



ЕВРОПЕЙСКИ ПАРЛАМЕНТ PARLAMENTO EUROPEO EVROPSKÝ PARLAMENT EUROPA-PARLAMENTET
EUROPÄISCHES PARLAMENT EUROOPA PARLAMENT ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΟΒΟΥΛΙΟ EUROPEAN PARLIAMENT
PARLEMENT EUROPÉEN PARLAIMINT NA HEORPA PARLAMENTO EUROPEO EIROPAS PARLAMENTS
EUROPOS PARLAMENTAS EURÓPAI PARLAMENT IL-PARLAMENT EWROPEW EUROPEES PARLEMENT
PARLAMENT EUROPEJSKI PARLAMENTO EUROPEU PARLAMENTUL EUROPEAN
EURÓPSKY PARLAMENT EVROPSKI PARLAMENT EUROOPAN PARLAMENTTI EUROPAPARLAMENTET

STUDY

Policy Department B Structural and Cohesion Policies

MULTILINGUALISM: BETWEEN POLICY OBJECTIVES AND IMPLEMENTATION

ANNEXES

CULTURE AND EDUCATION

September 2008

EN



ЕВРОПЕЙСКИ ПАРЛАМЕНТ PARLAMENTO EUROPEO EVROPSKÝ PARLAMENT EUROPA-PARLAMENTET
EUROPÄISCHES PARLAMENT EUROOPA PARLAMENT ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΟΒΟΥΛΙΟ EUROPEAN PARLIAMENT
PARLEMENT EUROPÉEN PARLAIMINT NA HEORPA PARLAMENTO EUROPEO EIROPAS PARLAMENTS
EUROPOS PARLAMENTAS EURÓPAI PARLAMENT IL-PARLAMENT EWROPEW EUROPEES PARLEMENT
PARLAMENT EUROPEJSKI PARLAMENTO EUROPEU PARLAMENTUL EUROPEAN
EURÓPSKY PARLAMENT EVROPSKI PARLAMENT EUROOPAN PARLAMENTTI EUROPAPARLAMENTET

Directorate General for Internal Policies of the Union

Policy Department B: Structural and Cohesion Policies

CULTURE AND EDUCATION

Multilingualism: Between Policy Objectives and Implementation

ANNEXES

IP/B/CULT/IC/2007-100

09/2008

PE 408.495

EN

This study was requested by the European Parliament's committee on Culture and Education.

This paper is published in the following languages:

- Original: EN.
- Translations: DE, FR, IT.

Author: MENON Network EEIG*

Responsible Official: Gonçalo Macedo
Policy Department B: Structural and Cohesion Policies
European Parliament
B-1047 Brussels
E-mail: ipoldepb@europarl.europa.eu

Manuscript completed in September 2008

This study is available on the Internet at:
<http://www.europarl.europa.eu/activities/committees/studies.do?language=en>

Brussels, European Parliament, 2008

The opinions expressed in this document are the sole responsibility of the author and do not necessarily represent the official position of the European Parliament.

Reproduction and translation for non-commercial purposes are authorised, provided the source is acknowledged and the publisher is given prior notice and sent a copy.

*Joe Cullen, Clare Cullen, Véronique Maes and Gigliola Paviotti.



ЕВРОПЕЙСКИ ПАРЛАМЕНТ PARLAMENTO EUROPEO EVROPSKÝ PARLAMENT EUROPA-PARLAMENTET
EUROPÄISCHES PARLAMENT EUROOPA PARLAMENT ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΟΒΟΥΛΙΟ EUROPEAN PARLIAMENT
PARLEMENT EUROPÉEN PARLAIMINT NA HEORPA PARLAMENTO EUROPEO EIROPAS PARLAMENTS
EUROPOS PARLAMENTAS EURÓPAI PARLAMENT IL-PARLAMENT EWROPEW EUROPEES PARLEMENT
PARLAMENT EUROPEJSKI PARLAMENTO EUROPEU PARLAMENTUL EUROPEAN
EURÓPSKY PARLAMENT EVROPSKI PARLAMENT EUROOPAN PARLAMENTTI EUROPAPARLAMENTET

Directorate General for Internal Policies of the Union

Policy Department B: Structural and Cohesion Policies

CULTURE AND EDUCATION

Multilingualism: Between Policy Objectives and Implementation

ANNEXES

Content:

This document provides the results of a study on ‘multilingualism and linguistic diversity’. It presents what has been done in the study with regard to its objectives and workplan, and provides key findings and recommendations. The main focus of the study is on assessing how agencies and other stakeholders of the European Union and member states have supported policies aimed at promoting language learning and cultural diversity over the period 2004 to the present within the context of the Commission Communication ‘*Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*’ and the ‘*European Charter for Regional or Minority Languages of the Council of Europe*’

IP/B/CULT/IC/2007-100

PE 408.495

EN

Contents

Annex 1: Action Plan Implementation Country Summaries	1
Annex 2: Study implementation	83
1.1 Research methodology and workplan	83
1.2 Work carried out	85

Annex 1: Action Plan Implementation Country Summaries

Country	Austria		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 28/06/2001	Entered into force on 01/10/2001
Action Plan			

National language: German

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
German	~ 7.500.000	93%	Official, national language
Croatian (Burgenland)	19,374	5,9%	Official, territorial language
Slovene (Carinthia and Styria)	17,953	5,4%	Official, territorial language
Hungarian (Burgenland and Vienna)	25,884	7,8%	Official, territorial language
Slovak (Vienna)	3,343	1,0%	Official (recognized)
Czech (Vienna)	11,035	3,3%	Official (recognized)
Romany (Burgenland)	4,348	1,3%	Official (recognized)
Windisch (variety of Slovenian)	567	0,2%	See Slovenian

Charter principles implementation: overview

There are four main languages in Austria: *German*, or rather the Austrian variety of it, is clearly dominant, being the native language of 93% of the population, but Slovene, Croatian and Hungarian are also accepted for professional, administrative and legal purposes in the regions where the respective ethnic groups live, i.e. in the south (Carinthia) and east (Burgenland).

A short analysis on the figures coming from the periodical report is here below given:

Education: The compulsory education is available for the major minority languages at regional level (Carinthia, Burgenland, Styria). The government supports other languages for adult/continuous education. The Austrian commitments for the implementation of the Charter have been mostly fulfilled.

Judicial Authorities: Fulfilled for regional minority languages. Not available data for languages having low percentages of speakers.

Administrative authorities: Almost fully implemented for major minority languages. Not available data for languages having less speakers.

Media: Croatian, Slovene and Hungarian have coverage almost in all media, thank to government funding/promotion. Some other projects and activities are ongoing for other languages. The law promotes equally the development of all media programmes. The undertakings on regular radio/television programmes have not been fulfilled yet.

Social and economic life: Very few data on social and economic life. The Austrian regulation generally allows the use of the minority languages.

However, despite the efforts, German seems gradually replacing other languages in most areas, since the minority languages are used mostly for oral communication, as the languages used privately by immigrants and migrants workers (many language communities especially near Vienna don't appear in language statistics).

On 1998 Austria has also ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview**Pre – primary and primary education**

KINDERGARTEN – ‘Sprachtickets’ initiative to teach preschoolers German at Kindergarten. Provides financial incentive to institutions to provide 120 hours such teaching per child who requires it. There is also an innovative regional “Sprichst du zu Hause Deutsch?” scheme whereby languages spoken by the children are brought into Kindergarten lessons. Multilingual teachers if they are available lead the children in activities mixing various languages of origin (e.g. Turkish, Serb, Finnish etc.).

PRIMARY SCHOOL – 90% of children learn only one foreign language (usually English), but there are choices. Children’s language learning progression is tracked using a school portfolio which follows them throughout the system. Multilingual initiatives are encouraged, for example, ‘Trio’, a children’s magazine delivered in German, Bosnian, Croatian, Serbian and Turkish (<http://www.trio.co.at/>) This is also used in classroom teaching. KIESEL (Children Discover Languages initiative (2006) – publications and teaching aids to bring children into contact with foreign languages. Some best practice schools offer a greater focus on particular foreign languages, including specialised Italian and Croatian schools. Children arriving to primary school without knowledge of German are given intensive lessons with between 8-14 other students.

Secondary education

The teaching of only 1 foreign language is compulsory. Some schools can choose to specialise and some AHS (Grammar school equivalent) decide to offer a second living foreign language instead of Latin. The ELP has been implemented for the ages of 10-15, 15-19 (with focus towards foreign languages in the work place). There are bilingual and multilingual schools (Graz International Bilingual School (GIBS), BG Oberwart etc.).

Higher education

There is a particular focus on languages in universities. The creation of Language Centres at 4 Austrian universities cater not only for students, but also to particular target groups and institutions. A successful teaching programme (IMOF) was developed by the University of Innsbruck. Its focus was on multiple language teaching. The model is being widely disseminated since 2002. A Comenius 2.1 programme (DidacTIClang) was developed by the University of Salzburg (<http://www.didactclang.eu/>) to explore internet teaching methods.

Adult language learning

There is no central organisation for adult language learning in Austria. Various regional and institutional projects and associations are well supported (e.g. the European Language License (ELL) which works to the European Standards (at A1, A2 level).

Language learners with special needs

Teacher training (through ESNE) has been introduced and the ‘LangSEN Vienna’ (Languages for Special Educational Needs) initiative was awarded the European Label.

Range of languages

13,000 pupils in north Austria are benefiting from a teaching initiative with the aim to teach neighbouring languages. Language competency centres have also been created to teach those. To make smaller languages more attractive, there is more teaching of cultures with the help of the media and business and minority languages are the area of focus of Austria’s European Label projects. ‘Language Education Policy Profiles’ are being used to broaden foreign language competency.

BETTER LANGUAGE TEACHING

Support is given to all education workers and initiatives, including via SPIN, created through the European Label competitions (<http://www.sprachen.ac.at/spin/>). The aim is to encourage a more connected system of language teaching. There is encouragement for best practice/bilingual schools and teaching academies and institutes are being reformed as of 2007 as pedagogic high schools. A central role is played by the Österreichischen Sprachen-Kompetenz-Zentrum (www.sprachen.ac.at/), the Center für Berufsbezogene Sprachen (www.cebs.at) and the regional Ressourcen- und Fortbildungszentrum SpEAK (www.speak.at). As is the European Centre for Modern Languages (ECML) and the Ministry of Education (<http://www.bmbwk.gv.at/> [which seems to have been dissolved]).

There is no shortage of language teachers in the most commonly taught languages (English, French, Russian, etc.). More teachers of other languages are needed and native speakers of a foreign language still require the ability to teach two subjects and might be required to train further at an Austrian institution.

There is a strong and well supported tradition of language teacher exchanges (437 teachers came to Austria and 233 Austrian teacher taught abroad in 2006/07).

There are many bilingual schools, mostly based in Vienna. This method of teaching is being more adopted and across many more types of school. It is however unregulated. This has made adoption easier, but quality control harder. To tackle this, teacher training has evolved, and a standard of teaching has been defined (CLIL). The Austrian Language Competence Centre was charged to compile teaching and grading frameworks for foreign languages based on CEFR and the ELP is being developed. Tests were compiled by the University of Klagenfurt and first piloted 2006 (<http://www.uni-klu.ac.at/ltc/>).

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Teaching in all 6 legally recognised regional languages is enshrined in law and these as well as languages from neighbouring countries are taught as regional needs require. There are many examples of initiatives and good practice of institutions which concern the provision of learning aids and innovative intercultural programmes.

Communities are already providing strong cultural and touristic links. Educational institutions are being encouraged to work more closely with their local communities. The Austrian Languages Committee has also been created. Language centres exist, but more should be encouraged. The Reception of the European Day and Year of Languages has been enthusiastic and creative in educational institutions. Awareness of those is being worked on in other contexts. The European Label has been introduced in Austria as ESIS. See <http://www.sprachen.ac.at/esis/>.

Country	Belgium		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --

National language: Dutch, French, German

Details of minority languages

Language	Est. no. speakers	% population speaking	Status of the language
Dutch	~ 6.500.000	60%	Official
French	~ 4.200.000	40%	Official
German	~ 71.000	1%	Official

Charter principles implementation: overview

Summary

Belgium is a federal state comprising three communities, three regions, and four language areas. For each of these subdivision types, the sum of their circumscribed surfaces composes the entire country — the types overlap. The communities, regions, language areas, municipalities, and provinces, are the five most important sub-national entities of Belgium, as laid out in the Belgian constitution. All these entities have geographical boundaries: the language areas, the communities, the regions, the provinces and the municipalities. The language areas have no offices or powers and exist de facto as geographical circumscriptions, serving only to delineate the empowered subdivisions. The institutional communities are thus equally geographically determined. Belgian Communities do not officially refer directly to groups of people but rather to specific political, linguistic and cultural competencies of the country. There is no sub-nationality in Belgium. The official languages in Belgium, according to the languages areas, are Dutch (Flemish community), French (French community), and German (German community).

Given this particular situation, Belgium doesn't have minority languages, if we do not take into consideration the very small communities as the Yiddish of Antwerp (20.000 speakers) or the dialects of the official languages (*).

(* *Walloon, Picard, Champenois, Lorrain, West-Vlaams, Oost Vlaams, Antwerps, Limburgs, etc.*)

Action Plan implementation: overview (Flemish community)

Pre – primary and primary education

French is now a compulsory subject in all Flemish primary schools from at least age 10. 2004 'Formaprim' programme launched by Flemish Department for Education, the French Embassy and other stakeholders – in-service teacher training programme to improve teaching of French. 2004 contact seminar on early language learning. The minister has launched a draft languages policy programme to take into consideration the need for language awareness and initiation into French.

Secondary education

Almost half of the pupils in the 1st cycle of secondary education and in the 2nd and 3rd cycle of general secondary education learn *two* foreign languages. 69% of the pupils in artistic, technical and vocational secondary education learn *two or more* foreign languages.

New Modern Language Study Plans focusing on active skills have been implemented.

A draft language policy has been drawn up to be finalised in February 2007, suggesting the following:

- Adding foreign languages to the core curriculum of vocational education.
- Initiatives to promote teachers' skills in communicative approach to languages.
- The introduction of CLIL in secondary education.
- Solutions to guarantee more continuity.

However, strains on the curriculum mean it is difficult to offer many foreign languages. Parents and pupils tend not to choose foreign languages. English is becoming more popular than French and German due to media influence. Lack of teaching expertise in dual approach to languages (communicative skills and linguistic competences)

Higher education

- Many HE institutions offer language courses.
- The status of Dutch is preserved as a language for academic and scientific work.
- Recent regulation implementing the Bologna process promotes two things:
 - Attracting international students through the provision of (mainly postgraduate) programmes in a range of widely spoken of languages.
 - The recruitment of staff who can teach in other languages.

Adult language learning

- Free tests in English and French to place adult language learners in suitable level courses.
 - Creation of an online course database to raise awareness of LLL.
 - Vouchers have been made available to subsidise LLL.
 - Language modules have been developed and implemented focusing on skills relevant to work.
- A promotion campaign will target specific groups (low skilled persons, immigrants) to increase participation in adult learning schemes.

Language learners with special needs

There is insufficient evidence on language learners with special needs in Belgium's Flemish community.

