language plus another subject.

United Kingdom (ENG/WLS/NIR): Although regulations specify only that teachers must have (the single category) qualified teacher status (eligibility to teach in Northern Ireland), initial teacher training programmes are specific to a particular phase and, in the case of secondary programmes, one or two specific subjects. Many providers of programmes for teaching languages at secondary level prefer applicants who can offer two languages, as do many schools.

Turkey: Teachers with a shortfall in their teaching time may give lessons in Turkish grammar and spoken Turkish.

In a few countries, namely Belgium (the Flemish Community), Germany and Liechtenstein, there are no specialist foreign language teachers at either ISCED 1 or ISCED 2. The teachers concerned are qualified to teach at least three different subjects, one or more of which are foreign languages, so the Figure does not take account of them.

Specialist teachers may have two distinct kinds of qualification profile. They may either be qualified to teach two different subjects, one of which is a foreign language, or qualified to teach solely foreign languages. Both situations are about equally widespread. Specialists trained to teach solely foreign languages can either be qualified to teach just one language, or two or more.

In several countries, specialist teachers of foreign languages may to some extent choose their subject combinations. This applies to the majority of the Nordic countries (Finland, Sweden, Iceland and Norway), Hungary, Portugal and Slovakia.

IN HALF OF THE COUNTRIES, THE INITIAL TEACHER EDUCATION OF FOREIGN LANGUAGE TEACHERS LASTS FOUR YEARS

In almost all countries, the initial teacher education of teachers of foreign languages for primary education consists of general and professional training offered in parallel (the concurrent model of training). In the initial training of those intending to work at lower secondary level, however, general education is often provided first and is then followed by professional training (the consecutive model of training). At lower secondary level, both models coexist in half of the countries considered ⁽²⁾.

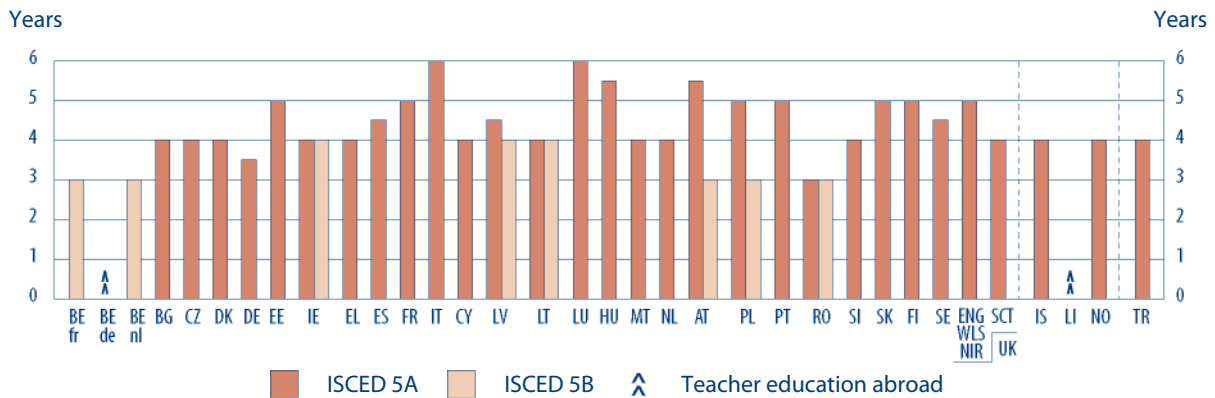
In all countries, the initial teacher education of specialist and semi-specialist teachers of foreign languages, which are the only categories discussed in the Figure below, is provided in tertiary education. Although in several countries and mostly at primary level, general teachers are qualified to teach foreign languages (Figures D1 and D2), the typical patterns of training for this category and its duration are not taken into account in the Figure.

Almost everywhere, recommendations regarding the minimum duration and ISCED level of initial teacher education for specialists and semi-specialists in foreign languages are identical to those for other teachers. Across countries, the minimum duration of studies varies from three years (Belgium, Austria, Poland and Romania) to six years (Italy and Luxembourg), with four years the most common minimum period. As a rule, initial teacher education occurs at ISCED level 5A, although in Ireland, Latvia, Lithuania, Austria, Poland and

⁽²⁾ Further information on this subject in relation to all categories of teachers will be provided in the general volume of *Key Data on Education in Europe 2009*, forthcoming.

Romania, it takes place at both ISCED levels 5A and 5B. Only in Belgium does it occur solely at ISCED level 5B for work in both primary and lower secondary education.

Figure D4: Minimum duration and level of initial teacher education for specialists or semi-specialists in foreign languages in primary and/or general lower secondary education, 2006/07



Source: Eurydice.

Additional notes

Belgium (BE de): Most teachers practicing at lower secondary level (ISCED 2) are trained in the French Community of Belgium.

Germany, France, Luxembourg and Austria: The final 'on-the-job' qualifying phase is considered an integral part of initial teacher education and is therefore included in the duration of training. It usually denotes the compulsory period of transition from initial teacher education to professional life. During this period, teachers are not considered to be fully qualified and are usually regarded as 'teacher candidates' or 'trainees'. They carry out wholly or partially the tasks incumbent on fully qualified teachers, and are remunerated for their activity. At the end of this period and after satisfying a set of formal evaluation criteria, teacher candidates become fully qualified teachers.

Austria: Data for ISCED 5A and 5B apply to teachers at the *allgemein bildende höhere Schule* and at the *Hauptschule* respectively.

Slovenia: From the 2008/09 academic year onwards, the duration of initial teacher education is extended to five years.

United Kingdom (ENG/WLS/NIR): There are no statutory requirements for teachers to have specific subject qualifications. The Figure shows the typical route followed by a specialist language teacher at secondary level.

Liechtenstein: Prospective teachers are trained abroad, mostly in Austria or Switzerland.

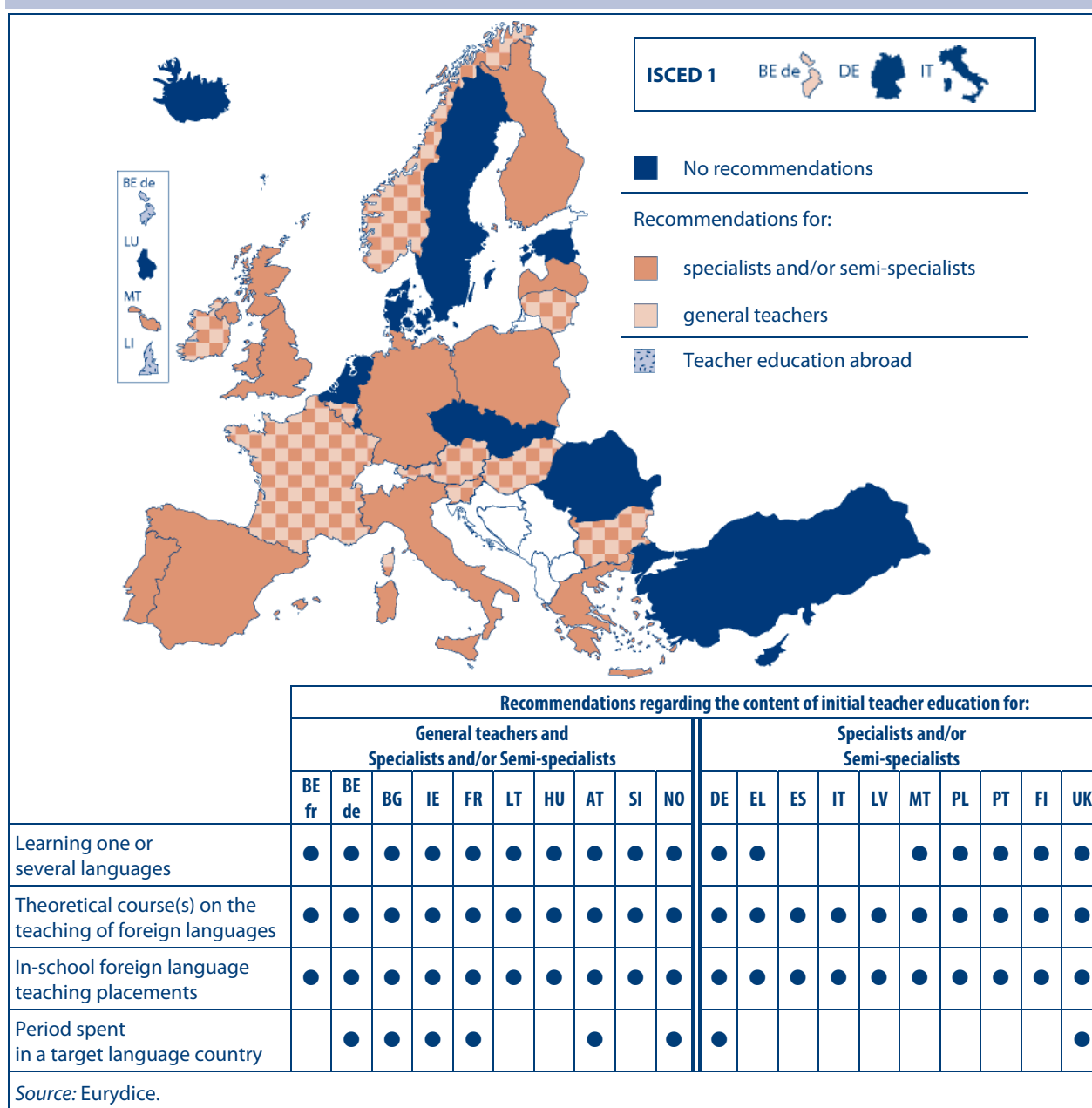
Explanatory note

Initial teacher education generally consists of general education and professional training. The general education component provides a thorough knowledge of one or more subjects, while the professional training provides the theoretical and practical skills needed to teach. The two can be offered simultaneously or one after the other. In the **concurrent model** the professional training is given at the same time as general education. In the **consecutive model** the professional training follows general education. In this model, students who have undertaken tertiary education in a particular field then move on to professional training in a separate phase.

ONLY A MINORITY OF COUNTRIES RECOMMEND THAT FUTURE LANGUAGE TEACHERS SPEND A PERIOD OF TRAINING IN A TARGET LANGUAGE COUNTRY

In over half of the countries under consideration, education authorities recommend that institutions for initial teacher education offer certain courses or activities enabling prospective teachers to acquire the skills needed to teach foreign languages. In the remaining countries, no official recommendations exist and training institutions are entirely free to decide the types of training they offer.

Figure D5: Recommendations regarding the content of initial teacher education for those qualified to teach foreign languages in primary and/or general lower secondary education, 2006/07



Additional notes (Figure D5)

Belgium (BE de): The information relates solely to the content of initial teacher education for general teachers of foreign languages in primary education. In most cases, specialist teachers working in lower secondary education receive their initial teacher education in the French Community of Belgium.

Germany: General (non-specialist) teachers in primary schools do not receive initial training in foreign languages but participate in in-service training activities.

Italy: General teachers in primary schools do not receive initial training in foreign languages but participate in in-service training activities.

United Kingdom (ENG/WLS/NIR): Professional training for language teachers in secondary education includes theoretical training in teaching the language(s) and school placements. The requirements for subject knowledge are met by the entry requirements for the postgraduate programme, which stipulates a level of knowledge equivalent to that gained from a four-year languages degree with a year abroad.

Liechtenstein: Prospective teachers are trained abroad, mostly in Austria or Switzerland.

Norway: Recommendations for general teachers do not include in-school foreign language teaching placements.

Explanatory note

In all countries, the recommendations regarding the content of initial teacher education are identical for ISCED levels 1 and 2, except in Belgium (German-speaking community), Germany and Italy. For these countries the situation at ISCED level 2 is represented on the large map, whereas the situation at ISCED level 1 is depicted in the top right corner.

Period spent in a target language country: Period spent in a country or region in which the language to be taught is spoken. This period may involve time spent in a school (as an assistant), at a university (attending courses), or even in the business sector. The aim is to provide student teachers with direct contact with the language and culture they will teach.

For the countries with recommendations on programme content, the Figure above focuses on four training components: learning one or several foreign languages; theoretical courses on the teaching of foreign languages; in-school language teaching placements; and a period spent in a target language country. The first category enables student teachers to acquire a thorough knowledge and mastery of one or several foreign languages. Theoretical courses on the teaching of foreign languages may include courses on specific teaching methodology and language learning theories, etc. In-school teaching placements enable prospective teachers to gain initial experience of a real working environment. A period spent in a target language country brings them into direct contact with the language and culture they will teach.

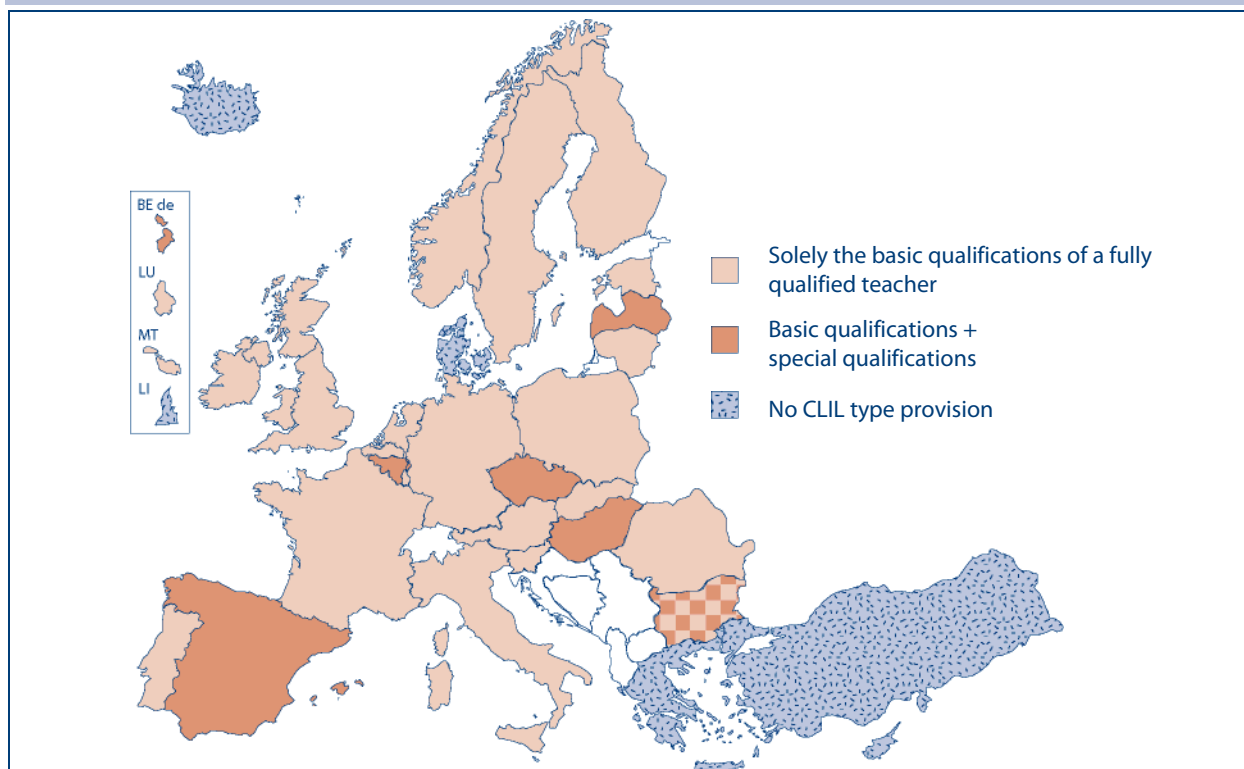
In the majority of cases the first three components are prescribed, irrespective of whether the students concerned are intending to become general, semi-specialist or specialist teachers. Only in eight countries is a period spent in a target language country among the recommended activities of student language teachers.