Range of languages

- In HE establishments, new EU languages can be taken as optional courses. Some institution for translation and interpretation have started new programmes for those languages.
- Since 2005/6, sign language has been added to the language option of the Flemish Adult Education System.

The Flemish Adult Education System already offers a wide range of languages – (Arabic, Chinese, Danish, Dutch second language, English, French, German, Greek, Hebrew, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Swedish and Turkish) a working group led by the Vlor, the Flemish Council of Education, an advisory body of all education stakeholders, is studying the feasibility of organising and subsidising courses of Croatian, Czech, Hungarian, Rumanian and Serb.

BETTER LANGUAGE TEACHING

- From nursery school onwards, schools have the option of introducing language awareness lessons and initiation into the French language lessons.
- February 2007 the minister will have submitted a draft comprehensive language policy considering language awareness lessons and initiation into French, regarding teacher training institutions to include these approaches in their curricula, in-service training to support teachers in these approaches and to improve primary teachers' command of French, as well as developing training materials.
- January 2006 – introduction of mentorship programme in some schools.
- Several in-service training initiatives have been launched, Formaprim and Formacom for French, and continued - existing initiatives for English and German.
- Flemish Socrates Agency promoted Comenius 'language assistantships' and number increased from 39 in 2004 to 95 in 2006. Number of host institutions also increased from 23 in 2004 to 42 in 2006.
- Grundtvig 3 action is very popular in Flanders, particularly among teachers of adult education.
- Erasmus participation of those studying languages or language teacher training is relatively high.
- In a draft language policy, the minister recommends the use of the ELP in training.
- It is a legal requirement that foreign teachers have a certificate in Dutch but a school can deviate from this rule three times in one year.
- Adult education centres are allowed to recruit native speakers.
- Two Flemish teacher training institutions were involved in Comenius 2.1 projects ('Include Me', 'Most') with support from Comenius 2.2 funding, teaching subjects such as P.E., history, physics, geography, English. However, there are legal obstacles to the implementation of CLIL.
- A pilot version of the ELP for adults has been reworked and there are plans to introduce an ELP for 10-14 year olds. A national programme of assessment will be developed but teachers are not familiar with CEFR and the ELP yet.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

- A European Day of Languages is organised in Flanders every year.
- In adult education:
 - A wider range of eLearning courses will soon be available.
 - There is already a wide range of languages but the possibility of introducing Hungarian, Romanian, Serb, Croatian and Czech is being researched.
 - Basic education courses provide initiation courses of French and English.
 - The Public Employment Service offers a range of vocational language courses.
- A Label campaign for adult language learning was launched in 2004 and 3 out of 18 projects were granted the label.

Country	Bulgaria		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National language: Bulgarian

Details of minority languages

Language	Est. no. speakers (*)	% population speaking	Status of the language
Bulgarian	7.800.300	96.3%	National language
Turkish	763.000	9,42%	Not official
Roma (Gipsy)	200.000 – 450.000	2,46-5,55%	Not official
Others (**)	71.000	0,08%	Not official

(*) Census 2001

(**) includes Greek, Armenian, Czech, Russian, Serbian.

Charter principles implementation: overview

According to the Constitution of the Republic of Bulgaria, the official language is Bulgarian. The issue of "mother tongues" (the term "minority language" is not used in the Bulgarian Constitution) is addressed in two specific laws. The first concerns radio and TV broadcasting, regulated by the *Radio and Television Act*, which lists the cases in which programs may be broadcast in a language other than the official one: 1) when they are aired for educational purposes and 2) when they are designed for Bulgarian citizens whose mother tongue is not Bulgarian. The second addresses the status of "mother tongue" as a subject in Bulgarian schools, regulated by the *National Education Act* and the *Syllabus and Minimum Comprehensive Education Act*. According to the provisions of the National Education Act, students whose mother tongue is not Bulgarian are entitled to mother tongue tutoring in municipal schools, with the state providing protection and exercising control; the second Act defines "mother tongue" as a "compulsory optional subject", which means that if students want to study their mother tongue, the municipality or the state is obliged to provide them with this opportunity. There are no legal provisions envisaging obligations of the state to provide adequate opportunities for teacher training and access to textbooks, and facilitate contacts among students and teachers of different communities. As regard to the Judicial Authorities, the language court is Bulgarian. However, an interpreter is foreseen for whom doesn't understand Bulgarian. The acts are in Bulgarian. As regard to Administrative Authorities, there is no legal provision prohibiting the use of minority languages. In the oral communication Turkish is often used between administrative authorities and members of the Turkish minority where municipalities have Turkish officials. All written documents however are produced in Bulgarian as a matter of custom and because the subsequent court procedures must be carried on in Bulgarian. Minority languages are represented in media: a number of minority organizations publish newspapers and magazines in their minority language or in Bulgarian. Some have access to electronic media or to satellite broadcasts in their language. The general policy of the government is to tolerate publications and broadcasts of most minorities: the government tolerates programs fostering knowledge of the culture, history, language and religion of the national minorities, but does not impose requirements to that effect and does not finance such programs. At present there are no legal prohibitions for people belonging to national minorities to use freely and without interference his or her minority language, in private and in public, orally and in writing. Bulgaria has ratified the Framework Convention for the Protection of National Minorities in 1999.

Action Plan implementation: overview

Pre – primary and primary education

A full scale education reform plan was voted for in 2006. Language teaching will begin at 8 and continue through until school graduation. The first year of secondary education is in the form of an intensive year of language education. Pupils should reach a B2 level in both foreign languages by the end of secondary education. There is a shortage of teachers qualified to teach languages at primary level.

Secondary education

Have put in place and refined targets of achievement for pupils. Tests correspond with the European standard. Language specific programs were elaborated upon by the minister in 2001-2003. These cover the 6 main languages taught (English, French, German, Italian, Spanish and Russian). Other languages can be taught by institutions once given approval by the Ministry of Education and Science.

Higher education

English, French and German are taught with the cooperation of European Universities. In 2002, changes were agreed with regards to the Bologna Recommendations. A second language is obligatory with respective curricula. A language exam is obligatory for Doctorate students. Between 2004/5 779 students participated in the Erasmus program. In 2005/6, 851 students participated.

Adult language learning

The Ministry of Education and Science has participated as consultant to project PHARE (2003), which aims to build an adult learning strategy. The country is an active participant in the European GRUNDTVIG and LEONARDO programs. A great number of private language schools exist (outside the education system). Regional and Central administrations organise courses.

Language learners with special needs

Language classes are compulsory. The Ministry of Education and Science has launched a program of integration of these pupils into the wider educational system.

Range of languages

19 languages are taught. In smaller classes, neighbouring languages are also taught (e.g. Greek, Turkish, Romania and Serbian). Other establishments teach Chinese, Arabic, Hindi etc. Individual institutions decide their language teaching needs. No specific language is compulsory to learn. Participation in COMENIUS is encouraged.

BETTER LANGUAGE TEACHING

Initial training is currently given during their college studies. The Ministry for Education and Science is working closely with cultural institutions (Institut Français, Goethe Institut, Instituto Cervantes, British Council, Instituto Italiano) as well as the embassies. There is a network of teacher's teachers for languages which was regulated in 1998. However, there are currently not enough teachers to cover the whole country. From 2007, a national programme has begun to train more teachers. Participation of teachers in Comenius projects are steadily increasing, from 57 teachers in 2004/5 to 71 teachers in 2005/6 and 79 in 2006/7. Comenius language projects have increased from 8 in 2004/5 to 16 in 2006/7.

Integration within the EC has simplified the movement of teachers into Bulgaria. No discrimination is made. The Ministry for Education and Science demands one of the following three proofs for teachers wanting to teach in a foreign language:

- A diploma for secondary education given by a bilingual college.
- A relevant second university qualification.
- A certificate of competency in a foreign language at level B2 or better.

Currently, universities do not cater for such teachers. They are mostly found in cooperation with foreign institutions in Bulgaria. As of 2007, foreign language modules will be made available to training teachers. Since 2000 and elaborated upon in 2001-2003, all testing is based on CEFR standards. There are 2 Bulgarian Portfolio models for languages. One for children aged 6-10 and another with professional objectives for the 16+.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

The Ministry for Education and Science encourages all initiatives which contribute to international rapprochement and the learning of foreign languages. The European day of languages is celebrated every year in schools and universities. Different initiatives are organised on a regional level. The Languages Label has so far been given to 5 English and 2 German projects.

Country	Cyprus		
Charter signature and ratification	Signed on 12/11/1992	Ratified on 26/08/2002	Entered into force on 01/12/2002
Action Plan Report			

National language: Turkish and Greek

Details of spoken languages (*)

Language	Est. speakers	no.	% population speaking	Status of the language
Greek Cypriot community	646,900		79.1 %	National language
Turkish Cypriot community	87,000		10.7 %	National language
Armenians	2,600		0.4 %	Official, non-territorial language
Maronites	4,800		0.6 %	Official, non-territorial language
Latins	900		0.1 %	Not official language

(*) figures from the periodical report of Cyprus

Charter principles implementation: overview

In 1995, Cyprus signed the Framework Convention for the Protection of National Minorities. The Convention was ratified in 1996 and brought into force in 1998. Cyprus signed (1992), ratified (2002) and implemented (2002) the European Charter for Regional and Minority *Languages*. EU membership applies only to the Greek part of Cyprus.

Greek Cyprus submitted its Initial Periodical Report in accordance with the Charter in January 2005. This report states the following: "The Government of the Republic of Cyprus regrets that, due to the continuing illegal occupation and effective control of 37% of its territory by Turkish military forces, it is unable to ensure the enjoyment of the rights guaranteed by the Charter in the whole of its territory. As a result, no reliable information and data are available regarding the enjoyment of the rights prescribed by the Charter by the Cypriot population living in the area that is not under Government control. Therefore all information and data relate to the Government – controlled areas."

The few data are available for the languages under the Charter: Education in the north of Cyprus is in Turkish and the teaching materials comes from Turkey. For Education, the implementation of the Charter seems to be mostly at political stage. Anyway, for the Armenian language group, which falls under Greek government on the island, there are three public primary schools where pupils receive education in Armenian, Greek and English, and one secondary school offers instruction in Armenian. The Maronite Arabic community receives its education in Greek. Teaching material is problematic for Arabic (the language is not written and it has not standards). "Latin" (Italian) is not protected under the Charter, but mentioned in the periodical country report: they have private schools where the language of instruction is Latin/Italian.

In general, Cyprus supports cultural activities and media for minority languages.

Action Plan implementation: overview

Pre – primary and primary education

Students begin studying L2, English, in the 4th year of primary school (age 9). Teachers are not trained specifically to teach languages to young learners in ITT, although further training may be provided in-service.

Secondary education

Pupils continue to study English through Gymnasium (lower secondary school) and Lyceum (upper secondary school). Graduating from Lyceum, students are expected to reach the University of Cambridge First Certificate Level. French is introduced in the 7th year in lower secondary school (Gymnasium) and is taught for six years. Other languages such as German and Italian may also be taught in Lyceum.

Private foreign language schools have a six- or seven-year curriculum with English, French, Italian or Arabic as the basic languages of instruction.

Higher education

The University of Cyprus provides language degrees in English, French and Turkish. The language centre offers courses in English, French, Italian, German, Spanish, Russian and Turkish and fulfils the university's foreign language requirement (6-9 credit hours). There are opportunities to study abroad with the ERASMUS programme with universities in the UK, France, Germany, Italy and Bulgaria. Cyprus College provides basic and intermediate courses in German, French, Spanish, Greek and a wide range of courses in English language and literature.

Adult language learning

Adult Education Centres are the main source of continuing education in Cyprus and foreign languages are the most popular subject, accounting for 16% of all courses enrolled in from 2002-3, with cultural activities the next popular, accounting for 15%.¹ English is the most widely studied language at adult level, and is expected to be at a high standard in the labour market. Cyprus provides free Greek language courses for immigrants in order to help them integrate into society.

Barriers to adult language learning may be more pronounced in rural areas, where access to courses is more difficult. Similarly, the eLearning report for Cyprus cites the 'family orientated mentality' as a barrier.²

Language learners with special needs

The majority of children with special needs attend mainstream schools and follow the normal curriculum, which may be adjusted to suit their particular needs. During the development of the child's Individual Education Plan (I.E.P.) staff will make every effort to ensure that the child is fully involved in all school and class activities. The education team developing the I.E.P. will often determine what instructional methodology will be implemented for the child. Where a child requires individual assistance outside of his/her classroom, this is arranged so as not to restrict their access to all subjects of the curriculum.

Range of languages

Generally, only English is available at primary school but a wider range of languages are available from lower secondary school through to adult education, including French, Italian, German, Greek, Spanish, Russian and Turkish.

BETTER LANGUAGE TEACHING

Language teachers obtain a language degree, but there is no specialised teacher training. Those studying for English or French degrees have the option of taking an EFL or FFL (English/French as a foreign language) module. Language degrees focus on literature and linguistics and no teaching practice is required. A period of study abroad is recommended, but is not compulsory. The Pedagogical Institute is responsible for in-service training, but training is also given by foreign consultants from the UK (British Council) and France (Alliance Française), as well as Germany and the USA.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Cyprus ratified and implemented the Charter for Regional and Minority Languages in 2002 but the educational rights of minority groups are not guaranteed in the whole of the Cypriot territory. There are three Armenian public primary schools, which provide education in Armenian, Greek and English and have full autonomy. There is one Armenian secondary school on the island, also providing education in Armenian, Greek and English.³

The European Day of Languages is celebrated in Cyprus every year and 7 projects have been awarded the Language Label since 2004.

Cyprus imports a high level of foreign language films, many of which are subtitled, which raises language ability. Cyprus is involved in eTwinning and also many town-twinning schemes.

¹ Intercultural Learning in the Adult Education Centres of Paphos <http://www.intercultural-learning.net/nile/doc/Cyprus-case.pdf>.

² Eleni Chritodoulou, University of Cyprus, eLearning Country Report for Cyprus (2004) <http://www.euser-eu.org/>.

³ Minority Languages in Education on Cyprus and Malta, Mercator <http://www.mercator-research.eu/minority-languages/eu-minorities/minority-languages-in-education-on-cyprus-and-malta-1>.

Country	Czech Republic		
Charter signature and ratification	Signed on 09/11/2000	Ratified on 26/08/2006	Entered into force on 01/03/2007
Action Plan			

National language: Czech

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status
Czech	9,707, 397		94.9	National language
Slovak	208,723		2.0	Official, territorial language *
Polish	50,738		0,5	Official, territorial language *
German	41,328		0.4	Official, territorial language *
Romani	23,211		0.2	Official, ? *

(*) Official in this case means 'protected under the Charter' or 'having official recognition as minority language'. Czech legislation does not designate any official language.

Charter principles implementation: overview

The Czech Republic protect under the Charter Polish and Slovak. The undertakings assumed in respect of Polish apply in the Frýdek-Místek and Karviná districts of Moravian-Silesian Region. The undertakings assumed in respect of Slovak apply in the whole territory of the Czech Republic. The first periodical report has been submitted on March 2008 and it has not been evaluated by the Committee of Experts yet: the Czech Republic declares to have fulfilled the obligations, at least formally. Other sources confirm that the Polish national minority has a network of schools including kindergartens, primary schools, grammar schools, and secondary modern schools, with Polish as a language of instruction. A number of the teachers have been educated at Polish universities. Polish education is the only ethnic minority education in the Czech Republic to cover the complete cycle from kindergarten through high school. Polish bilingual sign are available in some municipalities since 2001.