IN MOST COUNTRIES, TEACHERS DO NOT REQUIRE SPECIFIC QUALIFICATIONS FOR CLIL

In the great majority of countries, some schools offer CLIL type provision, in which pupils are taught in at least two different languages (Figure B6). Under these circumstances, language combinations are essentially of three kinds: the official state language is supplemented either by a non-indigenous language, or by a regional and/or minority language, or by both (Figure B7).

In nearly all countries, the qualifications normally required for teaching are fully adequate for work in CLIL. Consequently, it is the schools that actually offer this kind of provision that determine the requirements or strategies for recruiting appropriately competent teachers or for training them where necessary. Only six countries stipulate that teachers active in the field of CLIL must have special qualifications testifying to their proficiency in this respect. These qualifications relate essentially to competence and knowledge regarding languages. Teachers must thus prove that they are capable of teaching subjects in the curriculum in a language other than the one or more official state languages.

Figure D6: Qualifications required to work in the field of CLIL in primary education (ISCED 1) and general secondary education (ISCED 2 and 3), 2006/07



Source: Eurydice.

	Details regarding the type of additional/special qualifications required
BE fr	Qualification obtained in the target language, or a certificate (obtained by examination) testifying to thorough knowledge of that language.
BE de	Qualification obtained in the target language, an upper secondary education certificate in that language or a certificate (obtained by examination) testifying to thorough knowledge of that language.
BG	Further qualification/foreign language certificate testifying to the minimum proficiency acquired either at university or a school for secondary education with intensive foreign language instruction.
CZ	Level C1 in the target language, on the proficiency scale in the Common European Framework of Reference for Languages (Council of Europe).
ES	Certificate testifying to knowledge of the target language.
LV	Teachers whose mother tongue is not Latvian and who teach in programmes for linguistic minorities have to reach level C2 in Latvian, on the proficiency scale in the Common European Framework of Reference for Languages. Those who work in other categories of CLIL have to be qualified in one or several subjects and offer official proof that they are proficient in the target language.
HU	Qualifications in two subjects including a language.
SI	Teachers do not have to possess additional qualifications, but may be required to take further examinations if necessary. Usually they are native speakers. No higher education institution in Slovenia offers Hungarian (a CLIL target language in Slovenia), so it is not possible to obtain an additional qualification.

Source: Eurydice.



Several factors may explain why few countries require additional certified qualifications for work in CLIL. In many education systems, CLIL type provision is not highly developed or has existed for just a short while in a pilot project. This applies for example to Italy and Portugal. Conversely, it is widespread in several countries or universally implemented as in Luxembourg and Malta. In such cases, provision is not regarded as exceptional and no additional qualification is specified. Finally, where CLIL is offered in communities that use a regional or minority language, teachers are generally proficient in both languages, namely the regional and/or minority language constituting their mother tongue, and the other language which is the official state language (or one of the official state languages if there are several).

Since 2005 in France, there is a supplementary certified qualification for teaching a non-language subject in a foreign language. As yet, however, this qualification has not been made compulsory for recruiting teachers for the *sections européennes* or *sections internationales* (the European or international divisions in schools) both of which offer CLIL type provision.

According to the new regulations (2004) regarding teacher training standards in Poland, all graduates have to be fully competent in a foreign language and reach level B2 or B2+ in the Council of Europe's Common European Framework of Reference for Languages. In addition, teachers are now obliged to specialise in another subject. If they choose the combination of non-language subject + foreign language, they have to reach – in the case of the latter – level C2 in the Common European Framework of Reference for Languages. These general regulations regarding the training of all teachers may have a major impact on the ability of education systems to offer more CLIL-type provision. Indeed, as the lack of qualified teachers is often said to limit the development of CLIL, such measures can only help to promote it.

TEACHING PROCESSES

AT THE END OF FULL-TIME COMPULSORY EDUCATION, THE FOUR LANGUAGE SKILLS ARE CONSIDERED EQUALLY IMPORTANT

Communication in a foreign language calls for proficiency in a whole set of skills. Official curricula for foreign languages express the aims related to such skills in terms of the four communication skills of listening, speaking, reading and writing and, in the majority of countries, the priority that should be attached to each of the four. Only in Finland does the curriculum make no specific reference to the issue of priority, although there is also no such reference in curricula at the end of full-time compulsory general education in the Czech Republic, Ireland and Malta.

At primary level, in around half of the countries, the four communication skills are considered to be equally important. When their priority is ranked, emphasis is usually placed on the skills of listening and speaking. To these two skills, three countries, namely Belgium (the French and Flemish Communities), the Netherlands and Romania, also add reading.

Figure E1: Relative priority given to the aims associated with the four communication skills in curricula for compulsory foreign languages, full-time compulsory general education, 2006/07

Figure E1a: When compulsory teaching of the FIRST foreign language begins							Figure E1b: When compulsory full-time education ends					
Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
■	■	■				BE fr					■	
■	■					BE de					■	
■	■	■				BE nl					■	
				■		BG					■	
■	■			■		CZ						■
				■		DK					■	
■	■			■		DE					■	
				■		EE					■	
⊗	⊗	⊗	⊗	⊗	⊗	IE						■
■	■					EL					■	
				■		ES					■	
■	■					FR					■	
■	■					IT					■	
				■		CY					■	
				■		LV					■	
				■		LT					■	
				■		LU				■		
				■		HU					■	
■	■					MT						■

⊗ No foreign languages curriculum

Source: Eurydice.

Figure E1 (continued): Relative priority given to the aims associated with the four major skills in curricula for compulsory foreign languages, full-time compulsory general education, 2006/07

Figure E1a: When compulsory teaching of the FIRST foreign language begins							Figure E1b: When compulsory full-time education ends					
Explicit priority				The major skills are each equally important	No reference to the priority issue		Explicit priority				The major skills are each equally important	No reference to the priority issue
Listening	Speaking	Reading	Writing				Listening	Speaking	Reading	Writing		
■	■	■				NL					■	
■	■					AT					■	
■	■					PL					■	
				■		PT					■	
■	■	■				RO					■	
				■		SI					■	
				■		SK					■	
					■	FI						■
				■		SE					■	
				■		UK-ENG/ WLS/NIR					■	
⊗	⊗	⊗	⊗	⊗	⊗	UK-SCT	⊗	⊗	⊗	⊗	⊗	⊗
				■		IS					■	
				■		LI					■	
				■		NO					■	
				■		TR					■	

⊗ No foreign languages curriculum

Source: Eurydice.

Additional notes

Czech Republic: For each stage of education, the Framework Educational Programme for basic education (ISCED levels 1 and 2), which is being introduced from the 2007/08 school year, defines expected outcomes in terms of receptive, productive and interactive skills without prioritising them.

Ireland: Foreign language teaching is not compulsory and a foreign language is not part of the official primary education curriculum. Data for Figure E1b are taken from the foreign languages curricula used for the *Junior Certificate* (awarded at the age of 15).

United Kingdom (ENG/WLS/NIR): National curricula set attainment targets for each of the four skills and in this way demonstrate that all four are regarded as equally important.

United Kingdom (SCT): Foreign language teaching is not compulsory. Under the Curriculum for Excellence, the new 3-18 curriculum currently being developed in Scotland, while the draft curriculum experiences and outcomes describe competence in all four language skills, the balance between reading, writing and talking and listening will be different at different stages.

Explanatory note

Four communication skills: See Glossary.

Explicit priority given to one or more major skills: The official curricula for foreign languages state clearly and explicitly that greater emphasis is attached to the aims of one or more skills in the whole teaching/learning process.

The four communication skills are each equally important: The official curricula for foreign languages clearly state that, as far as aims are concerned, no priority should be attached to any one or more of the four communication skills.

No reference to the priority issue: The official curricula for foreign languages do not address the question of whether priority should be given to one or more communication skills compared to others.

At primary level, countries in which the curriculum states that equal importance should be attached to each communication skill are mostly those in which pupils begin studying the first compulsory foreign language at a relatively late stage, from the age of 9 or over (Figure B1).

However, at the end of full-time compulsory general education, the great majority of countries issue recommendations to attach equal emphasis to all four communication skills. Luxembourg is the only country in which the curriculum attaches top priority to the single skill of writing at secondary level.

IN FIVE YEARS, THE AMOUNT OF TIME PRESCRIBED FOR FOREIGN LANGUAGES HAS INCREASED IN MANY COUNTRIES

Between 2002 and 2006, the amount of taught time for foreign languages as a compulsory subject in primary education and/or lower secondary education has either increased or remained unchanged in all European countries.

In a first group consisting of the majority of countries, the amount of taught time recommended for teaching foreign languages as a compulsory subject in a notional year has been increased and sometimes substantially so. In six of these countries, namely Bulgaria, the Czech Republic, France, Latvia, Slovenia and Norway, the increase has been introduced at both primary and lower secondary levels. Just three countries in the group, Belgium (the German-speaking Community), Denmark and Greece, have concentrated on more provision at primary level, while others – Germany (in the *Hauptschule* and *Realschule*), Italy, Cyprus and Liechtenstein – have prescribed more time for foreign languages at lower secondary level only.

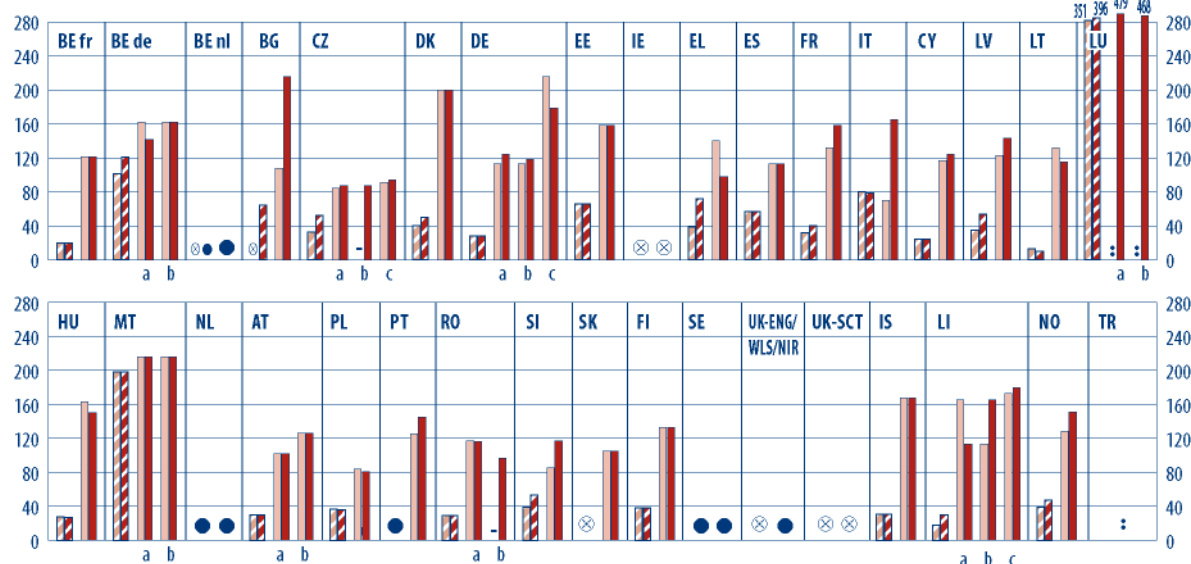
The increase in the amount of taught time for languages often stems from a change in how language teaching is organised (Figure B3). For example, teaching of a foreign language may have been included for the first time in the curriculum for primary education, as in Bulgaria; alternatively, it may have become mandatory to teach a second language at the same level. Denmark, Greece and France have decided to begin foreign languages at an earlier stage of primary education by allocating additional time to them. However, this is not always the case – Italy now also begins primary school language teaching earlier but without increasing the overall amount of time allocated to it.

In a second group of countries, the amount of time devoted to foreign language teaching in a notional school year has remained unchanged over the last five years. This trend has been apparent in primary education in Germany, Italy, Cyprus, Poland and Romania and at secondary level in Denmark. Estonia, Malta, Austria, Finland and Iceland have not altered the annual amount of notional time prescribed for language teaching at either level since the 2002/03 school year. In the case of two countries, Belgium (the French Community) and Spain, the situation has remained unchanged in this respect for some 15 years ⁽¹⁾.

Finally, a few countries have reduced the annual notional amount of time spent on foreign languages. This trend is especially apparent in lower secondary education, as in Germany (in the *Gymnasium*), Greece and Lithuania. Since the start of the 2005/06 school year in Greece, teaching of the first foreign language in primary education begins a year earlier, while a second language is taught from the same school year at the end of primary level with the result that less time is devoted to that language at lower secondary level.

⁽¹⁾ For detailed data on the 1992/93 and 1997/98 school years, see Eurydice *Key Data on Teaching Languages at School in Europe* – 2005 Edition.

Figure E2: Trends in the number of hours recommended for teaching foreign languages as a compulsory subject during a notional year in primary and full-time compulsory general secondary education, 2002/03 and 2006/07



2002/03	ISCED 1	Not dashed: ISCED 2	- Not applicable
2006/07		a, b or c: ISCED 2: Different types of schooling (see notes)	
Compulsory subject with flexible time	Foreign languages not a compulsory subject		

	BE fr		BE de			BE nl		BG		CZ				DK		DE				EE																																											
	X	Y	X	a	b	X	Y	X	Y	X	a	b	c	X	Y	X	a	b	c	X	Y																																										
2002/03	20	121	101	162	162	⊗	●	⊗	108	33	84	-	91	40	200	28	113	113	216	66	158																																										
2006/07	20	121	121	142	162	●	●	64	216	52	87	87	94	50	200	28	124	118	179	66	158																																										
	IE		EL		ES		FR		IT		CY		LV		LT		LU			HU																																											
	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y	X	a	b	X	Y																																										
2002/03	⊗	⊗	39	140	57	113	32	132	80	70	24	117	35	123	13	132	351	:	:	28	163																																										
2006/07	⊗	⊗	72	98	57	113	40	158	79	165	24	124	54	143	10	115	396	479	468	27	150																																										
	MT		NL		AT			PL		PT		RO			SI		SK		FI																																												
	X	a, b	X	a, b, c	X	a	b	X	Y	X	Y	X	a	b	X	Y	X	Y	X	Y																																											
2002/03	198	216	●	●	30	102	126	37	84	●	125	29	117	-	39	85	⊗	105	38	133																																											
2006/07	198	216	●	●	30	102	126	36	81	●	145	29	116	97	53	117	⊗	105	38	133																																											
	SE		UK-ENG/WLS/NIR		UK-SCT				IS		LI				NO				TR																																												
	X	Y	X	Y	X	Y			X	Y	X	a	b	c	X	Y			X	Y																																											
2002/03	●	●	⊗	●	⊗	⊗			31	168	18	165	113	173	39	128			:	:																																											
2006/07	●	●	⊗	●	⊗	⊗			31	168	30	113	165	180	47	151			:	:																																											
<table><tr><td>X</td><td>ISCED 1</td><td>Y</td><td>ISCED 2</td><td>a, b or c</td><td colspan="12">ISCED 2: Different types of schooling (see notes)</td><td>-</td><td colspan="4">Not applicable</td></tr><tr><td>●</td><td colspan="4">Compulsory subject with flexible time</td><td>⊗</td><td colspan="15">No foreign languages as a compulsory subject</td></tr></table>																					X	ISCED 1	Y	ISCED 2	a, b or c	ISCED 2: Different types of schooling (see notes)												-	Not applicable				●	Compulsory subject with flexible time				⊗	No foreign languages as a compulsory subject														
X	ISCED 1	Y	ISCED 2	a, b or c	ISCED 2: Different types of schooling (see notes)												-	Not applicable																																													
●	Compulsory subject with flexible time				⊗	No foreign languages as a compulsory subject																																																									

Source: Eurydice.

Additional notes (Figure E2)

Belgium (BE fr): The teaching of compulsory foreign languages is significantly different in the Brussels Capital Region. Where French is the language of instruction, compulsory foreign language teaching begins in the third year of primary education and is more extensive in terms of school periods taught at that level. The amount of time recommended for teaching languages as a compulsory subject in a notional year of primary education is 81 hours.

Belgium (BE de): a) public-sector schools; b) grant-aided private schools.

Belgium (BE nl): From the fifth year of primary education, the teaching of French is compulsory.

Czech Republic: a) *Základní škola* (former system); b) *Základní škola* (the new system involving a framework educational programme); c) *Základní + Gymnázium* (former system).

Germany: a) *Hauptschule*; b) *Realschule*; c) *Gymnasium*. At ISCED level 1 in 2002/03, the minimum number of hours for teaching compulsory foreign languages includes the hours recommended for the first two years (for pupils aged 8 to 10), which some schools then were still phasing in. Data for years 5 to 10 are based on an agreement between the *Länder*, which lays down the total number of school periods for each subject out of the total number for lower secondary education. An annual average has been calculated, as a result of which the data may not correspond to the precise timetable for each year in the 16 *Länder*.

France: In 2002/03, the minimum number of hours for teaching compulsory foreign languages includes the hours earmarked for the first two years (for pupils aged 8 to 10), which some schools then were still phasing in.

Italy: At ISCED level 2 in 2002/03, a) *Scuola media* followed by the first year of *Liceo scientifico*; b) *Scuola media* followed by the first year of *Liceo classico*; c) *Scuola media* followed by the first year of *Liceo artistico*.

Luxembourg: a) 'classical' section; b) 'modern' section.

Hungary: The national core curriculum expresses the time allocation for each subject as a percentage of the total teaching time allocation. This is 2-6 % for years 1-4, 12-20 % for years 5-6, 7-8 and 9-10, and 13 % for years 11-12. Schools having a high level of autonomy in preparing their local school curricula may decide on what percentage of time they dedicate to each subject within the recommended time frame or above it, as public education institutions may start foreign language teaching earlier than the compulsory 4th year when the conditions are in place. From 2004 onwards secondary schools have the opportunity to introduce a Year of Intensive Language Learning where at least 40 % of the total teaching hours (at least 11 contact hours) are devoted to intensive language teaching.

Malta: a) *Junior Lyceum*; b) *Secondary schools*.

Netherlands: a) VMBO; b) HAVO; c) VWO. All pupils in the fourth and fifth years of HAVO (upper secondary education) have a minimum of 360 hours of English in two years, while those in the fourth, fifth and sixth years of VWO (also upper secondary education) have 400 hours of English over these three years.

Austria: At ISCED level 2: a) *Hauptschule* and *Polytechnische Schule*; b) *Realgymnasium* sub-type of the *Allgemeinbildende Höhere Schule* (AHS).

Portugal: The number of hours allocated to language teaching in the second cycle (5 and 6 years of schooling) of primary education is 80 hours. Since 2005/06, 80 hours are also earmarked for teaching foreign languages in school years 3 and 4 (pupils aged 8-10) under the national programme of English teaching in the first cycle of primary school (corresponding to the first four years of compulsory schooling).

Romania: a) *Gimnaziu + Liceu*; b) *Gimnaziu + Școala de arte și meserii*.

Sweden: Schools may reduce the time allocation for a given subject by up to 20 % and reallocate it to another one when finalising their various curricular options. This enables them to arrange for specialised provision, in that pupils can select how they will allocate 600 hours to their own preferred subjects, from within the total time devoted to compulsory education. In this way, each pupil may opt to study one or several subjects in greater depth.

United Kingdom (SCT): Although not mandatory, teaching of a foreign language was however considered to be so prior to the implementation of the recommendations of the ministerial action group on languages (2000). The recommendations made this provision still more flexible. In 2002/03, all pupils were entitled to learn a modern language from the sixth year of primary education and for a minimum of six years or the equivalent of 500 hours in all.

Liechtenstein: a) *Oberschule*; b) *Realschule*; c) *Gymnasium*.

Turkey: As this is a country with a single-structure education system, there are no distinct time allocations for ISCED levels 1 and 2.

Explanatory note (Figure E2)

The time for foreign language teaching given in this Figure is based on national minimum recommendations in the curriculum for each reference year.

For each year of primary education or full-time compulsory general secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as time set aside for optional lessons, have not been taken into account. Total teaching times for each year are added up to obtain the total teaching load in hours for primary and full-time compulsory general secondary education. To obtain the **notional year**, these values have been divided by the number of years of provision corresponding to each of the two educational levels.

Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general secondary education ends later, covering some or all of ISCED level 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

Flexible time: see Glossary.

Such changes may also occur as a result of developments not directly linked to language teaching. Certain reforms in the organisation of school time (such as changes in the number of days in the school year or in the length of school periods, etc.) may have an impact on the taught time for languages. For example, the number of weekly school language teaching periods has remained unchanged in Lithuania but they have been shortened from 45 to 35 minutes in primary education.

In some countries, the regulations or recommendations specify solely the total taught time for each school year, as in Belgium (the Flemish Community), or the minimum total taught time, as in the United Kingdom, leaving schools free to divide it – or in the case of the United Kingdom to increase it – among subjects as they wish. It is therefore not possible to indicate the amount of time allocated to foreign language teaching. In Portugal, 'cross-curricular flexibility' is relative, in that the total time is divided among curricular areas, with each school responsible for dividing the time between the two or three subjects within the area concerned. In Sweden and Turkey, the total number of hours to be devoted to each subject over the whole of compulsory education is specified. This also applies to upper secondary education (HAVO and VWO) in the Netherlands, whereas at lower secondary level a total amount of time is set for all subjects combined. It is therefore not possible to indicate either the annual amount of time, or the total amount by educational level, which is allocated to teaching foreign languages.

Where teaching of foreign languages is compulsory at both educational levels, the amount of time allocated to them is greater in lower secondary education than in primary education, except in Greece and Luxembourg. More language learning therefore occurs in lower secondary education than in primary education, whether one compares the two levels in terms of the total number of hours involved (see Figure E3), or the proportion of total taught time allocated to foreign languages (Figure E6).

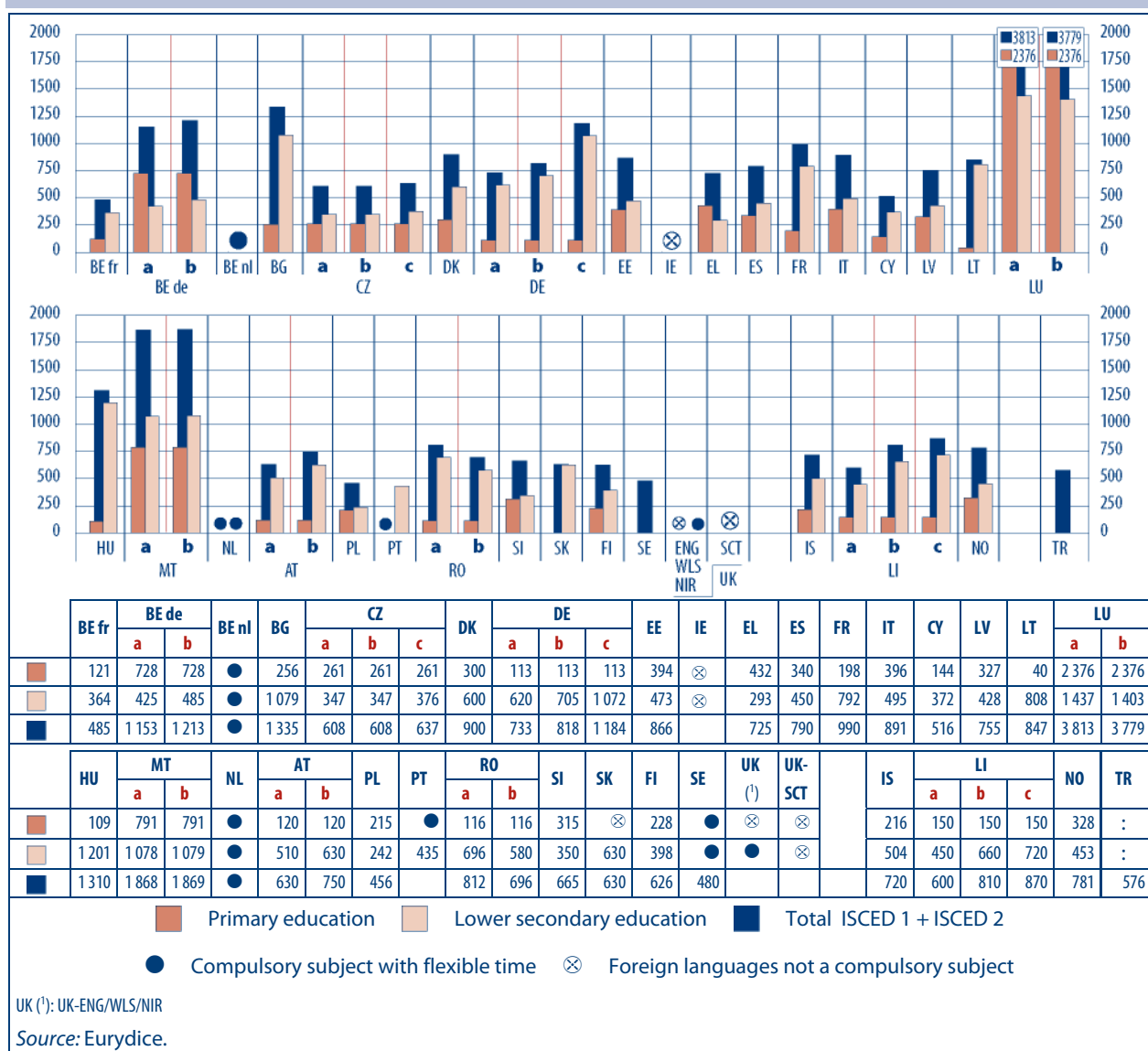
In all countries that fix a specific amount of time at the central (or top) level of authority for education, pupils rarely have to do on average more than 60 hours of foreign languages a year in primary education; this often rises to over 90 hours a year during general lower secondary education.

However, differences between countries remain substantial in secondary education. Four countries (i.e. one more than in 2002/03) provide 200 hours of foreign language teaching or more in a notional year, namely Bulgaria, Denmark, Luxembourg and Malta, whereas four countries – the Czech Republic, Greece, Poland and Romania (*Școala de arte și meserii*) – recommend less than 100 hours in a notional year.

THE TOTAL AMOUNT OF TIME SPENT TEACHING LANGUAGES DURING COMPULSORY EDUCATION IS CONCENTRATED INTO LOWER SECONDARY EDUCATION

The overall amount of time (in hours) devoted to teaching foreign languages during compulsory education provides a basis for assessing the minimum total length of time that all young people in a given country spend learning languages. At international level, the overall amount enables differences in the provision for everyone to be identified, even if caution is required in drawing comparisons, as a result of structural differences such as variations in the length of compulsory education or the number of years that one or more foreign languages are taught (Figure B1), the existence of several national languages (Figure A1) and the position of foreign languages vis-à-vis other subjects in the curriculum.

Figure E3: Total minimum amount of time in hours recommended for teaching foreign languages as a compulsory subject in primary and full-time compulsory general secondary education, 2006/07



Additional notes (Figure E3)

Belgium (BE fr): In the Brussels region, the total minimum amount of time recommended for teaching foreign languages as a compulsory subject in primary education is 485 hours. In compulsory secondary education, it is 364 hours.

Belgium (BE de): a) Public-sector schools; b) grant-aided private schools.

Belgium (BE nl): From the fifth year of primary education, the teaching of French is compulsory.

Czech Republic: a) *Základní škola* (former system); b) *Základní škola* (the new system involving a framework educational programme); c) *Základní + Gymnázium* (former system).

Germany: a) *Hauptschule*; b) *Realschule*; c) *Gymnasium*. Data for years 5 to 10 are based on an agreement between the *Länder*, which lays down the total number of school periods for each subject out of the total number for lower secondary education.

Luxembourg: a) 'classical' section; b) 'modern' section.

Hungary: The national core curriculum expresses the time allocation for each subject as a percentage of the total teaching time allocation. This is 2-6 % for years 1-4, 12-20 % for years 5-6, 7-8 and 9-10, and 13 % for years 11-12.

Malta: a) *Junior Lyceum*; b) *Secondary schools*.

Netherlands: a) VMBO; b) HAVO; c) VWO. All pupils in the fourth and fifth years of HAVO (upper secondary education) have a minimum of 360 hours of English in two years, while those in the fourth, fifth and sixth years of VWO (also upper secondary education) have 400 hours of English in these three years.

Austria: for primary education, the minimum number of hours of obligatory foreign language teaching includes the recommended hours for the two first years (from 6 to 8 years). a) *Hauptschule* and *Polytechnische Schule*; b) the *Realgymnasium* sub-type of the *Allgemeinbildende Höhere Schule* (AHS).

Portugal: The number of hours allocated to the second cycle (5 and 6 years of schooling) of primary education is 80 hours. Since 2005/06, 80 hours are also earmarked for teaching foreign languages in school years 3 and 4 (pupils aged 8-10) under the national programme of English teaching in the first cycle of primary school (corresponding to the first four years of compulsory schooling).

Romania: a) *Gimnaziu + Liceu*; b) *Gimnaziu + Școala de arte și meserii*.