On 1997 the Czech Republic has ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview

Pre – primary and primary education

Two foreign languages are taught within compulsory education. Target level for the first foreign language, which must be taught from at least 3rd grade, is A2. Target level for second foreign language, which must be taught from at least 8th grade, is A1, before pupils proceed to upper-secondary education. 2005 National Plan for Foreign Language Education approved which promises increased support (also financial) for language learning in pre-primary establishments, including teacher training. Also aims to introduce compulsory language teaching in the final year of pre-primary education and considers English as the main target language. The Ministry supports English as the first foreign language introduced in compulsory education and continuity of English learning from pre-primary to primary education is guaranteed. Decree of the Ministry of Education, Youth and Sports (MEYS) on granting permission to schools to teach certain subjects in a foreign language. National Institute of Technical and Vocational Education 'English for pre-primary education' project which aims to include early language learning methodology into the pre-service training of kindergarten teachers.

Secondary education

FEP requires that in lower-secondary education another foreign language is introduced. At the end of upper-secondary education the target level for the first foreign language is B2 and the second is B1. **National Institute of Technical and Vocational Education** – submitted proposal for the development of FEPs for secondary technical and vocational schools with over 70 sample FEPs scheduled for end of 2006. Target levels for vocational apprenticeship certificates are A2+ for the second foreign language and B2 for the first.

National Plan:

- allocates more language lessons at lower secondary level
- introduces training courses for teachers working with the ELP

- announces a programme supporting teaching/learning of neighbouring languages (German and Polish)

- CLIL didactics included in pre-service training programme.

- financial support for language course books for vocational and technical purposes.

The Label award – NP continues to provide financial support for innovative projects in language learning. Increase in submission of projects from 15 in 2004 (7 awarded) to 19 in 2006 (5 awarded). In 2006 5/25 teachers were also awarded the European Language Teacher of the Year award.

Comenius – 1.2 – number of projects has increased from 166 in 2003/4 to 242 in 2005/6. Comenius 2.2B (language assistants) has increased from 24 in 2003/4 to 31 in 2005/6. Comenius 2.2C (FE courses) has increased from 121 in 2003/4 to 188 in 2005/6

Leonardo de Vinci programme - increase in number of participants. The main languages are English and German but in 2004 programmes involved the following languages: DE, EN, FR, ES, CZ, SK, IT, PL, NL, and RO

Ministry of Education, Youth and Sports (MEYS) – ‘PILOT S’ project (co financed using ESF) – 30 schools scheduled to start programme in 2006/7

Higher education

Most higher education establishments continue to organise teaching of modern languages, despite their autonomy.

The number of students studying more than one language has increased to 18.5%.

Students are offered the opportunity to study abroad and gain internationally recognised certificates.

“**The Long-term Plan for Educational, Scientific, Research, Development, Artistic and Other Creative Activities of Higher Education Institutions for the years 2006-2010**” (2005) to motivate HE institutions into broadening offer of study programmes in foreign languages. In 2005, 914 such programmes were accredited, mainly with English as the language of instruction but some with German and Russian.

Ministry of Education, Youth and Sports (MEYS) development programmes focused on improving language skills of academic staff and students. Since 2004 Czech higher education institutions can apply for funds from the European Social Fund. Students are also sent abroad on exchange programmes.

Participation in the **ERASMUS** programme has increased. In 2003/4, 3589 students participated to 4725 in 2005/6.

Czech HE institutions are also participating in **ERASMUS Mundus Master** course. 9 projects approved in 2006 and 7.

In 2005 only 5.8% students participated in mobility programmes but Long Term Plan expects that up to 50% of students interested will be able to, especially with the increase of intensive language courses prior to study abroad. English, German, French, as well as lesser taught languages Italian, Greek, Slavonic languages are offered.

Ministry provides financial support allocated from the state budget for the organisation of Erasmus Intensive Language Courses(ELIC). In 2005, 157 Czech students participated in ELIC courses abroad, 191students from abroad participated in Czech Republic.

NP will allocate 9 million Czech Crowns for projects supporting foreign language teaching, especially languages for a specific purpose.

National Institute of Technical and Vocational Education will design Manual for the development of educational program for tertiary professional education (post upper secondary level) with a special appendix focused on foreign languages.

Adult language learning

In 2005 the **MEYS** issued a Decree on Language Schools Which are Granted the Right to Organise, Administer and Provide State Language Examinations and to Issue State Language Examination Certificates. A list of the most widely recognised examinations at different CEFR levels has been produced in conjunction with British Council, Goethe Institut, Alliance francaise, Instituto Italiano, Instituto Cervantes and is available on the website. Language schools can also submit to the Ministry applications for one-year post upper-secondary programs focused on foreign language learning.

The National Plan envisages:

- National Language Gateway – all citizens can improve their foreign languages through access to e-learning. This project has been allocated 9 million Czech Crowns.
- System of ‘language vouchers’ will be used to increase the demand for language courses, financed by employers, relevant individuals and state (535 million Czech Crowns will be allocated between 2006-8).
- Support for adult education grant projects (4.5 million allocated between 2006-8).

There is encouragement for adults to use ELP.

Language learners with special needs
<ul style="list-style-type: none"> • FEP has been supplemented with an appendix which advises that future FEPs should encourage education programmes to respond to the needs of 'children with slight mental handicap'. • Since 2005, foreign languages have been included in the educational programme for students with special needs. • Active participation of pupils with SEN in Socrates and Leonardo da Vinci programmes is encouraged. • Some funding has been allocated to develop and publish course materials for students with health handicaps. <p>Some universities, civic associations and publicly beneficial organisations offer further opportunities. The Learning Resource Centre in Charles University, Prague, has a wide range of resources for pupils interested in learning Czech, American and British sign language.</p>

Range of languages
<ul style="list-style-type: none"> • FEP requires that in primary education one foreign language and in lower secondary education another foreign language is introduced. • Choice of languages includes English, French, German, Spanish, Italian and Russian. • English is the preferred language for the first foreign language and must be taken up as one of the two languages learnt in compulsory education at some stage. <p>Development programme of NP has been declared to support less widely taught languages.</p>

BETTER LANGUAGE TEACHING
<ul style="list-style-type: none"> • The FEPs define the structure of compulsory education based on nine themes, one of which is 'language and language communication', advocating a holistic approach to language teaching. • The National Plan further promotes and supports language and cultural awareness and cross-curriculum approaches.
<ul style="list-style-type: none"> • Teachers must acquire a qualification in teaching two subjects from a university involving four or five years of study • Curricula of initial teacher training is defined by the relevant faculty but must be approved by the Ministry of Education, Youth and Sports. • Teacher training involves 4 weeks of teaching practice, a combination of lesson observation and teaching under observation. • Study abroad programmes (from 1-10 months) are widely encouraged and are becoming increasingly popular. • Free in-service teacher training is provided to keep schools and teachers up-to-date with new policies, eg CEF and ELP. • The National Institute for Further Education organises courses for language teachers which are increasingly popular (2004: 125 language teachers, 2005: 2041 teachers and in the first half of 2006 : 1748 teachers) • Some language teachers take part in the workshops organised by the European Centre for Modern Languages in Austria, which allows them to improve their expertise and disseminate ideas with language teachers from Czech Republic and other EU countries. • MEYS provides grants to associations of language teachers. • The National Plan supports a range of initiatives – <ul style="list-style-type: none"> - study abroad stays for pre-service language teacher training allocated 300 million Czech Crowns (2006-8). - Teachers of non-language subjects to be provided 'language preparation' to increase use of CLIL - Foreign language education to be considered as a field of science for accreditation purposes. • New FE courses have been developed and implemented: <ul style="list-style-type: none"> - MEJA (methodology and language) expected participants: 2325. - 'Languages through play' for pre-primary teachers – exp. No. 1320. - ELP seminars - FE courses and seminars for teacher trainers.
<ul style="list-style-type: none"> • 'Janua Linguarum' – a system of courses in language and didactics for qualified teachers with good language skills but without the qualifications for language teaching, qualified language teachers to improve didactic skills and non-linguistic subject teachers to provide them with language skills.

<ul style="list-style-type: none"> • There are agreements with some countries that degrees and qualifications of their teachers and assistants will be recognised by CR without the need for approval.
<ul style="list-style-type: none"> • National Plan encourages HE institutions: <ul style="list-style-type: none"> - To introduce study programmes which include a foreign language as part of the degree. - To develop teacher training programmes which prepare non-linguistic teachers for CLIL. 300 million Czech crowns allocated to support development of such programmes (2006-8) Legal provisions for CLIL already considered in 2004 Education Act, enabling schools to teach selected subjects. • Janua Linguarum project aims to increase language skills of non-language teachers to enable them to teach their subject in a foreign language.
<ul style="list-style-type: none"> • The CEF was piloted in Czech Republic so all major policy developed since 2000 has included CEF. • Maturita (transparent national certification systems of language skills) based on CEF have been developed and piloted to assess language ability at the end of secondary school (age 15). • The Ministry supports and encourages the use of the ELP. Four ELPs have been developed and used – pupils up to age 11, pupils aged 11-15, upper secondary school and adult ELPs. • Seminars on the ELP for teachers and trainers have been run since 2001. • The country is actively involved in the preparation for development and implementation of the European indicator of language competence.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

<ul style="list-style-type: none"> • 2004 Education Act states that that a municipality, a region or the Ministry shall ensure education for members of national minorities in the language of the relevant minority at nursery, “basic” (primary and lower-secondary) and secondary schools for eight or more children of a national minority. • A head teacher may also specify in the School Education Programme that some subjects or their parts may be taught bilingually, in Czech and in the language of the relevant national minority. These schools will issue bilingual documents. • Increase in applications from projects for European Label Award. • Increasing popularity and activities for European Day of Languages. • Participation of students, university teachers, apprentices and users with specific needs in Comenius and Leonardo da Vinci programmes. (Partnerships with 4-12 countries). • Four reference levels for Czech as a foreign language have been developed as based on CEFR and are mainly available to download online. • Ongoing development of course materials and learning methods for Czech as a foreign language. • The European Day of Languages increases in popularity every year and projects are awarded the Label Award. • The National Language Gateway and language vouchers scheme are good motivation tools.

Country	Denmark		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 08/09/2000	Entered into force on 01/01/2001
Action Plan			

National language: Danish

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Danish	~ 5.000.000		91,1%	Official language
German	15.000-20.000		6,0/8,0 %	Official language
Greenlandic	7.000 (1998*)		--	Unofficial language
Faroese	Not available/not confirmed		--	Unofficial language/not confirmed (no number of speakers available)

(*) Ethnologue figures

Please note: only German is officially recognized and protected under the Charter. Given the political situation of Greenland and Faroe Islands in relation to Denmark and Europe, only the Denmark speakers are here taken into consideration.

Charter principles implementation: overview

About 15.000/20.000 people living at North of the Danish-German Border in North Schleswig belong to the German minority. Of a total population of 250 000 in the region, this number corresponds to a segment of 6-8 % of the population. The German minority in North Schleswig runs its own private schools and a wide spectrum of social and cultural institutions. The minority, although marked by the many changes of history, today plays an important part in the borderland. Previous conflicts have been overcome, and the German minority, together with the minorities south of the border, is a good example of peaceful co-existence of minorities and majorities in Europe. The undertakings of the Denmark State for German minority are to be considered fulfilled, but the Media dimension, that could be further improved (broadcast on regular basis is not yet available).

Denmark has ratified the European Framework Convention of National Minorities in 1997.

Implementation of the Action Plan

Pre – primary and primary education

Students study English as a compulsory subject from 3rd – 9th form. In many schools there are free after school language classes. Denmark has a positive approach to languages at primary and lower secondary level but the importance of English is prioritised above all other languages.

Secondary education

English is the main foreign language studied. German language classes are offered to students as an elective subject in form levels 7-9. As an alternative to German, individual students may be offered the opportunity to select French language classes as an elective subject in form levels 7-9. Students may also study an optional second foreign language, normally Spanish. Despite this, after the 2005 reforms, the number of hours devoted to all foreign languages except English has decreased and fewer students study French, German and Spanish at advanced level.⁴ There are free after school language classes.

The popularity of 'sprogrejser', language trips which encourage immersion in a foreign language and a better understanding of a language's cultural context. These trips typically involve a stay of 2 weeks – 3 months in a country of the target language and students attend a language school for several hours a day and live with a family or on campus with other students learning the language.

⁴ Anne Holmen, Danish University of Education, Multilingualism and Language Standards (21 April 2006).

Higher education

English is a language of instruction in many degree and postgraduate programs, leading to bilingual graduates with good opportunities on the international job market. Danish universities are also able to attract international students to Denmark, promoting multilingualism and mobility around the EU. However, this means there is less demand for other foreign languages. There is also increasing concern that Danish students are less able to express themselves academically in their native language. Equally, the switch into teaching in English has led to an increase in student complaints over inaccurate use of English jargon by lecturers and subtlety/nuance of meaning is sometimes lost.⁵ Robert Phillipson also argues that there is 'an almost total absence of posts in language planning and policy, in the sociology of language, in multilingualism, in minority education, in linguistic human rights.'⁶ Informed input to policy-makers is therefore problematic.

The use of CLIL at university level means Danish graduates are not only informally bilingual, but also have highly specialised vocabulary in a foreign language.

Adult language learning

Afternoon and evening classes are available for adult language learners and there are many dedicated language centres throughout Denmark offering a range of languages. Since many companies require that their staff speak fluent English, and sometimes German or French, there is a high demand for languages at adult level.

In 1999, a new Act for the teaching of Danish as a second language to foreigners was passed and over 50 centres have since been established to help non-native Danish speakers learn the language and integrate themselves into Danish society, sometimes with free classes.

Language learners with special needs

As far as possible, learners with special needs are incorporated into mainstream education. Denmark already demonstrates a keen interest in combining advanced ICT with special needs education which could be extended to aid language learners with special needs. Already functional projects include Ordret.dk – advanced spelling and grammar help for people with dyslexia, a Danish version of Linux adapted for people who are blind or partially sighted, and programs which offer full access to electronic dictionaries for blind and partially sighted students.

Range of languages

English is the main language studied in Denmark. German and French are also popular. The range of languages is somewhat limited throughout school but greater choice is available at university and in private language colleges and adult education centres.

BETTER LANGUAGE TEACHING

In Denmark language learning focuses on raising students' awareness of various communication strategies, including strategies to bridge vocabulary gaps, reading and listening strategies, and general language learning strategies. To some extent, there is a holistic approach to languages, with school programmes successfully combining the teaching of Danish as a mother tongue as well as a second language, the teaching of English as a foreign language, and the teaching of German as both a minority and a foreign language.

Denmark is involved in teacher exchange programmes and many teachers spend time abroad as part of their studies. There are programmes in place to help teachers teach part of their subject in English.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

There are German primary and secondary schools to cater for students whose native language is German. Some bilingual education is also available for Turkish speakers.