Sweden: Schools may reduce the time allocation for a given subject by up to 20 % and reallocate it to another one when finalising their various curricular options. This enables them to arrange for specialised provision, in that pupils can select how they will allocate 600 hours to their own preferred subjects, from within the total time devoted to compulsory education. In this way, each pupil may opt to study one or several subjects in greater depth.

Liechtenstein: a) *Oberschule*; b) *Realschule*; c) *Gymnasium*.

Turkey: As this is a country with a single-structure education system, there are no distinct time allocations for ISCED levels 1 and 2.

Explanatory note

The time for foreign language teaching given in this Figure is based on national minimum recommendations in the curriculum for each reference year.

For each year of primary education or full-time compulsory general secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as time set aside for optional lessons, have not been taken into account. Total teaching times for each year are added up to obtain the total teaching load in hours for primary and full-time compulsory general secondary education.

Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general secondary education ends later, covering some or all of ISCED level 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

Flexible time: see Glossary.

Over 1 000 hours are devoted to foreign language teaching during compulsory education in just six countries, namely Belgium (the German-speaking Community), Bulgaria, Germany (for pupils whose lower secondary education is in the *Gymnasium*), Luxembourg, Hungary and Malta. This total number of hours is higher in Luxembourg (slightly more than 3 700 hours) where all the pupils learn German from the first year of primary school and French from the second year. In this country, both these languages are regarded as foreign

languages in the curriculum despite their official language status. To a lesser extent, Malta (with just over 1 800 hours) is also somewhat atypical, as English (an official language alongside Maltese) is taught from the first year of primary education.

As a result of recent reforms in several countries, compulsory learning of a foreign language is tending to occur at an earlier age (Figure B3). However, it would appear that lower secondary education is the level at which foreign languages are learnt most during compulsory education. Thus in all countries except Greece and Luxembourg, the number of hours spent teaching languages as compulsory subjects is greater at this level than in primary education.

In Sweden, a total number of hours for teaching foreign languages is fixed for the whole of compulsory education, with schools distributing this allocation as they wish. In Belgium (the Flemish Community), the Netherlands, Portugal and the United Kingdom (England, Wales and Northern Ireland), the curriculum is flexible enough to enable schools to decide how they will allocate the time to be spent teaching foreign languages.

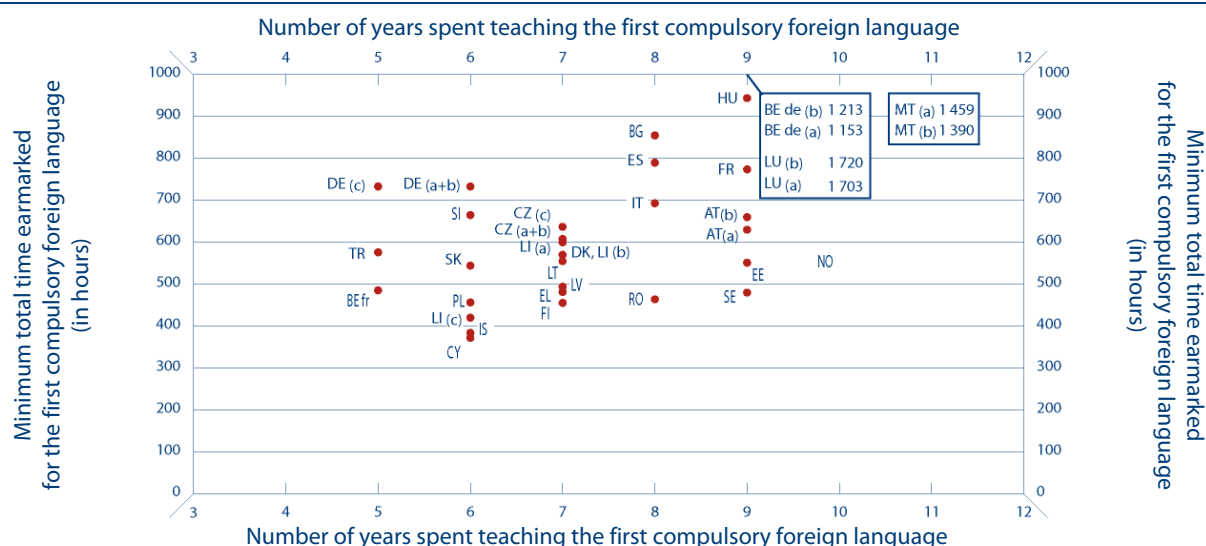
WIDELY DIFFERENT MODELS FOR DISTRIBUTING HOURS ALLOCATED TO LANGUAGE TEACHING ACROSS THE YEARS THE SUBJECT IS TAUGHT

The total amount of time in hours prescribed for compulsory teaching of the first foreign language and the number of years for which this provision lasts (Figure B1) in compulsory education are two variables affecting the provision of foreign language teaching. When both are considered in relation to each other, highly contrasting situations are apparent from one country to the next. Countries in which foreign language teaching occurs for the same number of years differ very markedly in terms of the total amount of taught time for languages. The total amount of time devoted to the first language varies by over 50 % in Slovakia compared to Germany (the *Gymnasium*), or yet again Romania compared to Spain for lengths of time totalling 5 and 8 years respectively in each pair of countries.

Conversely, countries that offer a similar total amount of time may do so over a markedly different number of years. Poland, Romania, Finland and Sweden offer between 455 and 470 hours of teaching for the first foreign language over periods of 6, 8, 7 and 9 years respectively. In Luxembourg and Malta (given their unusual situation as regards languages), the corresponding totals (i.e. the length of time in years and the amount of time in hours) are both high.

These differences may also stem from the fact that only teaching of the first language is shown here. For example, in Norway the first foreign language is taught over a ten-year period during which a total of some 550 hours are distributed as schools themselves wish. But a second language is taught over a three-year period for a total of around 220 hours.

Figure E4: Relation between the total minimum amount of time in hours recommended for teaching the first compulsory foreign language and the number of years over which this provision is spread in full-time compulsory general education, 2006/07



Source: Eurydice.

	BE fr	BE de		BE nl	BG	CZ			DK	DE			EE	IE	EL
		a	b			a	b	c		a	b	c			
Minimum total time earmarked	485	1 153	1 213	●	855	608	608	637	570	733	733	733	551	⊗	482
Number of years	5	9	9	10	8	7	7	7	7	6	6	5	9	⊗	7

	ES	FR	IT	CY	LV	LT	LU		HU	MT		NL	AT		PL
							a	b		a	b		a	b	
Minimum total time earmarked	790	774	693	372	494	555	1 703	1 720	944	1 459	1 390	●	630	660	456
Number of years	8	9	8	6	7	7	9	9	9	11	11	6 to 8	9	9	6

	PT	RO		SI	SK	FI	SE	UK- (¹)	UK- SCT	IS	LI			NO	TR
		a	b								a	b	c		
Minimum total time earmarked	●	464	464	665	544	455	480	●	⊗	384	600	570	420	554	576
Number of years	9	8	8	6	6	7	9	3 (NIR: 5)	⊗	6	7	7	6	10	5

⊗ Foreign languages not a compulsory subject

● Compulsory subject with flexible time

UK (¹): UK-ENG/WLS/NIR.

Source: Eurydice.

Additional notes

Belgium (BE fr): In the Brussels region, the minimum total number of recommended hours is 849, and this continues for 7 years.

Belgium (BE de): a) Public-sector schools b) grant-aided private schools.

Czech Republic: a) *Základní škola* (former system); b) *Základní škola* (the new system involving a framework educational programme); c) *Základní + Gymnázium* (former system).

Germany: a) *Hauptschule*; b) *Realschule*; c) *Gymnasium*.

Estonia, Finland and Sweden: As the age at which pupils begin to learn the first compulsory foreign language varies, the earliest possible age is indicated.

Italy: In the case of the final year of compulsory education (which terminates at the age of 15), the situation shown is that in the first year of the *Liceo classico*.

Lithuania: The 'Implementation Programme of Compulsory Early Foreign Language Teaching', in which all pupils in their second year of primary education will have to learn a foreign language, will start with effect from the 2009/10 school year.

Luxembourg: a) 'classical' section; b) 'modern' section.

Hungary: The national core curriculum expresses the time allocation for each subject as a percentage of the total teaching time allocation. This is 2-6 % for years 1-4, 12-20 % for years 5-6, 7-8 and 9-10, and 13 % for years 11-12.

Additional notes (Figure E4 – continued)

Malta: a) *Junior Lyceum*; b) *Secondary schools*.

Austria: for primary education, the minimum number of hours of obligatory foreign language teaching includes the recommended hours for the two first years (from 6 to 8 years). a) *Hauptschule* and *Polytechnische Schule*; b) the *Realgymnasium* sub-type of the *Allgemeinbildende Höhere Schule* (AHS).

Romania: a) *Gimnaziu + Liceu*; b) *Gimnaziu + Școala de arte și meserii*.

Sweden: Schools may reduce the time allocation for a given subject by up to 20 % and reallocate it to another one when finalising their various curricular options. This enables them to arrange for specialised provision, in that pupils can select how they will allocate 600 hours to their own preferred subjects, from within the total time devoted to compulsory education. In this way, each pupil may opt to study one or several subjects in greater depth.

United Kingdom (ENG/WLS/NIR): The compulsory curriculum sets out the subjects that must be taught, but not the amount of time to be devoted to each subject.

Liechtenstein: a) *Oberschule*; b) *Realschule*; c) *Gymnasium*.

Explanatory note

Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general secondary education ends later, covering some or all of ISCED level 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

Flexible time: see Glossary.

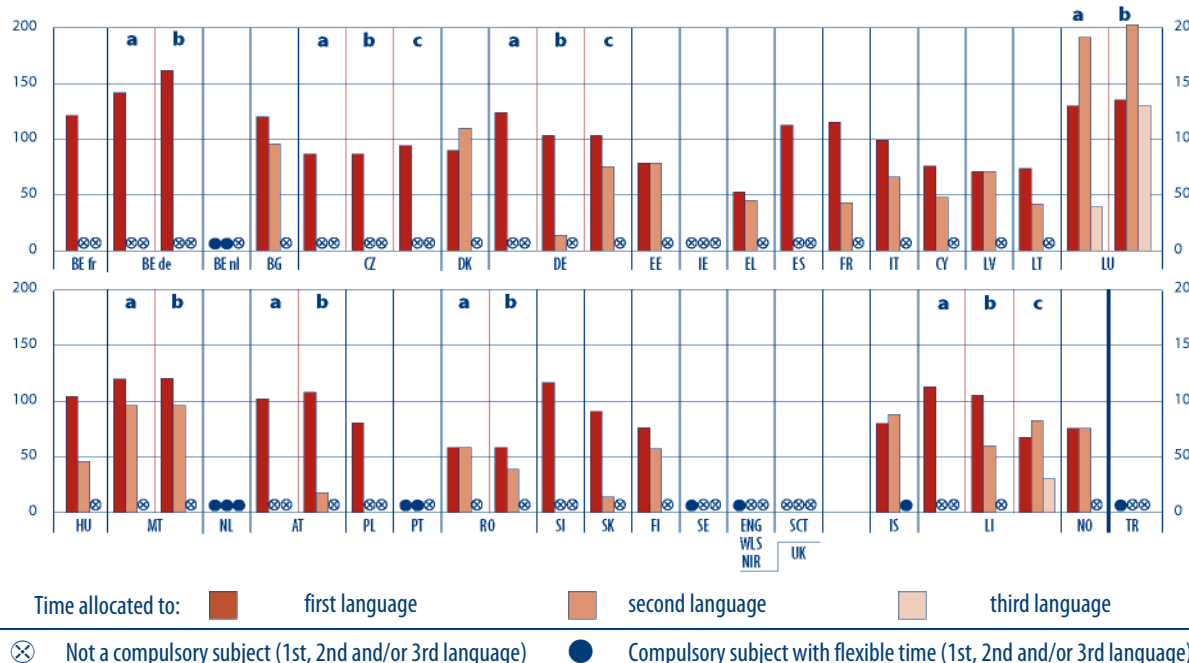
THE LARGEST SHARE OF THE TIMETABLE FOR TEACHING FOREIGN LANGUAGES IS TYPICALLY ALLOCATED TO THE FIRST LANGUAGE

It is still uncommon for more than one foreign language to be taught in primary education (Figure B1), whereas in lower secondary education, this practice is much more widespread. Around half of the countries considered include a second foreign language in the lower secondary curriculum. A third compulsory foreign language is taught solely in Luxembourg, the Netherlands (HAVO and VWO) and Liechtenstein (in the *Gymnasium*).

Where two languages are taught as compulsory subjects, the total amount of time devoted to the second language in a notional year is often less than in the case of the first. The difference in hours between the two is sometimes very great as in Germany (in the *Realschule*), France, Austria (in the *Allgemeinbildende Höhere Schule*), Hungary, Slovakia and Liechtenstein (in the *Realschule*). In France and Austria, this difference is partly attributable to the fact that teaching of the second foreign language begins during the third year of lower secondary education (i.e. barely two years prior to the end of compulsory education). This notional total number of hours per year for both languages is identical in Estonia, Latvia, Romania (*gimnaziu* and *liceu*) and Norway. In the last two countries, the fact that the amount of time spent teaching the first and the second language is exactly the same in secondary education may explain the lesser amount of time allocated to the first language in Romania and Norway compared to other countries (Figure E4).

Conversely, Denmark, Luxembourg, Iceland and Liechtenstein (in the *Gymnasium*) allocate more hours in a notional year to the second language than to the first in obligatory secondary education.

Figure E5: Minimum amount of time in hours recommended in a notional year for teaching the first, second and third foreign language as a compulsory subject in full-time compulsory general secondary education, 2006/07



	BE fr	BE de		BE nl	BG	CZ			DK	DE			EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	
		a	b			a	b	c		a	b	c										a	b
1st language	121	142	162	●	120	87	87	94	90	124	103	103	79	⊗	53	113	115	99	76	71	74	130	135
2d language	⊗	⊗	⊗	●	96	⊗	⊗	⊗	110	⊗	14	75	79	⊗	45	⊗	43	66	48	71	42	192	203
3rd language	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	39	130

	HU	MT		NL	AT		PL	PT	RO		SI	SK	FI	SE	UK (!)	UK-SCT	IS	LI			NO	TR
		a	b		a	b			a	b								a	b	c		
1st language	104	120	120	●	102	108	81	●	58	58	117	91	76	●	●	⊗	80	113	105	68	76	●
2d language	46	96	96	●	⊗	18	⊗	●	58	39	⊗	14	57	⊗	⊗	⊗	88	⊗	60	83	76	⊗
3rd language	⊗	⊗	⊗	●	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	●	⊗	⊗	30	⊗	⊗

UK (!): UK-ENG/WLS/NIR.

Source: Eurydice.

Additional notes

Belgium (BE de): a) Public-sector schools; b) grant-aided private schools.

Czech Republic: a) *Základní škola* (former system); b) *Základní škola* (the new system involving a framework educational programme); c) *Základní + Gymnázium* (former system).