There are many subtitled U.S. and British television programmes, films, computer games, and music videos, and teachers have developed successful strategies for integrating their students' informal foreign language exposure into classroom teaching.

⁵ Jongsma, A., University World News, *Danish Alarms the Danes*
<http://www.universityworldnews.com/article.php?story=20080418094434990> (20 April 2008).

⁶ Phillipson, R., *Global English and local language policies: what Denmark needs* (2002).

Additional comments

Denmark would benefit greatly from sharing good practice and wider dissemination of pedagogical research. Technological advances in Denmark could be effectively integrated into the languages field to create advanced, innovative foreign language provision.

Whilst the majority of Danish citizens are bilingual, there is a real and growing fear over the dominance of English and the decline of Danish. A greater understanding of language awareness and linguistic diversity should be encouraged throughout primary and secondary education to promote interest in other European languages.

Country	Estonia		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National language: Estonian

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status
Estonian	946,646	65,1 %	National language
Russian	409,111	28,1 %	Not official
Ukrainian	36,929	2,5 %	--
Belorussian	21,589	1,5 %	--
Suomi	13,317	0,9 %	Not official
Tatar	3,271	0,2 %	Not official
Latvian	2,691	0,2 %	Not official
Jewish	2,423	0,2 %	Not official
Polish	2,355	0,2 %	Not official
Lithuanian	2,221	0,2 %	Not official
Roma	1,500	0,1 %	Not official
German	1,288	0,1 %	Not official
Swedish	unknown	--	Not official

Source: Census 2002

Charter principles implementation: overview

Estonian is the official language of the Republic of Estonia. For Estonians, being a small nation, their language has a key role in maintaining their national identity. Less than one million people speak Estonian: a specific Development Strategy of the Estonian Language (2004–2010)” has been approved by the decision of the Government of the Republic of Estonia as of 5 August 2004. However, the Russian minority represents a substantial part of the population, and this is taken into account by the law. As regard to Education, official educational policy for the Russian-speaking population is established in accordance with the Constitution of Estonia and with the Basic Schools and Upper Secondary Schools Act (1993). Russian can be the language of instruction in schools at any level, but Estonian is compulsory from the first year and is the sole language of instruction in upper secondary school. Russian-speaking students who attend schools where Estonian is the language of instruction are in principle entitled to learn their own language and culture. Russian is taught as a foreign language in Estonian-medium schools. Private schools can freely choose the language of instruction, but the teaching of Estonian must be ensured. As regard to Judicial authorities, the court guarantees an interpreting service for all languages. As regard to Administrative authorities, the use of foreign languages in administration is essentially regulated by the Constitution and the Language Act, which identify Estonian as the only official language. In practice, however, Russian is widely used in dealings with the public where large numbers of Russian speakers live: also, employees in the Russian local governments are mostly Russians, and in verbal communication (including meetings, conferences, etc.) Russian is used. For Media, one radio channel of the public broadcasting company is broadcasting in Russian. There are several daily and periodicals newspapers in Russian. The only public radio station broadcasting mainly in Russian is Radio 4, which has also programmes in Ukrainian (1.5 hours per week), Belorussian (1 hour) and Armenian (once a month). Occasionally other minority languages are on the air. Few private broadcasters are broadcasting in Russian. As regard to Culture, NGOs of ethnic minority groups receive regular financing from the Ministry of Culture and also from the local governments. In day to day life, in practice, business organisations and municipalities with a large number of Russophone inhabitants offer services both in Estonian and Russian, and occasionally in other languages. In addition, the Estonian Bureau of Lesser Used Languages (EstBLUL) is a non-governmental organisation which is promoting autochthonous lesser used languages in Estonia. The promoted minority languages are Yiddish, German, Swedish, Russian, Romani language, Tatar and Finnish, regional languages are Setu language and Võro language. On 1997 Estonia has ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview**Pre – primary and primary education**

Foreign language learning is compulsory from Year 3 (age 9) and a second foreign language is usually introduced in Year 6 (age 12). Students can choose from English, French, German or Russian (except in Russian medium schools), but their choice is to some extent dependent on staffing at their school. Most pupils choose English, followed by German. French is taught in about half of Estonia's counties, mainly in the areas around Tallinn and Tartu.⁷ An Estonian ELP is being developed and piloted with the assistance of the European Centre for Modern Languages.

Secondary education

Pupils continue to study L2 and L3 with choice dependent on staffing at their school. Most pupils continue English. There are a number of foreign language specialist schools, which offer a wider range of languages, including Finnish and Swedish. Russian medium schools have a mandatory obligation to ensure that Estonian as a second language is studied by their pupils.⁸ An Estonian ELP is being developed and piloted with the assistance of the European Centre for Modern Languages.

Higher education

Links are increasingly being developed between Estonian universities and those elsewhere in Europe. There are high levels of cooperation with Nordic countries, especially Finland. There are opportunities to study abroad with the ERASMUS programmes but there is little extra funding available and many students cannot afford to go.

Adult language learning

English and Russian are seen as valuable languages in the job market. The largest group of adult language learners is university educated professionals, who seek to improve their language skills for career purposes. In general, many adults who have not participated in higher education, feel that they are too old to enrol in courses. Equally, expense is a main factor in the slow take-up of adult language courses. However, attitudes to lifelong learning are gradually changing. There is a great focus on adult language courses for the Estonian language, especially immersion courses, to help those whose native language is not Estonian integrate into society.

Language learners with special needs

Due to the transition from a state-centred education model to a more learner-focussed approach, extra provision for learners with special educational needs is still very much in the discussion stages in Estonia.

Range of languages

The main foreign languages taught in Estonia are English, Russian, German, French and Finnish.

BETTER LANGUAGE TEACHING

It is not compulsory for trainee language teachers to spend time abroad although must spend a minimum of 128-160 hours engaged in teaching practice during the period of their studies. ITT is the responsibility of the foreign language departments (mainly the Departments of Germanic and Romance Philology and Russian and Slavonic Philology), in cooperation with the Departments of Teacher Training. It is possible to train to teach English, Estonian (necessary for Russian medium schools), Finnish, French, German, Hungarian, Russian and Swedish. English is by far the most popular option. All specialist language training in Estonia is conducted through the medium of the target language.

CLIL is practiced in some foreign language specialised schools where bilingual education is offered in English, French and German.

There is a shortage of qualified teachers and some have no teaching qualifications or degrees. Estonia participates in the European Credit Transfer System (ECTS). The Recognition of Foreign Professional Qualifications Act was passed in January 2001. It aims to guarantee that education and work experience abroad is recognised in Estonia.

Although the school system is becoming increasingly more integrated, it is difficult for Estonian schools to adopt a holistic approach to languages learning. Due to different policies and curricula in the Soviet period, Estonia inherited two different systems of schooling which are incompatible. Although over the past few years the programmes of Russian language schools have been

⁷ The Training of Teachers of a Foreign Language: Developments in Europe: National Report for Estonia (August 2005) <http://www.lang.soton.ac.uk/ttfl/nationalreports/Estonia.doc>.

⁸ The Training of Teachers of a Foreign Language.

modified, and subjects dealing with Estonian culture, history and language have been introduced, the sheer inertia of the system means that change is slow.⁹ More and more children whose mother tongue is Russian are entering Estonian-language schools. Teaching children from different ethnic and linguistic backgrounds in one and the same classroom is methodologically challenging.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Russian language and literature are taught in Russian-medium schools and the demand for Estonian for educational purposes by native Russian speakers is met by language immersion programmes and an intensive Estonian-language learning year prior to university courses.

There have been many online projects to boost language learning, including English-Estonian-Russian, a Euro-Translator: 6-Language Quick Translator (English-German-Russian-Swedish-Finnish-Estonian dictionary), online and other digital learning materials for several subjects in Russian and various co-operation projects between the Nordic countries and the Baltic countries (BaltNet, Distance Training for Teachers, School Development in the Information Era).

There are many Russian newspapers and one Russian radio station, which also broadcasts programmes in Ukrainian and Belorussian. Other Estonian radio stations broadcast Russian programmes. There are many Russian TV channels and some programmes in English, German and French.

Additional comments

The Estonian language policy is for the main part aimed at reinforcing the position of the Estonian language. Whilst languages are compulsory at primary and secondary level, the focus is on Estonian linguistic and cultural education. The Russian language is still supported, particularly in Russian-medium schools, but there is a gradual shift towards integration with the Estonian school system and the Estonian language.

There is a need for centralisation of education system to enable effective language teaching, training and accreditation of language teachers. The problem of unqualified language teachers, or teachers who have not received a degree means there is a shortage of specialised language teachers. Good teaching practice and information of successful initiatives should be widely disseminated to enable other educational establishments to develop good language learning strategies.

Awareness of the importance of learning foreign languages, not just the national language, should also be encouraged.

⁹ Difficulties arising on the way to a learning society – www.estonica.org.

Country	Finland		
Charter signature and ratification	Signed on 5/11/1992	Ratified on 09/11/1994	Entered into force on 1/3/1998
Action Plan			

National language(s): Finnish and Swedish

Details of spoken languages

Language	Est. speakers	no.	% population speaking	
Finnish	4,836,183		91,2 %	Co-official language
Swedish	289,596		5,5 %	Co-official language
Sami	1.777		0,03 %	Official, territorial language
Russian	45.224		0,9%	Non-territorial language
Karelian	~ 5.000		0,09%	Non-territorial language
Roma language	7.000 (about) *		--	Non-territorial language
Tatar	800 (*)		--	Non-territorial language
Yiddish	50		--	Non-territorial language

(*) unofficial sources

Charter principles implementation: overview

A short analysis on the figures coming from the periodical report is here below given:

Education All the official languages are fully represented at all levels of education,; several projects are ongoing in order to cover the lack of teachers and materials for less spoken/protected languages (especially Romani); it is possible to use Russian as mother tongue in Education, and it is available in the whole country as foreign language. Tatar is taught by the Islamic Congregation of Finland (1 course per year)

Judicial authorities Sami people are entitled to use either Finnish or Sami to the court system at regional level, and provides interpretation free of charge for other services.

Administrative authorities Written documents and speeches are admitted at regional level in Sami.

Media The Finnish Broadcasting Company produces radio, television and Internet services in Sami. Radio station, newspapers, publication etc. are available in Romani, Russian. A quarterly newspaper in Tatar is provided by the Islamic Congregation in Finland.

Cultural Activities Several projects have been funded for promoting cultural activities in Sami; major problems are identified for Roma language: the projects are at the moment focused on language research/production of educational material. Russian is both regional and foreign language (Russian speakers were approx only 5000 a decade ago): it is promoted mostly as immigrant language. Tatar maintenance is furthered by the Islamic Congregation in Finland, that promotes cultural activities in Helsinki. Research is funded for Karelian and Yiddish.

Social and economic life Sami is public language in the reference regions. The Romani is not used in public, with exception of mass media and church services. Russian is spoken by immigrants communities.

On 1997 Finland has ratified the European Framework Convention of National Minorities.

Action plan implementation: Overview

Pre – primary and primary education

Finland already fulfils the Action Plan target that primary learners are taught their mother language plus two other. Students must learn Finland's second national language (either Finnish or Swedish) as their second language and the third language is dependent on a school's resources and teacher competencies. The main choice is English, which is believed to impact negatively on the learning of other foreign languages. German is also a popular choice. Finland has a particularly positive approach to languages and recognises the need for specialist training for teachers of young language learners, as well as the need to develop language awareness. The widespread adoption of *kielisuihkut* (language showers) in many schools to increase language awareness and motivation to learn languages prepares pupils for language learning at a later stage and makes the subject infinitely more accessible.

Secondary education

Following on from the successful implementation of MT+2 at primary stage, Finnish secondary schools must include MT+2 as a core part of student study programmes. Whilst the first foreign language must be Finland's other national language, the second foreign language is optional. Over 90% of students choose English. Whilst Finland is one of the most advanced EU countries in incorporating CLIL into both primary and secondary education, evidence suggests that schools which provide CLIL education are on the decline.¹⁰

Higher education

Students must study the second national language as well as a foreign language at HE level. This crucial continuation of compulsory language learning in the transition from school age to adult enables language learners to become relatively fluent multilingual individuals, and illustrates Finland's dedication to successful life-long learning. Some universities have coherent language policies in place and most offer more languages than are required. It is hoped that by 2010, 6000 university students and 6000 polytechnic students will participate in the ERASMUS scheme. CEFR is also being widely incorporated into HE programmes. The University of Helsinki is just one of several universities in Finland offering MA and MS degrees in English, creating international learning environments.

Adult language learning

Language education for adult learners is widely provided in Finland and there are many municipal adult education centres offering both vocational and non-formal courses in a wide range of languages. Vocationally, Finnish companies hold languages in high regard, expecting their recruits to have a certain level of competency in English, Swedish, German or Russian. This necessity of language in business, together with Finland's interest in effective LLL programmes, ensures the popularity of adult language learning. Confederation of Finnish Industries made a survey of companies' language expectations for new recruits. It was found that companies expect a certain level of competency in English (80% companies), Swedish (65%) and German and Russian (40%). The need for French, Italian and Chinese has also increased.

Language learners with special needs

The Finnish Board for Education has prepared teaching materials in English and Swedish for SEN pupils. As students with special needs are normally involved in mainstream lessons they will also participate in language lessons. Students with SEN such as dyslexia are also given special consideration in the Finnish National Foreign Language Certificate Examinations.

Range of languages

Importance of diversification of language teaching recognised in 2006 Finnish Ministry of Education's (Committee for International Education) international education plan. A project on Language Teaching Policy in 2005 is set to make proposals for diversification of language teaching. A proposal to support the teaching of Swedish in Finnish speaking schools was presented in 2006. The German Ministry of Foreign Affairs sent a German expert to promote the teaching and learning of German in 2006. A proposal is pending for the development of the Franco-Finnish School in Helsinki.

BETTER LANGUAGE TEACHING

- Nearly 3% of pupils in each age group have a mother tongue other than Finnish or Swedish.
- The Basic Education Act allows for a half-year syllabus preparation for basic education for immigrants. Preparation is also provided for vocational education. This is to promote naturalisation into Finnish society.
- Immigrants whose command of Swedish or Finnish is not that of native level in all sectors are given instruction in mother tongue and literature according to the syllabus of Swedish or Finnish as a second language.
- The objective is functioning bilingualism. The Finnish National Board of Education issued the recommendation for the requirements of the instruction of the mother tongue of immigrants in 2004. Russian, Somali, and Albanian were the languages most widely taught as the mother tongue. Instruction of the mother tongue of immigrants was given in 52 different languages in 2003.
- In 2004-6 the second immigration policy programme was prepared with work-related immigration

¹⁰ 2006 University of Turku study shows that number of schools offering CLIL has decreased from 11.7% to 5.7% since 1996. (Finnish Action Plan Report).

as a focal point.

- The Finnish interpretation of language proficiency levels based on CEFR were introduced in 2003.
- The Matriculation Examinations Board will use these in exams from 2008.
- Many schools use CEFR descriptions in language portfolios.
- An expert group was nominated by the Ministry of Education in 2005 to make a proposal on how to organise assessment of oral skills in foreign languages with changes to be introduced in 2009.
- Since 2003 Finnish National Foreign Language Certificate Examinations provide immigrants with certification needed for Finnish citizenship.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

The Language Act (1 Jan 2004) safeguards the national languages of Finnish and Swedish ensuring the constitutional right of every person to use his or her own language before courts and other authorities of the State. Finland has ratified the European Charter on Regional and Minority languages and the Framework Convention for the Protection of National Minorities and the rights of the Sámi and Roma people are protected. In January 2006, a department for minority languages was opened at the KOTUS (The Research Centre for Languages of Finland).

The Finnish National Board of Education started a Russian language and culture network, including study trips to Russia. The German School PISA network supports German related language learning and cultural activities. It is financially supported by the Finnish National Board of Education and organises in-service training for teachers. Voie Expresse is a virtual school project for French teachers coordinated by TOP Centre (Centre for Computer-Assisted Learning) at the University of Turku. There are town-twinning schemes and school partnerships between Finnish schools and Swedish and Norwegian schools. The number of incoming Comenius language assistants has increased steadily. In universities, exchange students are offered contacts with local students to promote internationalisation. YLE, the Finnish Broadcasting Company, offers a wide range of language programmes.

The European Day of Languages continues to be popular and focuses attention on language learning. The European Label have awarded projects whose themes have dealt with the diversification of the language teaching programme and the quality of language teaching. The Nordic Sprog programme aims to enhance inter-nordic comprehension of Nordic languages, including language and cultural courses, studies, surveys and publications.

Country	France		
Charter signature and ratification	Signed on 07/05/1992	Ratified on --	Entered into force on --
Action Plan			

National language: French

Details of spoken languages

Language	Est. no. speakers	% population speaking	
French	39.360.000	86%	Official
Basque	--		Not official
Breton	280.000	0,61%	Not official
Catalan	--		Not official
Corsican	--		Not official
Dutch	--		Not official
German	970.000	2,12%	Not official
Occitan dialects	610.000	1,33%	Not official

Based on Enquête Familiale, Insee 1999

Charter principles implementation: overview

The French Government refused to ratify the European Charter for Regional and Minority Languages or to modify their constitution to allow for some recognition of the languages on its territories. The facts and figures on minority languages are for that reason often imprecise. Here a short overview of the implementation of the Charter principles in France:

Education. The French government provides little financing for regional schools. The associative schools have to finance themselves without public aid for the first 5 years. In addition, local or regional communities are not allowed to finance buildings for these associative schools.

Judicial authorities. Only French is formally authorized. Sometimes, in regional courts, also the regional languages are used and accepted, but without having the formal right to be used.

Administrative authorities. Only French is formally authorized. At regional level, other languages are usually spoken, but without having the formal right to be used.

Media. According to the law (1/08/2000) on the freedom of expression, public radio and television should contribute to the regional languages of France. Actually, there are no regional radios or televisions, but only decentralised stations associated with national radios and televisions which are subject to the decisions of central divisions (EBLUL, 2007), having little broadcast.

Cultural Activities. There are no devoted laws or regulation supporting cultural activities for regional languages.

Social and economic life. Languages are usually used at regional and local level, but without having any formal right.

Implementation of Action Plan: Overview

Pre – primary and primary education

97% of classes in the last three years of primary school were taught one of 8 foreign languages in 2005. As of 2007 the program will start at age 7. As of 2006, teachers are required to pass a test in a foreign language at B2 level. Trainee teachers have the possibility to complete a stage of their studies abroad. In 2005 a law was passed stating all children leave school with language level of at A2 in a foreign language. Additional optional teaching in a regional language or language of origin. There are some bilingual classes available (EMILE).

Secondary education

- * 'A plan of renovation of foreign language teaching' is being implemented since 2005.
- * The plan covers language classes begun in primary school as well as secondary education, and aims to provide instruction in 2 foreign languages.
- * Since 2005, this objective has been generally achieved.
- * The plan adopted the CECRL standard.
- * Reaffirmation of the aim that all children will leave compulsory education with the language level of A2 in a foreign language.
- * A process of reducing class sizes at the Lycées was begun in 2005.
- * An increase in international and European sections in accordance with LOLF.
- * The creation of specific certificates in language in cooperation with the country/ies concerned

Higher education

In 2000 CLES was created, a certificate of competence in a foreign language in higher education. It is studied for alongside regular studies in other subjects. The scheme is steadily expanding. In 2002, university reforms state that adeptness in a foreign language became a necessity of study. Masters diploma will be given only after validation of aptitude in a living foreign language.

Adult language learning

Adult language learning delivered under GRETA. There are 251 centres throughout the country, with the goal of "made to measure" education. A DCL professional diploma has been introduced to attest professional competence in English, German, Italian or Spanish. GRETA has now over 2000 instructors at its disposal.

Language learners with special needs

On 11th Feb 2005 a law was passed to reinforce equal opportunities and the rights of language learners with special needs, which ensures: Schooling in a standard environment nearest to their home, briefing the parents at all stages of a personalised schooling programme, guarantee of the continuation of a school course adapted to needs and competences of the pupil and guaranteeing equal chances by setting out a legal standard for the management of exam conditions. No specific curriculum exists for handicapped pupils learning foreign languages. Teachers are trained and required to adapt to individual needs.

Range of languages

17 languages are taught in secondary schools in France. 25 other languages can be chosen as test material for the Baccalaureate. Predominance of English (97%). German is encouraged through information campaigns and a system whereby pupils choosing German as a first language can start with English as a second language a year early. This has seen a 9% increase in pupils studying German. A law passed in 2005 requires institutions to include a commission monitoring and encouraging provision of language education.

BETTER LANGUAGE TEACHING

There are bilateral agreements with other countries which schools can subscribe to. *E-twinning* is encouraged. A system of volunteer tutors in French help integrate immigrant pupils. Some schools teach in two languages already. However, there is still little synergy between language classes and other subjects. It is hoped that the introduction of CEFR will help the situation.

Trainee teachers have the opportunity to spend 2 weeks to 3 months abroad. It is recommended they do so, and programmes such as SOCRATES, ERASMUS are used to further this initiative. Open courses and courses by correspondence represent around 10% of classes. More emphasis is being put on the cultural element of foreign languages. The national centre of pedagogic studies (CIEP) hosts PriMLangues and Emilangues sites on its servers as resources for teachers.

17 July 2006 a decree extends the complementary mentoring in foreign languages to other courses. At recruitment, knowledge of a foreign language is encouraged. The institutes for the training of masters (IUFM) run a scheme whereby language teachers wishing to teach in a foreign language can teach abroad. This is usually a 2-4 week placement. Placements in other EC countries for trainee teachers are offered to all, not only language teachers. Emilangues, an internet site created by the CIEP (International Centre of Pedagogic Studies) created in 2005. It promotes greater dialogue between languages and courses.

CEFR was introduced in 2005. Extensive training is being provided to teachers to familiarise themselves with the new standard. A compulsory validation of familiarity in at least one foreign language at a standard of A2 was introduced for all school leavers in 2006. CEFR is at the heart of

examinations. An experimental certification involving direct cooperation with organisations of the respective country has been introduced. This certification does not compete with national diplomas. 8400 pupils took part in the pilot scheme in German in 2006. Results were an 84% and 50% success rate at A2 and B1 levels respectively). As of 2007, school reports and project portfolios will be digital.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

A law passed in 2005 makes the connection between the foreign language curriculum and respective countries explicit. CEFR holds a central place in the expansion of the teaching programme to cover regional languages.

Twinning programmes continue to form an integral part of cultural discovery. Programs furthering the mobility of foreign language teachers and pupils are widely available and used. Associations as well as local communities offer a wide range of learning possibilities to supplement the state's own initiatives. France also participates in the Languages Label.

Country	Germany		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 16/09/2008	Entered into force on 01/01/1999
Action Plan			

National language: German

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
German	~75.300.000	95%	National language
Low German	~8.000.000-10.000.000	0,07%	Official, regional language
Danish	~4.500 – 8.000	0,06%	Official, territorial language
Sorbian	~20.000	0,08%	Official, territorial language
Frisian (Sater and North)	~10.000	0,01%	Official, territorial language
Romany	~70.000 - 85.000	--	Official, territorial language

Unofficial data

Charter principles implementation: overview

Germany has ratified the European Charter for Regional or Minority Languages, to apply to Danish Upper Sorbian, Lower Sorbian, North Frisian, Sater Frisian and Romany as minority languages and to Low German as regional language, as well as on 1997 the European Framework Convention of National Minorities to apply to the Danes, the Sorbian people, the Frisians and the Sinti and Roma.

Many of the undertakings, especially on Education (Upper Sorbian, Low German and Romani in particular), have not been fulfilled, according to the last recommendation of the Committee of Experts: moreover, the situation seems not dramatically improved between the second and the third report. The same situation for the undertakings on Administration, particularly for Danish. While culture is generally promoted, a weak point seems to be the fulfilment of Media dimension undertaking for all the minority languages covered by the Charter.

On 1998 Germany has also ratified the European Framework Convention of National Minorities.

Implementation of the Action Plan: Overview

Pre – primary and primary education

Grundschule (Elementary school) can be preceded by **voluntary Kindergarten or Vorschulklassen** (preparatory classes for elementary school) but they are not compulsory and only German is used as communication language since by law nothing can be taught to a child under 6 years old.

Parents who are looking for a suitable school for their child have a considerable choice of elementary schools in Germany today: State schools are free of charge. A large majority of German students attend state schools in their neighbourhood/ Waldorf School (206 schools in 2007)/ Montessori method school (272) / Freie Alternativschule (Free Alternative Schools) (65) / Protestant (63) or Catholic (114) parochial schools

It all schools is compulsory to learn English from the age of seven.

Secondary education

Most secondary education follows a tripartite system of organisation in which pupils attend a Hauptschule, Realschule or a Gymnasium after leaving the primary Grundschule. The Hauptschule is designed to provide students with a general education, including a vocational or technical component. This includes the study of a foreign language, usually English. The Realschule encompasses a broader based education, which also includes foreign language learning, usually English. Some pupils in Realschulen have the additional opportunity to study French. The most wide-ranging education is provided by the Gymnasien, where the study of two foreign languages is mandatory. There are also a large number of Gesamtschulen or comprehensive schools (at least one in every northern city), which also offer one or two foreign languages.¹¹

Higher education

Universities (92 in 2002)

Traditionally in Germany, students graduated after four to six years. A special kind of examination is the Staatsexamen. It is a government licensing examination that future doctors, teachers, lawyers (solicitors), judges, public prosecutors and pharmacists have to pass in order to be eligible to work in their profession.

The Sprachlehrinstitut (Language Teaching Centre) is usually responsible for the organisation and conceptualisation of the entire programme of languages for students from all faculties on behalf of the Faculties of Philology. In addition, it offers specialised courses for students from other faculties as well as tailor-made courses on request.

Language teachers join the faculty of Philology.

Fachhochschulen (183 in 2002) are institutions which have the task of providing students with practical training on an academic or artistic basis. Degree programmes and teaching at Fachhochschulen are strongly oriented towards vocational studies and the practical requirements of working life.

Adult language learning

Computers, data processing and the Internet and *languages* are the areas of continuing education in greatest demand says Minister of Education & Research A. Schavan.

The most widespread and important continuing education institution in Germany is the **Volkshochschulen** (community adult education centres). In 2004, 9.2 million people attended courses at the thousand or so *Volkshochschulen*, which have two great advantages: besides quality and breadth of provision, their main attraction is their local and regional roots. And lastly, they provide adult education that is accessible to all and is affordable.

The *Volkshochschulen* offer comprehensive basic general continuing education throughout the country. They are also becoming increasingly involved in the world of work and continuing vocational training. *Volkshochschulen* are also centres of communication, social involvement and integration and today increasingly have a pivotal role in the region; they initiate round tables and support civil society commitment, and they are becoming key nodal points in the network of continuing education and training.

In Germany "Volkshochschulen" are compulsory institutions of every municipality and an important part of the cultural infrastructure.

The main focus of the program is **on language courses (about 30 %)**, other important subjects are health care, gymnastics, creative activities, natural sciences and achieving school leaving certificates. In the last decade they laid special emphasis on vocational training esp. IT.

The financial support is given by the municipality and the county ("Land"); about one third of the turnover is paid by the fees of the participants.

Language learners with special needs

Inclusive education for pupils with special educational needs

Children and young people with special educational needs can attend mainstream schools where English is compulsory statewide in secondary, provided that the required special educational assistance, practical support and the right physical environment are guaranteed. Special education teachers are deployed at *Sonderschulen* and at mainstream schools that meet special educational needs, e.g. by providing mobile assistance and advice and cooperative instruction with another teacher in inclusive classes. Apart from the external environment, this also requires qualified special education teachers, individualised forms of planning, carrying out and monitoring the teaching process and

¹¹ The Training of Teachers of a Foreign Language: Developments in Europe: National Report for Germany (August 2005) <http://www.lang.soton.ac.uk/ttfl/nationalreports/Estonia.doc>

coordinated cooperation between the teaching and specialist staff involved. Special educational support is provided during class lessons and, if necessary, alongside lessons.

Special educational support in the form of cooperative measures.

Many *Sonderschulen* and mainstream schools are in the process of developing close educational cooperation.

Separate special educational support

There are very few initiatives directed at SEN students and no evidence to suggest that special provision is made for language learners with special needs.

Range of languages

German is the official and predominantly spoken language in Germany.

Recognized native minority languages in Germany are [Danish](#), [Sorbian](#), [Romany](#) and [Frisian](#). They are officially protected by the [ECRML](#). Most used immigrant languages are [Turkish](#), [Polish](#), the [Balkan languages](#) and [Russian](#).

The German dialects are the traditional local varieties and are traced back to the different German tribes. Many of them are not easily understandable to someone who knows only standard German, since they often differ from standard German in [lexicon](#), [phonology](#) and [syntax](#).

67% of the German citizens claim to be able to communicate in at least one foreign language, 27% in at least two languages other than their own.

BETTER LANGUAGE TEACHING

Initial Teacher Training in foreign languages is the responsibility of universities. Teacher training consists of 4 to 5 years of academic training at a university followed by 2 years of student teaching. English is the most frequently offered language for ITT, with most service providers also offering French. Spanish and Italian are widely available and it is possible to train in Russian at a number of institutions. The Universities of Potsdam and Rostock offer ITT in Polish as a foreign language and the University of Leipzig has plans to introduce both Polish and Czech. The specific objectives of teacher training courses are drawn up by the individual Länder, but the KMK (Kultusministerkonferenz) sets out examination requirements nationally. Training students for teaching in a bilingual context appears to be a growth area. So-called European and International Schools have existed for many years, but recently the number of bilingual wings in ordinary secondary schools has increased significantly. In Nordrhein Westfalen alone there are 169 such schools.