Germany: a) *Hauptschule*; b) *Realschule*; c) *Gymnasium*.

Luxembourg: a) 'classical' section; b) 'modern' section.

Hungary: The national core curriculum expresses the time allocation for each subject as a percentage of the total teaching time allocation. This is 2-6 % for years 1-4, 12-20 % for years 5-6, 7-8 and 9-10, and 13 % for years 11-12.

Malta: a) *Junior Lyceum*; b) *Secondary schools*.

Netherlands: a) VMBO; b) HAVO; c) VWO. In primary education, a first language is obligatory and the time allocation flexible.

Austria: a) *Hauptschule* and *Polytechnische Schule*; b) the *Realgymnasium* sub-type of the *Allgemeinbildende Höhere Schule* (AHS).

Additional notes (Figure E5 – continued)

Portugal: In total, 435 hours are allocated to the teaching of two foreign languages, but each institution chooses the amount of time allocated to each language.

Romania: a) *Gimnaziu + Liceu*; b) *Gimnaziu + Școala de arte și meserii*.

Sweden: Schools may reduce the time allocation for a given subject by up to 20 % and reallocate it to another one when finalising their various curricular options. This enables them to arrange for specialised provision, in that pupils can select how they will allocate 600 hours to their own preferred subjects, from within the total time devoted to compulsory education. In this way, each pupil may opt to study one or several subjects in greater depth.

Liechtenstein: a) *Oberschule*; b) *Realschule*; c) *Gymnasium*.

Turkey: As this is a country with a single-structure education system, there are no distinct time allocations for ISCED levels 1 and 2.

Explanatory note

The time for foreign language teaching given in this Figure is based on national minimum recommendations in the curriculum for each reference year.

For each year of full-time compulsory general secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as time set aside for optional lessons, have not been taken into account. Total teaching times for each year are added up to obtain the total teaching load in hours for full-time compulsory general secondary education. To obtain the **notional year**, these values have been divided by the number of years of provision corresponding to full-time compulsory general secondary education.

Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general secondary education ends later, covering some or all of ISCED level 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

Flexible time: see Glossary.

For further information concerning the length of time over which the first, second and third foreign languages are taught, see Figure B1.

IN SECONDARY EDUCATION, FOREIGN LANGUAGES ACCOUNT FOR BETWEEN 9 % AND 20 % OF TOTAL TAUGHT TIME

Analysis of the breakdown of total taught time by subject confirms that just a small amount of teaching in primary education is devoted to foreign languages (Figure E3).

However, in Belgium (the Flemish Community), the Netherlands, Portugal and the United Kingdom (England, Wales and Northern Ireland), the time allocated to foreign language teaching is left to the discretion of schools so no comparison is possible.

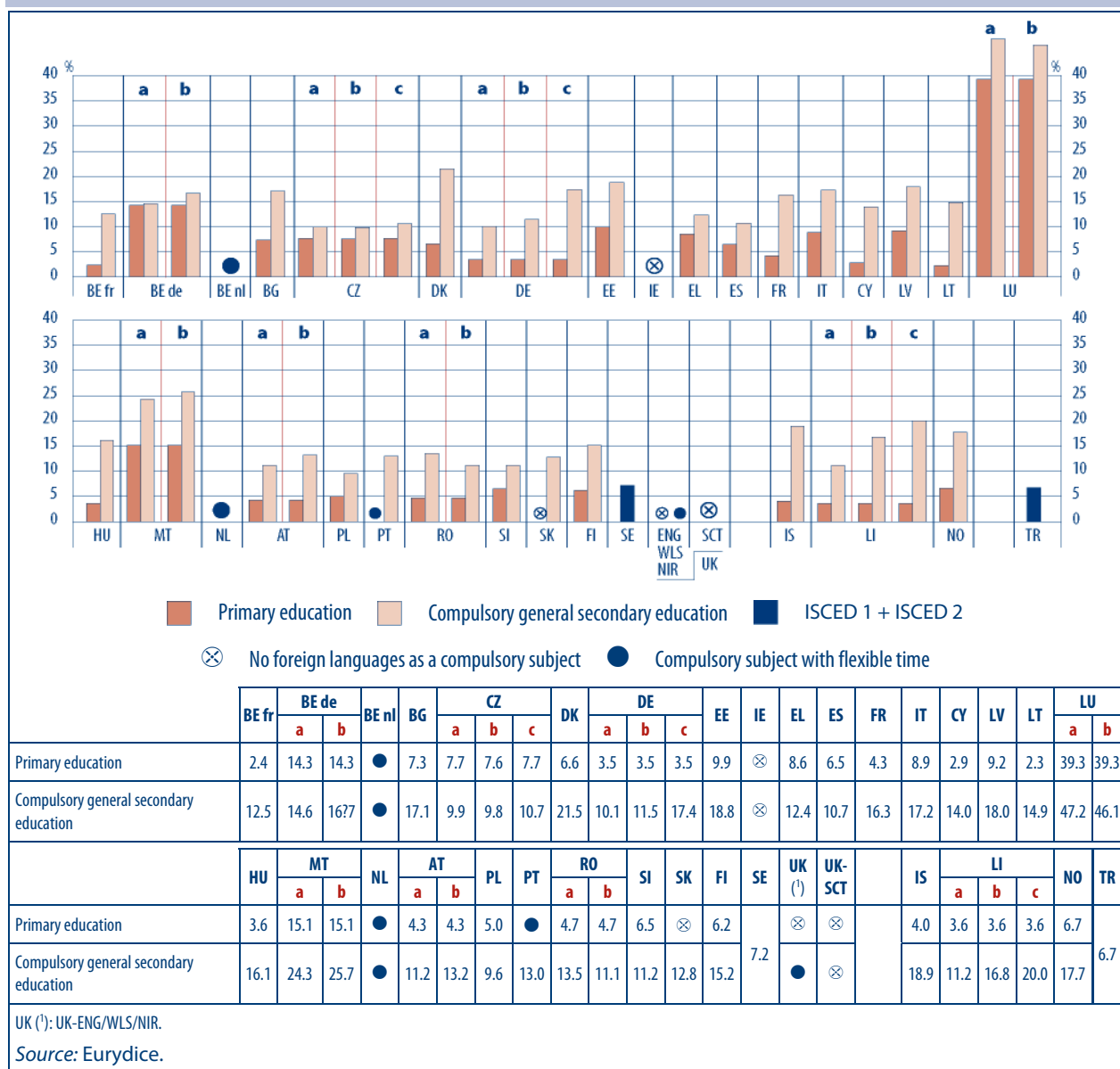
In countries with a fixed minimum number of hours, the relative share of time within total taught time, which is allocated to teaching foreign languages, is greater in compulsory full time general secondary education than in primary education. This difference may be attributable to structural factors in that the number of prescribed languages at each of the two levels frequently differs (teaching of the second language often only begins at the start of secondary education). Moreover, teaching of the first foreign language does not begin with effect from the first year of primary education (Figure B1).

In primary education, compulsory teaching of foreign languages never represents more than 10 % of total taught time except in Belgium (the German-speaking Community), Luxembourg and Malta (in which it accounts for 14 %, 39 % and 15 %, respectively). Moreover, Luxembourg is one of the very few countries in which a second language is taught from primary level onwards. In 10 countries, namely Belgium (the French Community),

Germany, France, Cyprus, Lithuania, Hungary, Austria, Romania, Iceland and Liechtenstein, the proportion of total taught time devoted to foreign language teaching is even less than 5 %.

The percentage of time prescribed for foreign languages in compulsory general secondary education fluctuates between 9 % and 20 % depending on the country concerned. Two groups of countries stand out however. Pupils in Belgium (the French Community), the Czech Republic, Germany (in the *Hauptschule* and *Realschule*), Greece, Spain, Hungary, Austria (in the *Hauptschule*), Poland, Portugal, Romania (in the *Scoala de arte și meserii*), Slovenia and Slovakia learn a foreign language for at least 10 % of total taught time, while in Denmark, Estonia, Latvia, Iceland, Liechtenstein (in the *Gymnasium*) and Norway, foreign languages occupy around a fifth or more of their taught time. This proportion reaches a quarter of total taught time in Malta and almost one-half in Luxembourg.

Figure E6: Minimum time allocated to foreign languages as a compulsory subject, as a proportion of the minimum taught time in primary and full-time compulsory general secondary education, 2006/07



Additional notes (Figure E6)

Belgium (BE fr): In the Brussels Region, the relative share of the minimum time allocated to the teaching of foreign languages as a compulsory subject in primary education is 9.6 %. In compulsory secondary education, it is 12.5 %.

Belgium (BE de): a) Public-sector schools; b) grant-aided private schools.

Czech Republic: a) *Základní škola* (former system); b) *Základní škola* (the new system involving a framework educational programme); c) *Základní + Gymnázium* (former system). In the new system, the timetable is flexible. School heads have a certain number of lessons that they can allocate either to enhance existing foreign language lessons, or to introduce a foreign language as early as in the first year.

Germany: a) *Hauptschule*; b) *Realschule*; c) *Gymnasium*.

Luxembourg: a) 'classical' section; b) 'modern' section.

Hungary: The national core curriculum expresses the time allocation for each subject as a percentage of the total teaching time allocation. This is 2-6 % for years 1-4, 12-20 % for years 5-6, 7-8 and 9-10, and 13 % for years 11-12.

Malta: a) *Junior Lyceum*; b) *Secondary schools*.

Netherlands: Compulsory secondary education: a) VMBO; b) HAVO; c) VWO.

Austria: At primary level, the minimum number of hours for teaching compulsory foreign languages includes the hours recommended for the first two years (for pupils aged 6 to 8). For secondary education, a) *Hauptschule und Polytechnische Schule*; and b) *Realgymnasium sub-type* of AHS.

Romania: a) *Gimnaziu + Liceu*; b) *Gimnaziu + Școala de arte și meserii*.

Sweden: Schools may reduce the time allocation for a given subject by up to 20 % and reallocate it to another one when finalising their various curricular options. This enables them to arrange for specialised provision, in that pupils can select how they will allocate 600 hours to their own preferred subjects, from within the total time devoted to compulsory education. In this way, each pupil may opt to study one or several subjects in greater depth.

Liechtenstein: a) *Oberschule*; b) *Realschule*; c) *Gymnasium*.

Turkey: As this is a country with a single-structure education system, there are no distinct time allocations for ISCED levels 1 and 2.

Explanatory note

Figure E6 shows the relation between the time earmarked for the teaching of foreign languages as compulsory subjects and the total amount of teaching time, for the whole of full-time compulsory education. The calculation has been based on national recommendations or on the minimum number of hours recommended at national level. In the case of countries in which full-time compulsory education includes one or several years of upper secondary education organised in different branches, the calculation has been based on the number of hours in the particular branch for the one or more years concerned.

Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general secondary education ends later, covering some or all of ISCED level 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

Flexible time: see Glossary.

ONLY A FEW COUNTRIES ESTABLISH CLASS SIZE NORMS SPECIFICALLY FOR FOREIGN LANGUAGE TEACHING

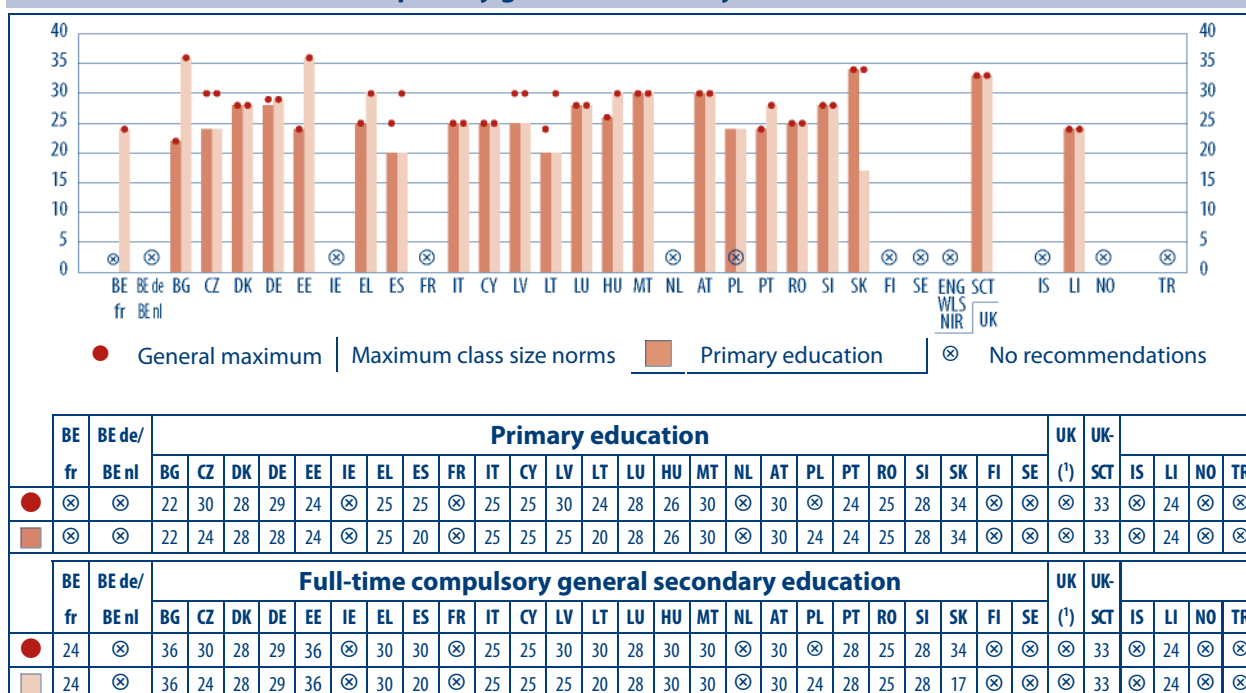
Around one-third of all countries have no regulations or official recommendations regarding the maximum number of students in a class, regardless of the subject taught or the level of education. In the remaining countries, the central (or top-level) authorities have placed maximum and/or minimum limits on the size of classes. These official specifications do not necessarily correspond to real average class sizes which may, for example, be smaller than the recommended maximum.

Maximum group or class size norms for teaching most subjects including foreign languages may vary significantly from one country to the next, but never exceed 36 pupils, the maximum in secondary education in

Bulgaria and Estonia. In a dozen countries, class size norms in primary and compulsory general secondary education are identical. In the seven countries in which they differ, the maxima are greater at secondary level with the biggest differences between educational levels observed in Bulgaria and Estonia.

In general, class size requirements do not distinguish between different subjects in the curriculum. However, a small group of countries prescribe smaller class sizes for foreign languages. In both primary education and compulsory general secondary education in the Czech Republic, Spain, Latvia and Lithuania, the maximum recommended number of pupils for foreign language classes is as much as 30 per cent lower than the recommended maximum for other subjects in the curriculum. In Slovakia this applies solely to compulsory general secondary education, in which foreign language classes have to be half the size of classes in other subjects. In Poland recommendations for maximum class size exist only in the case of foreign language teaching and not for other subjects.