In-Service training: the goals of IST or INSET have been laid down by most of the Länder in their Teacher Training or educational legislation. Directives regulate other details about organisations, which provide IST, and about applications, admissions and release from teaching duties for attendance of courses. The duty of teachers to undergo IST is expressly laid down in all Länder by law or ordinance, whilst it is the duty of employers (usually the Ministries of Education and Culture Affairs) to ensure that suitable training programmes are provided. IST -like initial training- is the responsibility of the Länder. In each of the Länder the Ministry of Education and Culture Affairs is responsible for IST for teachers as it is the highest school supervisory authority and a number of courses are also run by the consortia of local school boards. Schools also operate their own INSET. Universities have an increasing role in organising courses for teachers.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Germany always took advantage of European Community programmes to promote language learning. (Erasmus, Erasmus-Mundus, eTwinning lingua etc. and some attempts were made to integrate language learning and multicultural linguistics. North Rhine-Westphalia is leading the way with its bilingual schools (800 schools in Germany offer bilingual instruction, and more than 200 of them are located in North Rhine-Westphalia) and its Encounter program.

Additional comments

Germany is certainly not behind when it comes to promote multilingualism and language learning but some efforts could be made in the audiovisual world and medias. In Germany it is still normal that 99 % of all foreign movies are dubbed into German.

Country	Greece		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --

National language: Greek

Details of spoken languages

Language	Est. no. speakers (*)	% population speaking	Status of the language
Greek	10.000.000	99%	National
Albanian/Arvanite	About 50.000	2,0%	Not official
Aromanian/Vlach	About 200.000	3,3%	Not official
Bulgarian	About 30.000	--	Not official
Macedonian	About 120.000	1,2%	Not official
Turkish	About 120.000	1,2%	Not official
Romani	About 160.000	--	Not official

(*) Unofficial figures for minority languages

Charter principles implementation: overview

Indigenous minorities in Greece are relatively small and the country is largely ethnically homogeneous.

The national language is Greek and it is the only language admitted by law in Education, court and administration. However, i.e. the Turkish community has some primary school in Turkish, and it is formally admitted in court, as it is guaranteed by the Treaty of Lausanne. There is no use of traditional local names and/or names in minority languages; the possibility to write the Turks' names in the passports is formally available.

Greece have not ratified the Framework Convention for the Protection of National Minorities yet.

Implementation of the Action Plan: Overview

Pre – primary and primary education

Age Limits: Teaching of English now starts at 8 years rather than 9 years. Trials of even earlier teaching (6 and 7 years of age) are taking place. Range of Languages: From 2005 the "Pilot program of introduction of a second foreign language in Primary Education" applied. As of 2006/2007, 3,650 schools are teaching a second foreign language in the last two years of primary education. New curricula for the teaching of foreign languages have been made. New books follow the logic of the Cross Thematic Framework of Educational Programmes.

Secondary education

From the school year 2005-2006, Italian was introduced in a pilot form as a second foreign language parallel to French and German in 4 high schools. Extended in 2006/2007. In 2006/2007, Spanish and Turkish teaching was introduced in some high schools. Reform of curriculum in 2001 has unified it and the principles of the Common European Framework have been adopted. Complies with the Cross Thematic Framework. Implementation of the revised curriculum started in 2003.

Higher education

Educational institutions of higher education are autonomous. Many students participate in ERASMUS schemes and Intensive Language Courses (EILCs) in Modern Greek organised for foreign students by a number of Universities. The dominant foreign language is English. The University of Athens (Philosophical Faculty) runs the "Didaskaleio", a special school providing courses in 32 foreign languages. Since 2004, the number of languages and specialised courses offered has increased. From 2000, special lessons of the Dutch language (teaching languages are German and English) are run at the Faculty of German Philology in the Aristotle University of Thessaloniki, in cooperation with and support of the Dutch government.

A number of actions have been taken by universities to promote Greek. These are often multicultural and international in scope. International Hellenic University: According to the Law 3391/2005 the International University of Greece will operate in Thessaloniki and will constitute an independent and

fully self-governed higher education institute bearing the name "International Hellenic University". The institute is a legal entity of public law supervised by the State. Its mission is to provide higher education to foreigners interested in studying in Greece.

Since 1998-1999, the Foreign Language Departments in the University of Athens and the Department of Italian Language and Literature in the Aristotle University in Thessalonica have run a common post-graduate programme in the Translation and Translation related Studies. It is co-funded by the European Union and the Ministry of Education and Religious Affairs, according to the articles 10-12 of Law 2083/92 and it is supported on an administrative level by the Department of French Language and Literature. The University of Athens is a member of the University Union for Francophonie (AUF).

Adult language learning

Concrete learning programmes of languages. According to the relative law (L. 3369/05), the study and the successful completion of the education programmes of more than 75 hours leads to the acquisition of the Lifelong Training Certificate. Successful completion of the programmes of smaller duration leads to the acquisition of the Further Education Certificate. There are 56 Centres of Adults Education. The central aim of these programs is the promotion and improvement of communication in the mother tongue, as well as in French, English or German.

"Teaching Greek as a second language for employed immigrants", concerns the promotion of the basic knowledge of the Greek language, the history and the institutions of the country.

2006-07, a specialised course for Roma families along the same lines is being put into practice. 4,500 places will be available.

The Institute of Training is charged with the training of newly appointed civil servants and those already in service through specially designed short-term programmes.

Language learners with special needs

Language learners with SEN are Included in mainstream teaching. They may be excluded by the written testing procedures (this exception concerns all lessons at all levels). Assistance may be provided by a specialist to facilitate the assessment process.

The Law 2817/2000 for special education clarifies the methods and flexible approach of all lessons of the national curriculum including foreign language teaching.

Range of languages

Introduction of new foreign languages in the primary and compulsory secondary education (Italian and Spanish - See 1.1 and 1.2) Special attention has to be paid in the introduction of Turkish language, as a minority language, in certain schools of Thrace. (See 1.3 and 1.4.)

BETTER LANGUAGE TEACHING

New cross-curriculum programme for foreign language teaching. (Primary school example given). In 2004 new textbooks and materials were developed for the courses "Applied Linguistics" and "ELT methods and practices". A 'Teaching Portfolio' was introduced. Two programmes were set up: 'Practice Teaching of Students' and 'Mentor Education/Training' run within the Teaching Practice course offered to final year students of the Faculty of English Studies. The effectiveness and impact of those programmes is being monitored with questionnaires currently being analysed. The 'Mentor education/training' programme will continue on a pilot basis during the academic year 2006-07.

At present, there is no shortage of language teachers at primary and secondary education. Extensive checks and regulations are in place and outlined for teachers of other European countries wishing to teach in Greece. 50 Greek foreign language teachers were on secondment to teach in other European countries 2005-06. Many also took part in SOCRATES, COMENIUS:

The ELP has been implemented. Various actions taken 2004-06 and events organised to promote and clarify the European Portfolio system. The 'State Certificate of Language Proficiency' begun in 2002 and is deemed to provide a worthy examination system for the certification of foreign language proficiency. Known as the KPG. Language levels of KPG are equivalent to Council of Europe standards ('independent user' is B2 level, 'advanced user' C1, and as of 2007, the 'intermediate user' level is created at B1 equivalent). Long term aim is to approach the European standard more closely with 6 levels of language proficiency. The certificate is defined on the basis of the Common European Framework of Reference for Languages and it is a member of the International Certificate Conference (ICC). Assessments are shown to be reliable and effective. Details of procedures given.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Registration to schools is flexible and tolerant to circumstances. There are 26 intercultural elementary and high schools. Education of Immigrants and coming-home Greeks programme: 130,000 immigrant students. The “Centre for Intercultural Education” of the University of Athens implemented the project with a network of 820 scientists.

Education of Muslims: In Thrace there is a special quota of 0.5 percent for the entrance of Muslim students to higher Education and by Law 3404/2005 there is a delegated number of posts for entrance in Technical Institutions for Muslim graduates of Vocational Schools.

Education of Greek Roma Students: Initiation of a ‘card of itinerant students’, which helps the Roma students register in whichever region they move. (632 cards in 2004).

Foreign schools operating in Greece: Granted authorisation of operation of foreign private schools that function under the direct monitoring and responsibility of their Embassies. A school of “European Education” was founded in Heraklion, Crete. Provides education to students from the European Organization for the Security of Information (ENISA).

Various projects have applied for the Languages Label including those researching into CLIL, French creative writing courses, European Union and the Constitution: “The Spring of Europe”, Teaching Modern Greek as a foreign language with the use of New Technologies, Tele-education Programmes and introductions to ‘Blackboard’.

Country	Hungary		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 26/04/1995	Entered into force on 01/03/1998

National language: Hungarian

Details of spoken languages

Language	Est. no. speakers (*)	% population speaking	Status of language
Hungarian	9.500.000	95%	National language
German	400.000-600.000	1,2%	Official, territorial language
Slovak	100.000-110.000	0,4%	Official, territorial language
Croatian	80.000-90.000	0,2%	Official, territorial language
Romanian	20.000-25.000	0,1%	Official, territorial language
Serbian	5.000-10.000	0,1%	Official, territorial language
Slovenian	5.000	--	Official, territorial language
Bulgarian	3.000-3.500	--	Official, non-territorial language
Greek	4.000-4.500	--	Official, non-territorial language
Polish	10.000	--	Official, non-territorial language
Armenian	200.000-220.000	--	Official, non-territorial language
Roma (Romany and Beash)	N/A	About 2,0%	Official, non-territorial language
Ruthenian	5.000-6.000	--	Official, non-territorial language
Ukrainian	2.000-5.000	--	Official, non-territorial language

(*) *Census 2001*

Charter principles implementation: overview

The minorities in Hungary are either bilingual or multilingual due to various socio-cultural reasons. Often bilingualism is essentially a trilingualism, composed of the home dialect (the language of the family relationships and the ethnic origin), the standard variety of the minority language (the language of education, media and some cultural activities) and the standard Hungarian language (partly the language of the school, but mainly the prevailing language of the social environment).

The Constitution of the Hungarian Republic, the Act on National and Ethnic Minorities as well as the Act on Education guarantee the right for national and ethnic minorities to learn their languages and/or to learn in their language at school.

A short analysis on the figures coming from the periodical report is here below given:

Education. Implemented for minority languages that have regional cohesion (Romanian and Slovenian), and for large speakers communities (Croatian, German, Serbian, Slovakian). Ongoing the process to offer education on demand to less-spoken languages.

Judicial authorities Fully implemented for all languages (translation in charge of the public authorities)

Administrative authorities. Formally implemented by law. Written communication is still unusual for minority languages in administrative issues, even if possible.

Media. Implemented since decades, particularly for larger groups of speakers.

Cultural Activities. Implemented for Romanian, Slovenian, German, Serbian, Slovakian. Support schemes available for all languages. Good data for less used languages for speakers living near to the Capital, less documented for other areas of the country.

Social and economic life. The law ensure equal treatment for minorities in employment and other aspects of social and economic life. Freedom of speaking the favourite language in social and economic life.

On 1995 Hungary has ratified the European Framework Convention of National Minorities.

Implementation of the Action Plan: Overview

Pre – primary and primary education

- It is compulsory for pupils to begin learning a foreign language by the age of 10. Schools are free to choose which foreign language to adopt according to local need.
- The most preferable language is English, followed by French and German.
- World Language Programme launched by Ministry of Education and Culture in 2003:
 - Recommendations for teaching primary language learners.
 - DVD of good practice for teaching primary language learners issued to all primary schools in 2005.
 - 2004 primary teachers and heads were involved in a conference to discuss teaching of language to primary pupils.
- National Development Plan intends to improve efficiency of foreign language teaching and develop foreign language syllabuses. This is assisted by a coherent teacher training plan.

Secondary education

2003 World Language Plan:

- Amended Public Education Act allowed introduction of a year of intensive language learning (YILL) for 9th grade (optional for schools). This programme means that foreign language tuition is allocated 40% of curriculum time and these students take an advanced level foreign language exam in their final year. In 2006 436 schools started YILL (from 407 in 2004). 22.5% will start two foreign languages.
- New school leaving exam – one of the four compulsory exam subjects must be a foreign language and students may opt to take a fifth subject as a foreign language.
- World Language Programme package offers funding for sub-programmes regarding resource centres, lesser taught languages, supplementary programmes and help the disadvantaged.
- 2004 conference and 2006 workshops on computer assisted language learning. The Ministry bought access to Oxford Reference Online for all schools on YILL programme.
- World language competition to enhance popularity of modern languages.
- The Ministry also launched an English language competition to encourage communication skills.

Hungarian Tempus Foundation allocates a minimum of 25% of Comenius funding to Comenius 1 language projects.

Higher education

- 2005 Amended Higher Education Act states that passing the required language exam is a prerequisite to obtaining a diploma.
- Range of scholarship programmes available for students who wish to study abroad and credits from these programmes are accepted.
- World Language Programme package supports curriculum development and pilot projects for subjects taught in a foreign language.

Adult language learning

- Since 2004, government resolution for elaborating attainable adult language programmes. TV/films and learning packages are broadcasted.
- ESA grants have made language courses available for adults.
- In 2003, a tax reduction for those who participate in language courses were introduced (up to €200 can be deducted from personal income tax).
- National Development Plan for Hungary is developing Parent Schools programme whereby adults can find affordable language tuition at their children's schools.
- World Language Programme Package has enabled over 2000 adults to benefit from supported language courses and take an exam since 2003.

Language learners with special needs

- A sub-programme of the World Language programme is dedicated to supporting school programmes helping pupils with SEN.
- There is some support for these projects, with 5 supported in 2005 and 1 in 2006.

Range of languages

- There is no restriction on range of languages. It is up to individual schools to choose.
- Sub-programme within the World-Language Programme supports introduction of lesser taught languages. Russian, French, Italian, Croatian, Spanish, Finnish, Portuguese, Chinese languages were introduced in 58 classes between 2003-2005.

BETTER LANGUAGE TEACHING

- In 2006, multilingual comprehension was set as a national priority for the European Label.
- Every 7 years, teachers are required to complete a further 120 hours of training. Language teachers may do this abroad. Training projects based on ECML can be included.
- Most of the sub-programmes of the World Language Programme Package contains in-service teacher training for language teachers.
- In the mobility strategy of the Ministry of Education, a 'Mobility Centre' is planned to address legal issues, establish a monitoring system and further research mobility.
- Teachers wishing to work in Hungary need a visa, a work permit (if applicable) and have their degree recognised.
- Ministry of Education proposed the 2004 World Language Programme to invite NQTs and trainee teachers to spend part of their teaching practice at a Hungarian vocational school. The 2005/6 program involved 24 teachers from Australia, Austria, Germany, Italy and Spain.
- Financing continuing training for teachers and teacher trainers can be funded entirely by ESA grants.
- In 2005, school leaving exams adopted the CEFR.
- The Accredited State Recognised Language Examination system is changing to reflect the levels as outlined by CEFR instead of using previous basic, intermediate, advanced levels.
- Since 2002 the ELP has been available for primary and secondary pupils and adults.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

- Minority education receives extra funding from state, an additional 40% per pupil in addition to the normal subsidy.
- There are five forms of minority education in Hungary: Mother tongue education (the language of instruction is the minority language except Hungarian language and literature); minority language as language of instruction (bilingual education where at least 50% of education is in Hungarian); minority language as subject (language teaching program, all subjects are taught in Hungarian); Roma minority education (Roma culture is taught in Hungarian). Supplementary minority education introduced for Greek, Bulgarian and Polish from 2004.
- From Sept 2004, it is possible to introduce a year of intensive language learning where 40% of education is in minority/foreign language.
- A school may organise their own complementary education for pupils who cannot attend a minority school. This may take the form of afternoon classes in a pupil's language and culture. Language Parade is organised every year to encourage language learning.
- The Fair for Language Learning Opportunities includes presentations, lectures, conferences and demonstrations.
- The European Day of Languages is an annual event promoting language learning opportunities.
- Participation in Socrates/Lingua programs and the European Label is encouraged.