Figure E7: Regulations or recommendations regarding maximum class sizes in primary and full-time compulsory general secondary education, 2006/07



UK (¹): UK-ENG/WLS/NIR.

Source: Eurydice.

Additional notes

Belgium (BE fr): The Figure shows the situation at ISCED level 2. At ISCED level 3 the maximum class size is 27/30 students.

Bulgaria: The general maximum class size for upper secondary education is 26 students.

Germany: Average of the limits given for class size in the different *Länder*.

Ireland: Although there are no centrally enforced regulations regarding maximum class size, the Department of Education and Science requests school authorities to keep the number of pupils in classes as low as possible and recommends an average mainstream class size of 28.

Latvia: These maximum class size norms relate to State-funded schools. Municipalities may establish lower class sizes where they have the financial resources to do so.

Hungary: Classes in all subjects may be divided into groups in each of which student numbers are no more than half the authorised maximum class size. In years 9-12 of secondary school the maximum class size norm is 35 students.

Additional notes (Figure E7 – continued)

Austria: From the 2007/08 school year, the general maximum class size norms are gradually being reduced to 25 students.

Poland: There are no limits concerning the maximum size of a class. In the case of foreign language lessons, the school head is obliged to split the class into two groups if the number of pupils in it is greater than 24. If the number is 24 or less, the class may be similarly split subject to the agreement of the local educational authorities (*gminy*).

Slovakia: For the first year of primary education, the general maximum class size is 29 pupils.

United Kingdom (ENG/WLS/NIR): A maximum class size of 30 applies in primary schools but only for the youngest pupils, while foreign languages are taught mainly to older primary pupils.

United Kingdom (SCT): In the first three years of primary education, the general maximum class size requirement is 30 pupils. The general maximum class size in the last two years of lower and upper secondary education is also 30. In the case of so-called practical subjects, a maximum class size of 20 pupils is recommended.

Turkey: In Anatolian secondary schools, class sizes for all subjects must not exceed 30.

Explanatory note

Primary education in most countries refers to ISCED level 1. In the single structure, there is no formal distinction between primary education (ISCED 1) and lower general secondary education (ISCED 2).

Full-time compulsory general secondary education normally corresponds to general lower secondary education (ISCED level 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia and the United Kingdom (England, Wales and Northern Ireland), in which full-time compulsory general secondary education ends later and includes part or the whole of ISCED 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

SUPPORT IN LEARNING THE LANGUAGE OF INSTRUCTION IS GENERALLY PROVIDED FOR IMMIGRANT CHILDREN OF FOREIGN MOTHER TONGUE

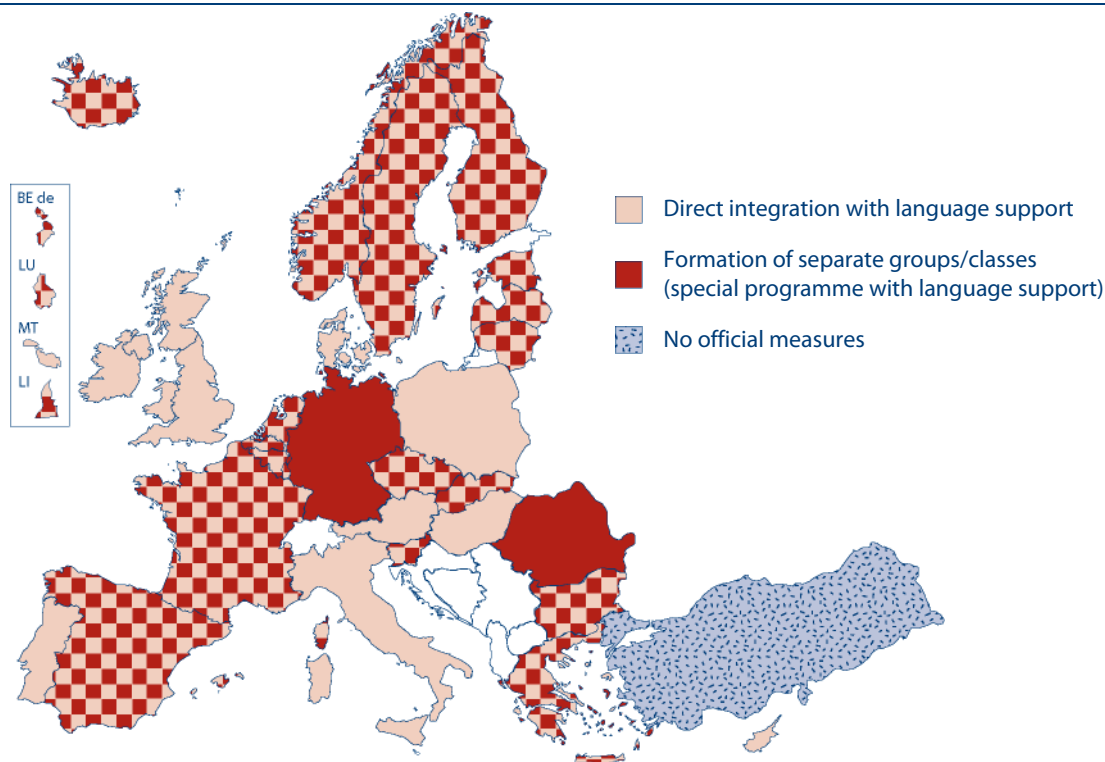
In order for immigrant children, and particularly those whose mother tongue is not the language of instruction (see Figure A2), to integrate into the education system, European countries have found several ways of organising life for them at school. In almost all education systems, immigrant children of foreign mother tongue receive special assistance intended to meet their particular needs in mastering the language of instruction. Only in Turkey have no such measures been introduced.

The majority of these language support measures have been devised for immigrant children who have recently arrived in the host country. This support is provided in accordance with two main models:

- Direct integration with language support in which immigrant children are allocated directly to classes consisting of children of the same age (or younger depending on circumstances) in mainstream education. Here they follow methods and the curricular content intended for all pupils. **Language support measures** are implemented on an individual basis for each immigrant pupil during normal school hours.
- Formation of separate groups/classes in which immigrant children are grouped **separately from other children for a limited period** (ranging from a few weeks to one or two school years) so that they can receive special tuition tailored to their needs. However, they may attend some lessons in the corresponding mainstream classes with all other pupils.

These two main models of assistance to immigrant children of foreign mother tongue in mastering the language of instruction often exist in combination within a given country. However, in a minority of countries, only one model is used. In ten countries, pupils are integrated directly into mainstream classes with additional language support where appropriate. In just two countries, Germany and Romania, the only means of providing language support is through the formation of separate classes for children of foreign mother tongue for maximum periods of four years and one year respectively.

Figure E8: Types of support in learning the language of instruction offered to immigrant children of foreign mother tongue in full-time compulsory general education, 2006/07



Source: Eurydice.

Additional notes

Czech Republic: Schools are not obliged to offer assistance with learning the Czech language to pupils from non-EU countries who are integrated within mainstream classes but, in practice, special support is offered to them. For pupils from the EU the regional authorities organise free preparatory language classes.

Spain: The central government issues general guidelines, following which the regional authorities decide on specific measures that are implemented by schools with due regard for the specific needs of every pupil.

Ireland: Education authorities recommend that pupils receive additional language support teaching in the classroom or in small withdrawal groups, in addition to the support they receive from the class teacher. In order for a school to provide separate 'initiation/immersion' classes, over 20 % of its pupils must be of immigrant origin. Only a small number of schools are in this category.

Austria: The teaching of German as a second language depends on the resources allocated to schools. Only in rare cases, which need the consent of the federal ministry, is it possible to set up special classes for pupils who are newcomers to the country.

United Kingdom (ENG/WLS/NIR): Although central authorities provide funding for support measures and guidance on good practice, this funding is devolved to local authorities and (in England and Wales) to schools so that measures can be put into place according to local circumstances. Direct integration with additional support is the predominant model but not the only model.

Explanatory note

Only types of support specified in official documents emanating from the central (or top-level) authorities for education are referred to. Where these authorities explicitly empower local authorities or schools to decide what policies to adopt, this is indicated in a note and the map shows the one or more most frequently encountered situations.

Support measures for immigrant children to learn their mother tongue, further lessons outside the official timetable and facilities provided by centres for asylum seekers are not shown in the Figure.

Explanatory note (Figure E8 – continued)

Formation of separate groups/classes: temporary attendance in classes/lessons specially organised for eligible immigrant children of foreign mother tongue. In these classes, they follow a programme geared specifically to their needs, which includes time devoted to teaching the language of instruction.

Direct integration: eligible immigrant children of foreign mother tongue enrol directly in classes in mainstream education. These children receive special support with learning the language of instruction during normal school hours.

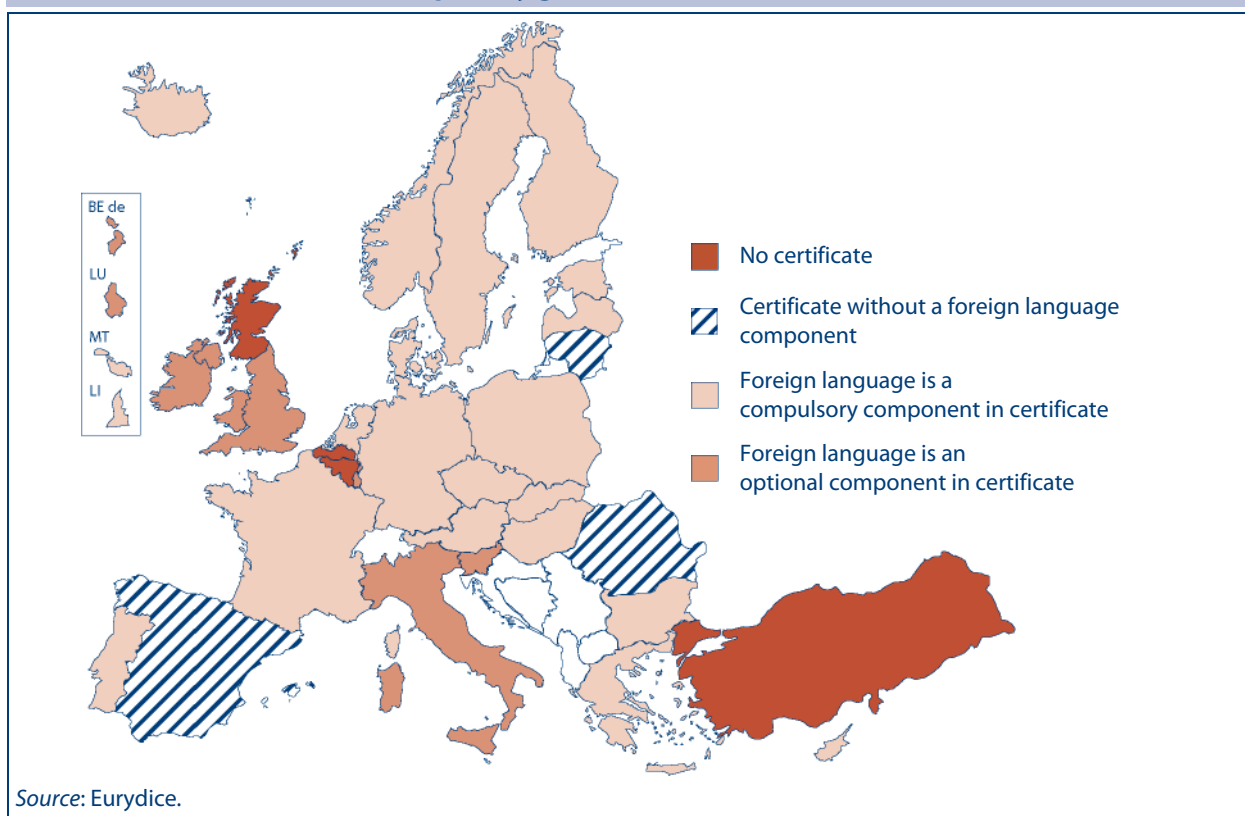
Immigrant children: See Glossary.

CERTIFICATES ON COMPLETION OF COMPULSORY EDUCATION USUALLY CONTAIN A FOREIGN LANGUAGE COMPONENT

In the great majority of European countries excluding Belgium (the French and Flemish Communities), the United Kingdom (Scotland) and Turkey, a certificate is awarded to students on the completion of full-time compulsory general education.

In all countries in which a certificate is awarded, except Spain, Lithuania and Romania, it includes a foreign language(s) component as a compulsory or optional element. In most of the countries, assessment results in one or more foreign languages have to be indicated on certificates. The exceptions are Belgium (the German-speaking Community), Ireland, Italy, Luxembourg, Slovenia and the United Kingdom (England, Wales and Northern Ireland), in which foreign language(s) are an optional component and their inclusion depends on decisions taken by the education authorities or on the examination subjects pupils have chosen.

Figure E9: Foreign language component in certificates awarded on the completion of full-time compulsory general education, 2006/07



Additional notes (Figure E9)

Belgium (BE fr, BE nl): A certificate is awarded at the end of the second stage of secondary education (i.e. a year after the completion of full-time compulsory education). Language skills are not the subject of separate certification but are included in the certification for all subjects in a given year of study.

Czech Republic: At the end of compulsory education, pupils are awarded a certificate that indicates the marks for the final year, including marks for foreign languages, and a note stating that compulsory education has been completed.

Italy: Since the 2006/07 school year, a 'skills certificate' has been awarded with the final certificate on an experimental basis. It contains a compulsory foreign languages component.

Netherlands: At the end of ISCED level 2, only students who have taken their VMBO examination receive a diploma with a foreign languages component. Students at HAVO and VWO do not receive a certificate at the end of general lower secondary education as they take their exams later, at the end of ISCED level 3.

Slovenia: Depending on the decision of the minister of education, a foreign language may be chosen as one of the three subjects to be tested in the external examination at the end of compulsory education.

United Kingdom (ENG/WLS/NIR): Pupils take single subject qualifications in a range of subjects that may include foreign languages.

Explanatory note

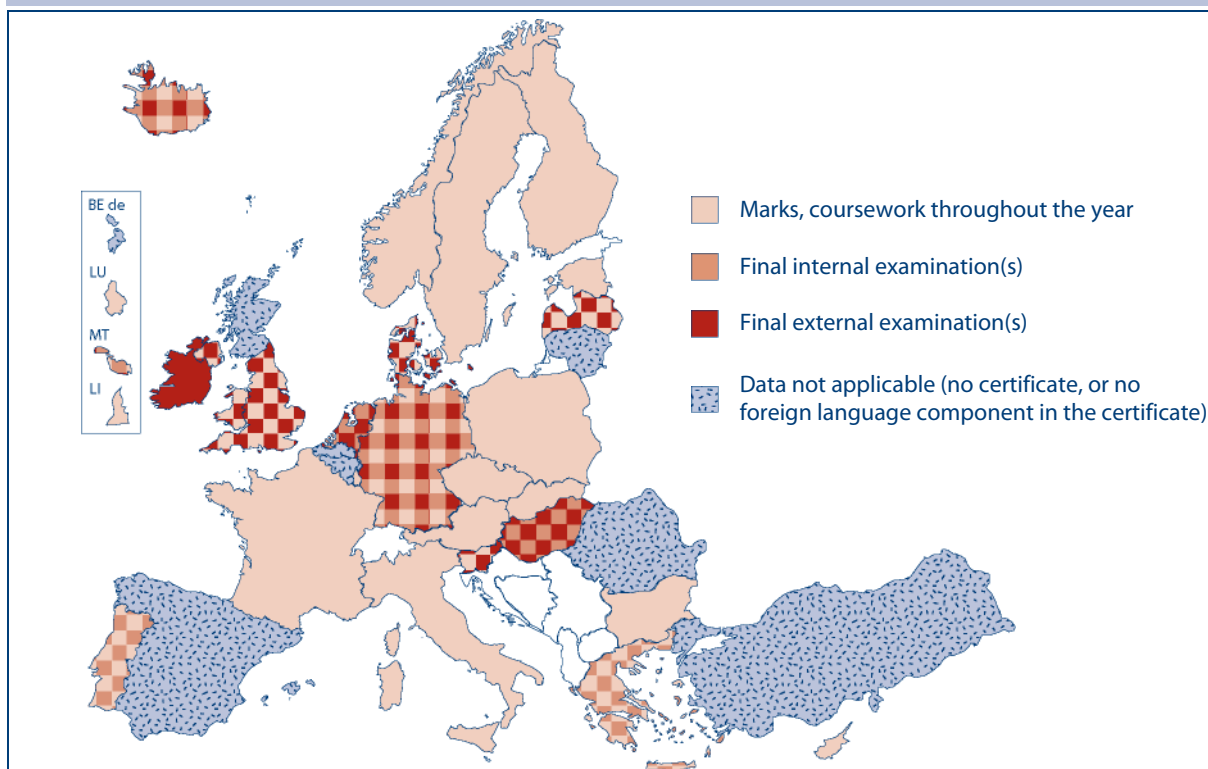
Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), in which full-time compulsory general education ends later and includes part or the whole of ISCED 3 (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

A certificate is the official proof of a qualification acquired by a pupil or student, following completion of a particular stage or whole course of training with or without a final examination.

FOREIGN LANGUAGE SKILLS ARE MOST OFTEN ASSESSED BY MARKS THROUGHOUT THE YEAR

In countries which award a certificate with a foreign language(s) component on the completion of full-time compulsory general education (Figure E9), the most widespread form of assessment for that component is continuous assessment on the basis of marks and coursework throughout the year. In several countries, continuous assessment is supplemented by a final internal examination as in Greece and Portugal, external examinations as in Denmark, Latvia and Slovenia, or by both as in Germany, Malta and Iceland. In the United Kingdom (England, Wales and Northern Ireland) all assessment schemes include some external assessment but not all include continuous assessment. By contrast, Hungary and the Netherlands hold final internal and external examinations but do not use continuous assessment for certification purposes, while Ireland makes exclusive use of external examinations only.

Figure E10: Types of assessment of the foreign language component in a certificate for all students on completion of full-time compulsory general education, 2006/07



Source: Eurydice.

Additional notes

Hungary: Pupils may take the final examination in languages at intermediate or advanced level. At intermediate level the assessment is carried out by means of an internal examination, while at the advanced level an external examination is held.

Malta: Two types of final examination exist at the end of ISCED level 2. The first is compulsory and organised by the central education authority, which sets and moderates it, although it is marked at school level. The second is an optional external examination organised by the University of Malta.

Poland: From the 2008/09 school year, the final external examination at the end of ISCED level 2 will contain a language component.

Slovenia: Depending on the decision of the minister of education, a foreign language may be chosen as one of the three subjects to be tested in the external examination at the end of compulsory education.

United Kingdom (ENG/WLS/NIR): The information is based on assessment for GCSEs, single subject qualifications taken in a range of subjects which may or may not include a foreign language. Assessment is the responsibility of independent awarding bodies, overseen by national regulatory authorities. Assessment schemes vary. Some are linear (assessment at the end of the course) while others are modular (assessment spread over the course). Some include a coursework element, which is internally assessed and externally moderated. All include an externally marked final examination.

Norway: At the end of compulsory education, all students receive overall achievement grades. Some students are also selected to undergo additional written and oral examinations, which are designed and graded centrally (in the case of the written exams) and locally (in that of the oral exams).

Explanatory note

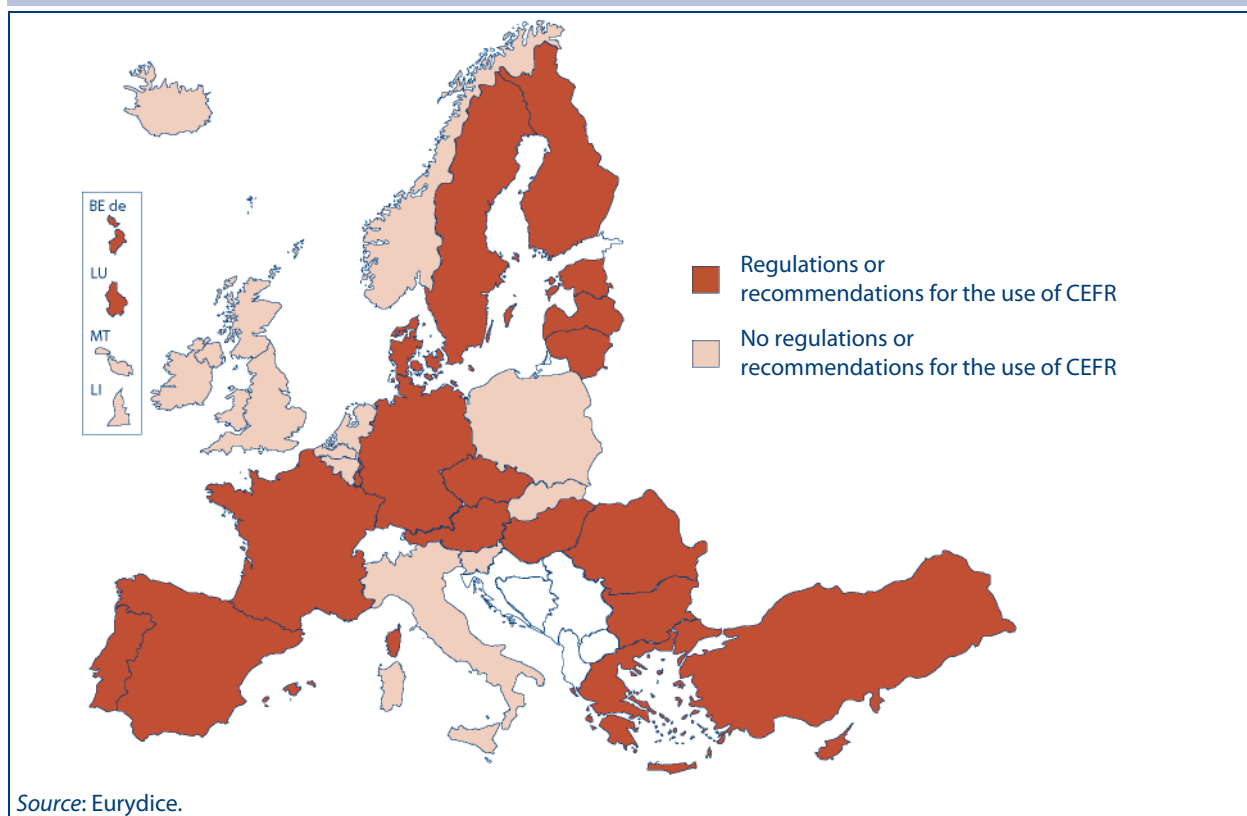
Full-time compulsory general education normally ends on completion of general lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), in which full-time compulsory general education ends later (*Key Data on Education in Europe 2009*, Figure B1, forthcoming).

A MAJORITY OF COUNTRIES ISSUE REGULATIONS OR RECOMMENDATIONS FOR THE USE OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Common European Framework of Reference for Languages (CEFR), which was established by the Council of Europe in 2001, provides a tool for evaluating the outcomes of foreign language learning in an internationally comparable way (see explanatory note). In February 2002, a European Union Council Resolution recommended the use of the CEFR in setting up systems for the validation of language competences ⁽²⁾.

Education authorities in the majority of European countries refer to the CEFR in strategic programmes and in other non-binding documents. More than half of the countries go further and issue regulations or recommendations for the direct use of the CEFR as an assessment tool. These countries also specify the CEFR levels of proficiency to be achieved at the end of each of the ISCED levels 1-3. Education authorities set proficiency levels in accordance with the status of a foreign language in the curriculum (as a compulsory subject or core curriculum option) and with the starting date at which provision began (Figure B1). In the majority of countries, the objectives for reaching CEFR proficiency levels are first set at the end of ISCED 1, but in Denmark, Germany, Estonia, Greece, Lithuania and Hungary this occurs only from ISCED 2 onwards.

Figure E11: Use of the Common European Framework of Reference for Languages (CEFR) as an assessment tool with effect from ISCED 1 or ISCED 2, 2006/07



⁽²⁾ EU Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning in the framework of the implementation of the objectives of the European Year of Languages 2001, OJ 2002/C 50/01.

Additional notes (Figure E11)

Spain: The CEFR is not used as an assessment instrument but is referred to in the Organic Law on Education. However, certificates awarded by official specialised language schools are based on the CEFR competence levels.

Italy: The Guidelines for the curriculum for pre-primary and primary schools that came into force during the 2007/08 school year recommend the use of the CEFR in assessment.

Netherlands: The CEFR is not formally used as an assessment tool, but research undertaken on behalf of the Ministry of Education, Culture and Science has explored the possibility of linking language examination results to the CEFR competence levels.

Slovenia: Since the 2007/08 school year, the CEFR has been used as an assessment tool. Competence levels to be achieved at the end of each ISCED level have also been agreed and implemented with effect from that date.

Turkey: No ISCED level 2 exists. The entire single structure (for pupils aged from 6 to 14) is considered to be ISCED 1.

Explanatory note

The Common European Framework of Reference for Languages (CEFR) is a framework for language learning, teaching and assessment developed by the Council of Europe. Its main aim is to facilitate transparency and comparability in the provision of language education and qualifications. The CEFR describes in a comprehensive manner the competences necessary for communication in a foreign language, the related knowledge and skills and the situations and domains of communication. The CEFR defines six levels of proficiency (from A1 Basic user to C2 Proficient user), enabling the progress of foreign language learners and users to be measured. For further information and the full text of the CEFR, which is available in over 30 language versions, see http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

GLOSSARY AND STATISTICAL TOOLS

I. CLASSIFICATIONS

International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ⁽¹⁾ distinguishes seven levels of education.

ISCED 97 LEVELS

Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least three years.

ISCED 1: Primary education

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry.

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6: Tertiary education (second stage)

This level is reserved for tertiary studies that lead to an advanced research qualification (Ph.D. or doctorate).

(1) http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC

II. DEFINITIONS

Ancient language: A language which is taught for purposes other than 'communication', given that it is no longer spoken in any country. The teaching objectives may be to acquire a deeper knowledge of the roots of a modern language which emerged from the ancient language in question, to read and understand original texts in ancient literature, and to become familiar with the civilisation which used the language and which has cultural links with the target group. An *ancient language* does not have the status of a ► *state language*, ► *official language*, ► *regional or minority language* or *non-territorial language*. In some curricula, it is regarded as a ► *foreign language*.

Central minimum curriculum: Core curriculum common to all pupils irrespective of their ► *type of education and/or area of study*. It consists of all compulsory subjects, core curriculum options/entitlement options specified by the central (or top-level) education authorities for one year or a given number of years. The central minimum curriculum is part of the ► *minimum level of educational provision*. It becomes synonymous with it when there is no ► *flexible curriculum*.

CLIL (Content and Language Integrated Learning): Acronym for 'Content and Language Integrated Learning'. This acronym is used as a general term to designate all types of bilingual or immersion education. It basically involves the provision of teaching in at least two different languages, other than language lessons themselves.

Flexible curriculum: A set of subjects that schools and/or municipalities have to select and offer in order to provide the ► *minimum level of educational provision* specified by the central (top-level) authorities for education. Languages may or may not be among those subjects. Two possible situations may be:

1. subjects included in the flexible curriculum are additional to those taught within the ► central minimum curriculum;
2. there is no central minimum curriculum. The flexible curriculum corresponds to all subjects taught, whether as subjects which each school decides are compulsory, or as subjects belonging to a set of subjects from which pupils have to choose.

Flexible time: Curricula indicate solely the subjects that have to be taught, without specifying the time to be allocated to them. In such cases, schools are free to decide how much time should be earmarked for compulsory subjects.

Foreign language: A language viewed as 'foreign' (or modern) in the curriculum laid down by the central (or top-level) education authorities. This definition is an educationally based one and unrelated to the political status of languages. Thus certain languages regarded as ► *regional or minority languages* from a political perspective may be included in the curriculum as foreign languages. In the same way, certain ► *ancient languages* may be considered foreign languages in certain curricula.

Foreign language as an alternative: Situation in which the central (or top-level) education authorities leave schools and/or municipalities free to decide whether they will teach a foreign language instead of one or several subjects in the ► *minimum level of educational provision*. This autonomy granted to schools may only be applied when adding a language (but not another subject) to the curriculum. In general, this provision of teaching takes place during part of the time allocated for teaching other subjects. These subjects therefore do not disappear

completely from the curriculum. Where schools or municipalities decide to provide language teaching on this basis, it is thus compulsory for all pupils at the school concerned. For example, the central (or top-level) education authorities require that there should be four hours of history taught per week in a given year, but also permit schools or municipalities to allocate part of these four hours to teaching a foreign language. The status of language as an alternative subject usually appears in curricula for years in which the provision of language teaching is not (yet) compulsory, i.e. the first years of primary education. It is therefore important to bear in mind that the autonomy granted to schools is very limited, as only language may be taught instead of other compulsory subjects included in the core curriculum.

Four communication skills: Communication skills in four areas: listening (listening comprehension), speaking (oral expression), reading (reading comprehension) and writing (written expression).

General teacher: A teacher who is qualified to teach all (or almost all) subjects in the curriculum, including foreign languages. Such teachers are entrusted with foreign language teaching irrespective of whether or not they have received any training in this field.

Immigrant children: Children who attend school in a country other than their country of origin, or the country of origin of their parents or grandparents. These terms of reference encompass several legally distinct situations, including those of refugees, asylum seekers, children of migrant workers, children of third country nationals with long-term residential status, children of workers from third countries who are not long-term residents, children who are irregularly resident and children of immigrant origin who do not necessarily benefit from legal provisions relating specifically to education. This definition does not take account of linguistic minorities that have settled in countries for over two generations.

As *Key Data on Teaching Languages at School in Europe* is concentrating specifically on language aspects, only immigrant children of foreign mother tongue are covered in the indicators.