Country	Ireland		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National language: Irish and English

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of language
English	3.600.000	99%	Official language
Irish	100.000	See below	Official/national language
Ulster Scots	No figures	--	Not official language

Charter principles implementation: overview

The situation of Ireland is quite particular: the minority language Irish is in fact the national language. The status of Ulster Scots, spoken only in some parts of County Donegal, as recognized language as opposed to the dialects of Scots is still debated, so it could not be listed as minority language. In any case, it is promoted by the Ulster-Scots agency, a cross-border body.

The 1996 census indicates that 1.43 million people or 43,5% of the population have the ability to speak Irish. Of that number 353 thousand people speak Irish every day; only about 100 thousand are mother tongue speakers. The Irish-speaking heartland areas (the Gaeltacht) are widely dispersed along the Western seaboard and are not densely populated. They contain about 82.700 people, of them 76,3% are Irish speakers. The Constitution of Ireland (1937) specifies that Irish, as the national language, is the first official language, and that English is also an official language. A separate government department is responsible for the Irish language. Two state boards function under its aegis, one for developing Irish-speaking districts and one for promoting Irish language throughout the country. Currently there is no official language act, although provision for Irish is made in several pieces of legislation.

On 1999 Ireland has ratified the European Framework Convention of National Minorities.

In 2007, Irish became the 21st official language of the European Union.

Implementation of the Action Plan: Overview

Pre – primary and primary education

In Irish primary schools, students learn English and Irish. Whilst there are opportunities to learn other modern languages, there is no formal language policy and many initiatives are the result of individuals or organisations acting independently. Despite the 2006 report 'Language Policy and Language Planning in Ireland' suggesting the need for such a policy, foreign languages are still not a compulsory part of primary education.

Secondary education

English and Irish are compulsory subjects up until leaving certificate age. This significantly impacts on the status of foreign languages due to strains on curriculum time. There is an increasing drop in language studies at second level, 94% of students sat a foreign language at Junior Certificate level in 2001, 81.5% in 2007. There is much evidence to suggest that the unpopularity of studying Irish and a foreign language at the same time leads to a negative attitude towards languages due to difficulties of studying a Celtic language and a romance language. A language awareness module may increase interest.

Higher education

Due to the lack of status of languages at primary and secondary levels, there is a poor take up of languages at university level. Most students prioritise scientific and mathematical subjects. Standards at universities of language degrees do not contribute to high levels of proficiency in graduates. Many foreign language learners at degree level are reluctant to spend time abroad.

Adult language learning
 Open learning centre in one of the libraries in Dublin enables adult learners to learn languages on their own through ICT. Colaiste na nGael set up Irish language courses in the UK. Language centre in NUI Maynooth received the Label award for developing strategies to increase access to learning for independent non-traditional learners.

Language learners with special needs
 Very little is being done to accommodate language learners with special needs. Priority is given to English and as the Irish curriculum as a whole does not support modern languages, in most schools there is little or no foreign language provision for SEN students.

Range of languages
 2000-6 Post-Primary Languages Initiative aims to diversify range of languages taught in secondary schools:

- Promote the teaching of Italian and Spanish (not widely available).
- Introduce Russian (15 schools participating in pilot project).
- Introduce Japanese (60 schools have participated).

There are now syllabi in seven different languages: French, Spanish, German, Italian, Arabic, Japanese and Russian.

BETTER LANGUAGE TEACHING

- The Department of Education and Science allocates English teachers to aid primary schools where children's native language is not English.
- The NCCA's guidelines *Intercultural Education in the Primary School* highlight the importance of multilingualism.
- 2005 – The Department of Education and Science set up a scheme for funding Teacher Professional Networks, which can be utilised by language teachers.
- In-service training for language teachers has been provided at both primary and secondary level.
- At least one college of education for primary teachers has introduced a module in language learning methodology
- In 2006, The Teaching Council was established, which will be able to address language teaching issues.
- No shortage of language teachers in secondary education apart from in Japanese and Russian.
- In primary education there is a lack of teachers with the necessary language skills to teach a foreign language. Ireland has attempted to address this through a visiting teacher scheme.
- There are no legal obstacles to the mobility of teachers from other Member States.
- Most second-level teachers in Ireland teach two or more subjects, so specialist language teachers are less deployable.
- Schools are reluctant to allow their teachers on exchanges as it impacts on their students' exam success at home.
- CLIL is not practiced in Ireland and this is not a priority.
- English teachers have been using testing materials based on CEFR, mediated through training seminars.
- The Language Centre in NUI Maynooth was awarded the European Language Label in 2006 for a certification system based on CEFR of Irish for adult learners.
- A version of the LP for young learners has been validated by the Council of Europe.
- The NCCA has started to use CEFR in devising new syllabuses.
- A NCCA and Department for Education and Science four-year Portfolio pilot project is planned to help familiarise teachers with CEFR.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

- Increase in number of languages due to influx of foreign nationals.
- Census forms are now available in Arabic, French, Russian, Polish, Czech, Latvian, Portuguese, Spanish, Chinese, Lithuanian and Romanian.
- The website for the Department of Education and Science also has documents in other languages.
- Local radio stations broadcast in languages of migrants.
- There is a weekly Polish supplement in one of the national newspapers.
- Increase in number of languages due to influx of foreign nationals.
- Census forms are now available in Arabic, French, Russian, Polish, Czech, Latvian, Portuguese, Spanish, Chinese, Lithuanian and Romanian.
- The website for the Department of Education and Science also has documents in other languages.
- Local radio stations broadcast in languages of migrants.
- There is a weekly Polish supplement in one of the national newspapers.

Country	Italy		
Charter signature and ratification	Signed on 27/06/2000	Ratified on --	Entered into force on --
Action Plan			

National language: Italian

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Italian	56.000.000		Almost 100%	National language
French	90.000		0,2%	Official/national in Region Aosta Valley
German	280.000 300.000	–	0,5%	Official/national status in the Province of Bolzano-Bozen
Sardinian	1.000.000		1,8%	Official
Friulian	550.000		1,0%	Official
Occitan	80.000		1,15%	Official
Romany	80.000		1,15%	Not official
Albanian	100.000 300.000	–	0,5%	Official
Franco-Provencal	N/A (French)		--	Official
Slovenian	50.000		0,08%	Official
Ladin	30.000 – 35.000		0,06%	Official
Griko	10.000 – 13.000		0,02%	Official
Catalan (Alguerese)	15.000 – 20.000		0,04%	Official
Croatian (Molise Slavic dialect)	20.000		0,04%	Official

Unofficial figures

Charter principles implementation: overview

The national language of Italy is Italian, as declared in the Constitution. However, the Constitution establishes also the protection of minority languages (Article 6): by law 482/1999, the Parliament recognized as official languages 12 minority languages (Friulan, Ladin, German, Slovenian, Occitan, French, Franco-Provencal, Albanian, Greek, Sardinian, Catalan, Croatian). The law established a *National Fund for the Safeguard of Linguistic Minorities* at the Prime Minister's Office, providing for the teaching of the above mentioned minority languages and cultural traditions, and for their use in official acts at the national, regional and local level. Furthermore, the law requires the public broadcasting service to safeguard historic minority languages via "Public Service Contracts", under the supervision of the *Authority for Guarantees in Communication*. According to *Article 11* of such contracts – which has been renewed for three more years in January 2007 – RAI is committed to radio and TV broadcasting in German, Ladin, French and Slovenian, in the respective reference areas. In the Autonomous Province of Bolzano-Bozen, the Italian and German language are both national languages, and in Valle d'Aosta region French and Italian have the same official status as well. Other minority languages have some protection at regional or local level. The only exception is represented by the Roma community, still significantly segregated, although 70 000 out of the 160 000 Roma and Sinti living in Italy enjoy citizen status.

On 03-11-97 Italy has ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview**Pre – primary and primary education**

A foreign language is introduced in the first year of primary school and schools have the option of introducing a second foreign language. A general plan for the training of teachers is pending. A project offering specific language tools and training for primary education (“Divertinglese”), involving TV and web has been proposed.

Secondary education

In middle schools two languages are taught. In upper secondary education normally one language is offered. Some upper secondary schools offer two languages.

Higher education

In all university curricula at least one foreign language is compulsory. In more than 60% of the registered Universities courses in a foreign language are provided. Most of these courses belong to the scientific and economic areas.

Adult language learning

Education for adults is provided in CTP (Centres for permanent education). At the national level there are more than 3000 CTPs, run in schools in evening hours. English and Spanish are included in the curricula.

Language learners with special needs

Students with SEN are integrated into normal lessons.

Range of languages

The most widely spoken languages are English, Spanish and French. Some upper secondary schools offer Chinese, Russian and Arabic.

BETTER LANGUAGE TEACHING

The 2003 Reform Bill makes no provisions for a holistic approach to the teaching of language but Italian schools are sympathetic to the idea. Schools control 20% of their own curriculum. National projects like CROMO (Austrian-Italian-Slovenian) work with other countries to supplement training for the ELP. The POSEIDON project focuses on using blended e-learning to train teachers. However, the strongly-subject based curriculum at secondary level tends to militate against a holistic approach to the teaching of languages and there is a strong public demand for English which is the only compulsory foreign language in the primary school. There are no special provisions made at national level for in-service training of language teachers, unless connected with the recent Reform and the early start in primary education. An online training platform, PuntoEdu, is being developed which uses personalized learning platforms. The training initiative for teachers of English in the primary school is also supported by RAI Educational (edutainment) with an initiative called “Il Divertinglese Docenti”: a TV program schedule supported by a web site. The initiative is meant to support the development of communicative competences through the exposure of the trainees to authentic language in relevant situations.

Legal barriers to teacher mobility have not been removed and teacher shortages are dependent on the movement of individuals.

CLIL is extensively used in some schools and in some Regions (e.g. Lombardy) in pilot projects which also involve teacher training for the vehicular use of a foreign language in their classes. No provision is made at the moment in mainstream school education.

CEFR has not yet been implemented but the ELP has been developed and piloted in some regions.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

The recent Lombardy Language Education Policy Profile process (2005-06) has highlighted that greater attention should be given to preserving the linguistic capital of local dialects. A regional “Multicultural Bookshelf” project involving schools, libraries, adult education centres, local authorities and NGOs has made books and multimedia materials in a wide range of migrant languages and on a wide range of cultures available. Support in using these materials to stimulate the perception of the appeal of these languages is also available.

The General Directorate for International Relations also set up a national network of schools for language - friendly environments, which is piloting a model of “stages/phases” of language-friendly environments (2006), developed from preparatory work undertaken in 2003-04 with 16 schools during the launching phases of the Action Plan.

EDL is held every year and applications for projects for the European Label Award are steadily increasing.

Country	Latvia		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National language: Latvian

Details of minority languages

Language	Est. no. speakers (*)	% population speaking	Status of the language
Latvian	1.311.093	57%	National language
Lavonian	35	--	Official language
Russian	664.743	29%	Not official
Belarusian	18.265	0,8%	Not official
Lithuanian	13.187	0,6%	Not official
Polish	11.529	0,5%	Not official
Romani	5637	0,25%	Not official
Jewish	825	0,03%	Not official
German	541	0,03%	Not official

(*) 2000 Census

Charter principles implementation: overview

According to Article 4 of the Latvian Constitution “the Latvian language is the official language in the Republic of Latvia”.

Almost the 73% of the population learn in Latvian: the Russian schools and some Polish schools still exist, but they are decreasing. The language of instruction in secondary schools has had to be only Latvian according to the Education law (1998), that was modified in 2005: the 40% of curriculum could be taught in minority languages. The tertiary education has to be in Latvian since 1999. The only language admitted in court is Latvian; the same for administrative authorities. The Radio and Television Law (1995) prescribes that films aired in any channel should be dubbed in Latvian or to have original soundtrack and Latvian subtitles. In other radio and television channels (except cable television and radio and satellite television and radio) the broadcasting time for foreign languages is not permitted to exceed 30 % of the total broadcasting time in a month. Films are required to be dubbed or have Latvian subtitles and children's films are required to be dubbed in Latvian. TV programmes in foreign languages, except live broadcasts, retranslations, news and language teaching programmes are required to have Latvian subtitles.

For cultural activities, the Ministry of Special Assignments for Society Integration Affairs supports regularly the NGO's for ethnic minorities – in 2006, it granted LVL 144 600 (in 2003, it was LVL 39 372, and in 2005 - LVL 98 695). The Ministry of Culture regularly supports the Association of National Culture Societies of I. Kozakēviča, which unites more than 20 organisations of ethnic minorities, called national culture associations or unions. All minority groups and organisations are eligible to apply for grants to the State Cultural Capital Foundation and the Latvian Society Integration Foundation. For social and economic life, skills in Latvian are defined for various professions, which concern legitimate public interest: an examination assesses these levels. Labour market shows high demand for skills also in Russian. *The Law on the State Language* determines that information in posters, banners, signboards etc. have to be in Latvian. Where other languages are used, the text in state language must be given priority placement and cannot be smaller than the text in other languages.

Latvia ratified the Framework Convention for the Protection of National Minorities (FCPNM) on 2005.

Implementation of the Action Plan: overview
<p>Pre – primary and primary education</p> <p>English is compulsory from Year 3 (age 9) and a second foreign language is introduced in Year 6 (age 12), when pupils choose between German, Russian or French. German is the most popular choice. A Latvian ELP for young learners has been in development since May 2005 with positive outcomes for motivation in language learning and interaction between pupils and teachers.¹²</p>
<p>Secondary education</p> <p>Pupils continue to study L2 and L3 and in some cases a third foreign language may be offered. There are specialist language schools which offer a wider range of languages, including Nordic languages. Some of these specialist language schools also offer CILT-based teaching. The ELP is currently being developed but large-scale implementation will be determined by the validation of Latvian models. The CEF is being translated into Latvian but there are concerns over the differences between the current Latvian national standards and the CEF.¹³</p>
<p>Higher education</p> <p>There is much fragmentation within the higher education system and in degree programs themselves. Universities are not expected to produce a coherent language policy but all higher education programs in Latvia include the compulsory study of a foreign language. Students have the option to study abroad through the ERASMUS program and extra funding is available through private companies such as the Soros Foundation, but not all students can get funding and many cannot afford to study abroad.</p>
<p>Adult language learning</p> <p>There is high demand for language courses at adult level. They constitute around 7% of all programs for adults.¹⁴ In particular, adult language learners in Latvia see English as the key to their professional upward mobility. Other popular languages are German, Swedish and French, followed by Spanish and Dutch.</p> <p>However, evidence suggests that individual learners are unsure of their language needs and targets and rely on the courses and programs offered to direct their learning achievements. The popularity of focused professional programs such as ‘Teacher of Modern Languages’ and ‘Interpreter/Translator’ indicates that many people see languages as a means of drastic career change and development, rather than an addition to their working life.¹⁵</p> <p>An ELP for health professionals is being developed by a Leonardo project between Latvia, Finland, Italy, Spain and the UK.</p>
<p>Language learners with special needs</p> <p>Students with special needs are not normally included in mainstream education but attitudes are gradually changing towards a more integrative approach.¹⁶ Currently, however, there is no evidence to suggest that learners with special needs they are given any provision for language learning.</p>
<p>Range of languages</p> <p>The main languages offered in schools are English, Russian, German and French, although some schools offer Swedish, Finnish, Latin, Polish, Danish, Norwegian, Estonian Greek and Lithuanian. At adult level a range of languages are offered, although the larger European languages are most popular – English, French and German.</p>

¹² Dace Dumpe, National ELP Conference (November 2005)
http://www.ecml.at/mtp2/Elp_tt/pdf/C6EXMLatvia.pdf.