Language as a compulsory subject: Language which is taught as one of the compulsory subjects in the curriculum laid down by the central (top-level) education authorities. All pupils must study this subject. Where they are not free to choose their language(s), the language concerned is said to be a ► *specific mandatory language*. This concept may be used in offering the ► *minimum level of educational provision* (common to all pupils) or in specific curricula for different ► *types of education and/or areas of study*.

Language as a core curriculum option/entitlement option: Situation in which schools (according to the centrally determined curriculum) must offer at least one foreign language among the set of optional subjects. According to the same centrally determined curriculum, each pupil must choose at least one subject (which does not have to be a language) from this set of subjects.

Minimum level of educational provision: Compulsory minimum curriculum and/or minimum taught time for all pupils, for one year or a given number of years, established by the central (or top-level) education authorities, irrespective of the ► *type of education or area of study*. This provision includes the ► *central minimum curriculum* as well as the ► *flexible curriculum* in some countries.

Non-territorial language: A language ‘used by nationals of the state which differs from the language or languages used by the rest of the state’s population, but which, although traditionally used within the territory of the state, cannot be identified with a particular area thereof.’ (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992.). For example, Romany is a non-territorial language.

Official language: A language used for legal and public administration purposes within a specified area of any given state. The official status can be limited to part of the state or extend over its entire territory. All ► *state languages* are official languages but not all languages with official language status are necessarily state languages (for example, Danish, with the status of official language in Germany, is a ► *regional or minority language* and not a state language).

Phasing in: A new law concerning the teaching of foreign languages cannot be introduced immediately in all schools, so they have been granted time to adjust gradually to its requirements.

Pilot project: An experimental project limited in time, and at least in part established and financed by the relevant education authorities. Such experiments are subject to systematic assessment.

Regional or minority language: A language that is 'traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population'; it is different from the ► *state language(s)* of that state. (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992.) As a general rule, these are languages of populations that have their ethnic roots in the areas concerned or have been settled in the regions concerned for generations. Minority/regional languages can have the status of ► *official language*, but by definition this status will be limited to the area in which they are spoken.

Semi-specialist teacher: A teacher qualified to teach a group of at least three different subjects, one or more of which is foreign languages.

Specialist teacher: The teacher concerned is either qualified to teach two different subjects, one of which is a foreign language, or qualified solely to teach foreign languages.

Specific mandatory language: A particular foreign language that is compulsory for all pupils (irrespective of their ► *type of education and/or area of study*) with no other language options. The central (or top-level) education authorities decide which specific language must be studied.

State language: Any language with official status throughout an entire country. Any state language is an ► *official language*.

Type of education and/or area of study: In several countries, pupils must choose an area of study among various possibilities at secondary level. In some countries, they must choose between different types of school, such as *Gymnasium*, *Realschule*, etc. in Germany, for example. These types of school are referred to as types of education. In many other countries, pupils must choose specialised studies, such as literary or scientific studies, which are referred to as areas of study.

III. DATABASES

Eurostat database

The UOE (UNESCO/OECD/Eurostat) data collection is an instrument through which these three organisations jointly collect internationally comparable data on key aspects of education systems on an annual basis using mainly administrative sources of information. Data are collected according to the ISCED 1997 classification and cover enrolments, new entrants, graduates, educational personnel and educational expenditure. The specific breakdowns include level of education, sex, age, type of curriculum (general, vocational), mode (full-time/part-time), type of institution (public/private), field of education and nationality.

Data on participation in language courses and the number of languages studied in education systems at educational levels ISCED 1, 2 and 3 were derived from the Eurostat questionnaire on foreign languages (Eurostat specific tables in the UNESCO/OECD/Eurostat data collection on education and training systems). The aim of the questionnaire is to measure the extent of language learning in formal education as it is understood in the context of the UOE data collection i.e. to evaluate the degree of availability of and contact with **spoken living languages** during education/training, as a prerequisite for mobility. Therefore, ancient Greek, Latin, Esperanto and sign languages are not taken into account.

All modern foreign languages (including all 23 official EU languages) that are taught as '**foreign languages**' are included. The educational curriculums drawn up by the central education authorities in each country defining the languages as 'foreign languages' in that country are considered. Regional languages are taken into account, if they are considered as alternatives to foreign languages (if they are taught in the same period) by the curriculum.

The data used from the UOE collection are mainly data collected in the UOE 2007 data collection exercise showing enrolment data for the school year 2005/06. Time series are presented based on the data available in the UOE database at Eurostat.

PISA database

PISA (Programme for International Student Assessment): an international survey conducted under the auspices of the OECD in more than 40 countries worldwide, including the majority of the countries involved in the EU Action Programme in the field of Lifelong Learning. The aim of the survey is to measure the performance level of pupils aged 15 in reading literacy, mathematical literacy and scientific literacy. Assessment takes place in three-yearly cycles, namely PISA 2000, PISA 2003 and PISA 2006 (used to prepare the present publication) and a further assessment in 2009 is being prepared.

Among the countries participating in the Eurydice Network, Cyprus and Malta did not take part in the collection of data for PISA 2006.

Besides measurements of outcome (tests in reading, mathematics and science), the survey includes questionnaires for pupils and school heads, which are intended to identify variables linked to family and school circumstances that may help explain the findings. It is these questionnaires that have been used to prepare the four indicators in the present publication.

The survey is based on representative samples of 15-year-old pupils in secondary education, who were selected by their school. Education at each school may last a greater or lesser number of years corresponding to curricula at ISCED levels 2 and/or 3, or in some cases even ISCED level 1.

ANNEXE

Figure B6 and B7: Status of CLIL type provision and languages on offer in primary and general secondary education, 2006/07

Explanatory note

The languages indicated are those most often used as languages of instruction in CLIL type provision. However, they do not necessarily comprise a fully comprehensive list of all existing possibilities.

In certain countries, the levels of education at which CLIL type provision is offered vary depending on the languages of instruction used. Variations are indicated with an asterisk.

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
BE fr	●	1 state language + 1 non-indigenous language	French-English	1-3
	●	1 state language + 1 state language	French-Dutch / French-German	1-3
BE de	●	1 state language + 1 state language	German-French	1-3
BE nl	⊗			
BG	●	1 state language + 1 non-indigenous language	Bulgarian-English / Bulgarian-French / Bulgarian-German / Bulgarian-Spanish / Bulgarian-Russian / Bulgarian-Italian	3
CZ	●	1 state language + 1 non-indigenous language	Czech-English / Czech-French / Czech-Italian / Czech-German / Czech-Spanish	1, 2 and 3
DK	⊗			
DE	●	1 state language + 1 non-indigenous language	German-English / German-French / German-Spanish / German-Italian / German-Russian	1-3
EE	●	1 state language + 1 non-indigenous language	Estonian-English / Estonian-French / Estonian-German	2 and 3
	●	1 state language + 1 minority/regional language without official language status	Estonian-Russian	1-3
EL	⊗			

- CLIL type provision as part of mainstream education
- CLIL type provision in pilot projects
- ⊗ No CLIL type provision

Source: Eurydice.

Additional notes

Belgium (BE nl): CLIL type provision for Dutch/French (ISCED 2-3), Dutch/English (ISCED 3) within pilot project as from 2007/08.

Czech Republic: Apart from general secondary schools established in co-operation with foreign partners, which have been operating since 1990, the 2004 Education Act enables the schools to introduce CLIL at whichever level provided certain conditions are observed.

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
ES	●	1 state language + 1 non-indigenous language	Spanish-English / Spanish-French / Spanish-Italian / Spanish-German / Spanish-Portuguese	1-3
	●	1 state language + 1 minority/regional language with official language status	Spanish-Basque / Spanish-Catalan / Spanish-Valencian / Spanish-Galician	1-3
	●	1 state language + 1 minority/regional language with official language status + 1 non-indigenous language	Spanish-Basque-English or French or German / Spanish-Catalan-English or French or German / Spanish-Valencian-English or French or German / Spanish-Galician-English or French or German	1-3
FR	●	1 state language + 1 non-indigenous language	French-German / French-English / French-Spanish / French-Italian / French-Dutch / French-Portuguese / French-Russian / French-Japanese / French-Chinese / French-Arabic / French-Swedish / French-Polish / French-Danish	1-3
	●	1 state language + 1 minority/regional language without official language status	French-Basque / French-Catalan / French-Breton / French-Corsican* / French-Occitan- <i>Langue d'Oc</i> *	1-3 *(1 and 2)
IE	●	1 state language + 1 state language	English-Irish	1-3
	○	1 state language + 1 non-indigenous language	English/Irish-French, English/Irish-German, English/Irish-Italian, English/Irish-Spanish	1
IT	●	1 state language + 1 minority/regional language with official language status	Italian-French / Italian-German	1-3
	●	1 state language + 1 non-indigenous language	Italian-Spanish	1-3
	○	1 state language + 1 minority/regional language with official language status	Italian-French / Italian-German	1-3
	○	1 state language + 1 non-indigenous language	Italian-English / Italian-Spanish	1-3
CY	⊗			
LV	●	1 state language + 1 non-indigenous language	Latvian-English / Latvian-French / Latvian-German	1-3
	●	1 state language + 1 minority/regional language without official language status	Latvian-Polish / Latvian-Estonian / Latvian-Lithuanian / Latvian-Ukrainian / Latvian-Russian / Latvian-Belorussian*	1-3 *1 and 2
	●	1 state language + 1 non-territorial language	Latvian-Romany / Latvian-Yiddish	1 and 2
	●	1 minority/regional language without official language status + 1 non-indigenous language	Russian-German / Russian-English	3
	●	1 state language + 1 minority language + 1 non-indigenous language	Latvian-Russian-English or German	3
LT	○	1 state language + 1 non-indigenous language	Lithuanian-English / Lithuanian-French / Lithuanian-German	1-3
	●	1 state language + 1 minority/regional language without official language status	Lithuanian-Russian	1-3
LU	●	1 state language + 1 state language	Luxembourgish-German	1 and 2
	●	1 state language + 1 state language	Luxembourgish-French	3

- CLIL type provision as part of mainstream education ○ CLIL type provision in pilot projects
 ⊗ No CLIL type provision

Source: Eurydice.

Additional notes

Ireland: CLIL is provided at ISCED 1 as a part of the Modern Languages in Primary Schools Initiative (MLPSI). The languages of instruction in the schools may be English or Irish and a non indigenous language.

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
HU	●	1 state language + 1 non-indigenous language	Hungarian-English / Hungarian-German / Hungarian-French / Hungarian-Russian	1-3
	●	1 state language + 1 non-indigenous language	Hungarian-Chinese	1-2
	●	1 state language + 1 non-indigenous language	Hungarian-Spanish / Hungarian-Italian / Hungarian-Slovak	3
	●	1 state language + 1 minority/regional language without official language status	Hungarian-Slovak / Hungarian-Croatian / Hungarian-Romanian / Hungarian-German / Hungarian-Bulgarian	1-3
	●	1 state language + 1 minority/regional language without official language status	Hungarian-Serbian / Hungarian-Slovene	1-2
MT	●	1 state language + 1 state language	Maltese-English	1-3
NL	●	1 state language + 1 non-indigenous language	Dutch-English	1-3
	●	1 state language + 1 non-indigenous language	Dutch-German	2-3
	●	1 state language + 1 minority/regional language with official language status + 1 non-indigenous language	Dutch-Frisian-English	1
AT	●	1 state language + 1 non-indigenous language	German-Italian	1
			German-English / German-French	1-3
			German-Spanish	3
	●	1 state language + 1 minority/regional language with official language status	German-Croatian / German-Hungarian / German-Slovene / German-Czech / German-Slovak	1-3
	●	1 state language + 1 minority/regional language with official language status + 1 non-indigenous language	German + Croatian + English / German + Hungarian + English	1-3
			German + Slovenian + English	3
			German + Slovenian + Italian	2-3
PL	●	1 state language + 1 non-indigenous language	Polish-English / Polish-German / Polish-French / Polish-Spanish	2 and 3
	●	1 state language + 1 minority/regional language without official language status	Polish-Belorussian / Polish-German / Polish-Lithuanian / Polish-Slovak / Polish-Kashubian / Polish-Ukrainian / Polish-Lemko (Ruthenian)	1-3
	●	1 state language + 1 non-territorial language	Polish-Romany	1
PT	○	1 state language + 1 non-indigenous language	Portuguese-English/ Portuguese-French	2 and 3

- CLIL type provision as part of mainstream education
- CLIL type provision in pilot projects
- ⊗ No CLIL type provision

Source: Eurydice.

Additional notes

Hungary: CLIL provision in Hungarian/Chinese will be offered in ISCED 1-3 as from 2008/09.

Netherlands: CLIL type provision in Dutch and German is currently offered in one school near the German border.

Poland: Only in grant-aided private schools at ISCED level 1, in the case of '1 state language + one non indigenous language' CLIL provision.

Sweden: Some schools are piloting CLIL type provision and choose, besides Swedish, the language they want to target.

Country	Organisation of CLIL type provision	Instruction in two different languages		ISCED Level
		Language status	Names of the languages concerned	
RO	●	1 state language + 1 non-indigenous language	Romanian-English / Romanian-French / Romanian-German / Romanian-Italian / Romanian-Spanish	3
	●	1 state language + 1 minority/regional language with official language status	Romanian-Hungarian / Romanian-German / Romanian-Ukrainian / Romanian-Serbian / Romanian-Slovak / Romanian-Czech / Romanian-Croatian	1-3
SI	●	1 state language + 1 minority/regional language with official language status	Slovene-Hungarian / Slovene-Italian	1-3
SK	●	1 state language + 1 non-indigenous language	Slovak-English / Slovak-German / Slovak-French / Slovak-Spanish / Slovak-Italian	2 and 3
FI	●	1 state language + 1 state language	Finnish-Swedish	1-2
	●	1 state language + 1 minority/regional language with official language status	Finnish-Sami	1 and 2
	●	1 state language + 1 non-indigenous language	Finnish-French / Finnish-English / Finnish-German / Finnish-Russian	1-3
SE	●	1 state language + 1 non-indigenous languages	Swedish-English	1-3
	●	1 state language + 1 minority/regional language with official language status	Swedish-Sami / Swedish-Finnish	1-3
	○	1 state language + 1 non-indigenous languages	Swedish-English	1-2
UK-ENG	●	1 state language + 1 non-indigenous language	English-French / English-German / English-Spanish	1-3
UK-WLS	●	1 state language + 1 minority/regional language with official language status	English-Welsh	1-3
UK-NIR	●	1 state language + 1 minority/regional language without official language status	English-Irish	1-3
UK-SCT	●	1 state language + 1 minority/regional language with official language status	English-Scottish Gaelic	1-3
IS	⊗			
LI	⊗			
NO	●	1 state language + 1 minority/regional language with official language status	Norwegian-Sami	1-3
	●	1 state language + 1 minority/regional language without official language status	Norwegian-Finnish	1-3
TR	⊗			

● CLIL type provision as part of mainstream education

○ CLIL type provision in pilot projects

⊗ No CLIL type provision

Source: Eurydice.

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Chapter B: Organisation (continued)

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