¹³ Vesma Ludriksone, Ministry of Education and Science, National ELP Conference.

¹⁴ Situation of Modern Language Learning and Teaching in Latvia (2002)
www.ecml.at/documents/members/LettonieNR.pdf.

¹⁵ Kramina, I., University of Latvia, Languages for Adult Learners – Key to Employability (September 2004)
<http://www.eaie.org/pdf/torino/workshopXXIV.pdf>.

¹⁶ Educational National Plan (2002-2005): Latvia (May 2002)
<http://portal.unesco.org/education/en/files/17863/10518856021Latvia.doc/Latvia.doc>.

BETTER LANGUAGE TEACHING

ITT is the responsibility of the Departments of Modern Languages and the Faculties of Pedagogy and Psychology. A period of study abroad is not compulsory for language teachers although trainee teachers have the opportunity to study abroad with ERASMUS programs. Many, however, cannot afford to do so. It is possible to train in Danish, English, Estonian, Finnish, French, German, Italian, Norwegian, Russian and Swedish, as well as Latvian as a second language. The most usual combination involves students opting for English as their first foreign language and German as their second. Trainee teachers are expected to complete a period of teaching practice as part of their training.

There is a severe shortage of foreign language teachers in Latvia. Teachers are paid less than other public sector workers. There is also a demand for specialists who can teach at least two or three languages; more ICT training is required, as is instruction for students in ways of developing teaching materials.¹⁷

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Basic education in Latvia is available in available in Latvian, Russian, Polish, Hebrew, Ukrainian, Byelorussia and Gypsy. Children of minorities can attend minority schools or classes. The National Standard of Basic Education states that, in order to facilitate the integration of minority children into Latvian society and to facilitate their continuing education in Latvia, special attention must be paid to teaching them Latvian. Students attending minority programs are required to take Latvian as a second language. Along with the basic program, children at minority schools also learn about their respective history and culture.

The media mainly broadcasts television and radio in Latvian and Russian although English television programs are available.

The European Day of Languages continues to be a successful event.

¹⁷ The Training of Teachers of a Foreign Language: Developments in Europe: National Report for Latvia (August 2005) <http://www.lang.soton.ac.uk/ttfl/>.

Country	Lithuania		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National language: Lithuanian

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Lithuanian	3,021,368		81,5 %	National language
Russian	304,800		8,2 %	Not official
Polish	256,600		6,9 %	Not official
Belorussian	54,500		1,5 %	Not official
Ukrainian	36,900		1,0 %	Not official
Jewish	5,200		0,1 %	Not official
Tatar	5,135		0,1 %	Not official
Latvian	4,229		0,1 %	Not official
Roma	2,718		0,1 %	Not official
German	2,060		--	Not official
Karaim	289		--	Not official

Figures 2002 (Mercator source)

Charter principles implementation: overview

According to the *State Language Law* (1995), Lithuanian is the official language of the country.

The *Lithuanian Language State Commission* is responsible for setting objectives regarding the use of the official language including approving standards. It functions under and is responsible to the Seimas (Parliament). Control over the use of the state language is under the *State Language Inspectorate*, which functions under the Ministry of Culture. The *Law on State Language Inspectorate* was passed in 2001.

The State Language Law (1995) gives national minorities the right to publish information and organize events in their native language alongside the official language (Lithuanian). The Lithuanian state television and radio programs also broadcast programs in languages other than Lithuanian and books and newspapers are available in the languages of the national minorities. The Law of Education (1991, amended in 2003) states that educational institutions must incorporate information on ethnic cultures into their curricula and that national minorities should have access to pre-and post-grade schools funded by the state, including lessons in their own language. According to the data of the Ministry of Education and Science, in the 2003 – 2004 academic year there were 1 816 schools of general education in Lithuania, among them 1 616 in Lithuanian language, 142 in Russian, Polish and Byelorussian educational languages and 59 mixed schools with classes of different educational languages.

On 23 March 2000 Lithuania ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview

Pre – primary and primary education

Early language learning starting at the age of 8 (in the second year of primary education) was introduced in 1995. It was organised not on voluntary basis and started with about 200 schools in Lithuania. The languages on offer were English, German and French. A survey carried out in 2005 showed that 68 % of second year primary school children started their first foreign language at the age of 8. In 2006 a decision was made to introduce compulsory early language learning. It will be done gradually and it is believed that in 2008 all schools will offer early language learning and all children at the age of 8 will be able to start their first foreign language.

Secondary education

Secondary education students learn two compulsory languages: first foreign language for 9 years and second foreign language for 5 years. At present the first compulsory foreign language is started at the age of 10 and continued until they finish upper secondary education. The second compulsory foreign language is started at the age of 12 and continued until students finish their basic education at the age of 16. The second foreign language is continued as a compulsory subject in upper secondary education by 60 percent of learners and only in the humanitarian profile.

Higher education

Each university is responsible for local language policies and there is no reliable data how languages are treated by the universities. The number of language courses are increasing, although curriculum time for non-language degrees is decreasing. More students participate in ERASMUS every year.

Adult language learning

There is a high level of demand for languages in adult courses. There are many centres offering language courses to adults and some funding is available from structural funds in regional centres. According to the Eurobarometer 2005, 90 percent of the population in Lithuania speak two or more languages. A great switch from Russian to English, German or French took place during the 16 years of independence.

Language learners with special needs

Deaf students learn one foreign language, whilst blind students learn two foreign languages. By consent of the school's council students with dyslexia, speech-and-language, physical difficulties and autistic students may choose not to learn a second foreign language.

Range of languages

The main aim of the state language policy is to preserve the heritage of the Lithuanian language. Materials for the teaching of Lithuanian as a second language are also being developed.

BETTER LANGUAGE TEACHING

There is a shortage of language teachers in Lithuania, especially English and German. However, the TNP 2 National Report on Curriculum Innovation in Lithuania (2001) states that the teaching profession is gaining in prestige.

Foreign language teachers are trained by universities or teacher training colleges. The study of a foreign language is mandatory in all disciplines at higher education level in Lithuania and students are also encouraged to learn a second language. The languages most frequently on offer for ITT are English, French, German and Russian, but it is also possible to train in Danish, Finnish, Polish and Swedish. Lithuanian as a second language is available for those wishing to teach in minority education. Those wishing to teach at upper secondary level need to be specialist teachers. For the lower secondary age range, a foreign language specialist module in ITT is usually sufficient. At present, the vast majority of teachers of French and Russian are specialists, but in English and German some schools have to employ teachers without the necessary qualifications because of staff shortages. CEFR is being translated into Lithuanian and the ELP is being developed.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

The official state language is Lithuanian. Linguistic minorities are recognised and have the right to minority education. This results in about 9% of the population being educated in Russian medium schools, 4% in Polish medium schools or mixed schools. Russian and Polish medium schools have a mandatory obligation to teach Lithuanian as a second language from Year 2.

Lithuanian educational institutions are very active in celebrating the European Day of Languages. In 2005 there were 193 events taking place in primary, secondary, vocational schools, adult education centres and on website <http://www.coe.int/EDL>. 20 projects have been awarded the Label and Lingua and Comenius projects are also very successful in promoting language awareness.

Country	Luxembourg		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 22/06/2005	Entered into force on 01/10/2005
Action Plan			

National language: Luxembourgish

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
Luxembourgish	320.000	77%	National language
French	27.000	6%	Official language
German	13.000	3%	Official language
Other	--	--	--

Charter principles implementation: overview

Luxembourg is a country located at the intersection of two cultures: the Latin culture, as it is embodied in the French-speaking world and the French language, and the German-speaking culture embodied in the German language. These two languages, French and German, are the languages of the French, Belgian (French and German-speaking) and German neighbors. All Luxembourgers learn them at school, starting in primary school, and use them alongside their mother tongue and national language, Luxembourgish (Lëtzebuergesch), which is a Moselle-Frankish dialect. It is fair to say that the Luxembourgers base their linguistic identity on these three languages. Here the specification in the periodical report: "The use of languages is governed not by the constitution, but by ordinary legislation. Under the Languages Law of 24 February 1984, —the national language of the Luxembourgers shall be Luxembourgian" (Article 1); — legislative instruments and their implementing regulations shall be drafted in French" (Article 2) and, —in contentious or noncontentious administrative matters and in judicial matters, French, German or Luxembourgian may be used" (Article 3). Luxembourgish, French and German are therefore used to differing degrees as working and drafting languages and for formal and informal communication."

Luxembourg thus has only one linguistic community, and this is multilingual. Trilingualism is enshrined in legislation and has the following overall characteristics as regards the use of the different languages. Even in primary education, language teaching provides for the compulsory learning of two languages, German and French, by all pupils, alongside the national language, Luxembourgish (learnt from compulsory pre-school onward). It should be added that the learning of a fourth compulsory language, English, is included in the curricula of secondary education and secondary technical education.

The situation of Luxembourg is peculiar: it has ratified the Charter, but the first periodical report (2007) stated that: "The definition of a regional or minority language under the article does not apply to French, German or Luxembourgish. Under the Languages Law of 24 February 1984, none of the country's three languages may be regarded as having a lesser status than the others, as the law makes it very clear that legislative instruments are drafted in French and that, in contentious or non-contentious administrative matters and in judicial matters, French, German or Luxembourgish may be used. The latter is also designated the national language and is not therefore a language —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".

Luxembourg has not ratified the Framework Convention for the Protection of National Minorities yet, declaring that "The Grand Duchy of Luxembourg understands by "national minority" in the meaning of the Framework Convention, a group of people settled for numerous generations on its territory, having the Luxembourg nationality and having kept distinctive characteristics in an ethnic and linguistic way. On the basis of this definition, the Grand Duchy of Luxembourg is induced to establish that there is no "national minority" on its territory."

ACTION PLAN Overview
Pre – primary and primary education
Luxembourg is a trilingual country and at school, pupils are taught in Luxembourgish, French and German. In principle, Luxembourg children are monolingual until they enter primary school, since pre-school is in Luxembourgish. The national language is considered as an accessory for literacy during the first three semesters of primary school; literacy is acquired through German. Oral teaching of French begins in the second semester of the second year of primary school.
Secondary education
Students continue to learn in all three languages and English as a first foreign language is introduced from the second or third year of secondary school.
Higher education
Student mobility is compulsory and each student is required to have a study period abroad, whose duration depends on the particular nature of each program. Networking is thus an essential characteristic of university life and curricula are designed on the ECTS system, the bachelor's degree varying between 180 and 240 credit points. In order to both promote linguistic diversity and echo the multilingual nature of the country the courses taught at the university will be bilingual, the choice being between French, German and English. ¹⁸
Adult language learning
The 'Service de la Formation des Adultes' (SFA) specialises in language courses for adults, thus responding to a strong need in a multicultural and multilingual country like Luxembourg which has a strong rate of immigration and transborder workers who need to acquire communicative competence in at least the three official languages of Luxembourg (Luxembourgish, French and German) for both social and professional integration and promotion. Language courses account for the highest proportion of adult courses, with 5,550 of the 11,946 registrations for courses organised or accredited by the SFA in 2002. In the past the motivation for learners to attend language courses were cultural interest as well as social integration. Over the last decade, this has however gradually evolved: the needs of most learners are now clearly to be identified in the areas of professional integration and promotion. For immigrants and trans-border workers communicative competence in French and German is a must, Luxembourg nationals expect better job qualifications through the learning of at least one more foreign language and through the improvement in their knowledge of English. ¹⁹
Language learners with special needs
Students with special needs are included in mainstream education which includes language provision, although there is no evidence of special language provision for SEN pupils. Teachers who teach to deaf students must complete five years of university in special education in Germany to be qualified.
Range of languages
Luxembourgish, French and German are taught fluently throughout school and English is also a main subject.
BETTER LANGUAGE TEACHING
Secondary level school teachers cannot obtain a university degree in Luxembourg. Apart from the first year offered by the University Centre of Luxembourg (Department of Letters and Human Science), no university course is available for students. Prospective secondary school teachers must therefore obtain their final university degree abroad. Future teachers of German, French or English must have completed at least three years of university education in a region or a country where the language spoken is German, French or English (this provision does not expressly concern teachers of Italian or Spanish). ²⁰

¹⁸ Implementation of the Bologna Objectives European Conference of Ministers of Higher Education (September 2003) <http://www.bologna-bergen2005.no/Docs/Luxembourg/LUXEMBOURG.PDF>

¹⁹ Alexis Werné, Implementing Lifelong Learning Strategies in Europe: Luxembourg http://ec.europa.eu/education/policies/2010/III_report/III_lux_en.pdf

²⁰ The Training of Teachers of a Foreign Language: Developments in Europe: *National Report for Luxembourg* (2005) <http://www.lang.soton.ac.uk/ttfl/>

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Since Luxembourg is a trilingual country, its citizens are comfortable switching fluently between languages and it is already a language friendly environment.

Even in primary education, language teaching provides for the compulsory learning of two languages, German and French, by all pupils, alongside the national language, Luxembourgish (learnt from compulsory pre-school onward. English is learnt as a fourth compulsory language in the curricula of secondary education. The principle underlying the language learning system is that of a multilingualism which reflects geographical links with France, Belgium and Germany, and links arising out of immigration which, historically, has largely been from Italy and Portugal. The principle of linguistic proximity is complemented by the learning of English, which is regarded as an international language, especially in the world of business. Eurostat surveys showed that 53% of the population can take part in a conversation in English.²¹

German, French and Belgian television stations can be picked up in Luxembourg as well as a few Dutch, Italian, English, Spanish and American channels. RTL Hei Elei (private TV station) broadcasts entirely in Letzeburgesh for about two hours a day and about four hours on Sundays. Television films are produced in Luxembourgian. Foreign films are not dubbed.²²

²¹ Mercator, <http://www.mercator-research.eu/minority-languages/eu-minorities/luxembourg>

²² Euromosaic study, http://ec.europa.eu/education/policies/lang/languages/langmin/euromosaic/lu1_en.html

Country	Malta		
Charter signature and ratification	Signed on 05/11/1992	Ratified on --	Entered into force on --
Action Plan			

National language: Maltese

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Maltese	326,703		81%	National language
English	21,636		5,4%	Official language
Italian	--		--	Not official language

Census 2005

Charter principles implementation: overview

The Constitution of the Republic of Malta recognizes Maltese as the national language, but identifies both Maltese and English as languages for official communication: in fact, although officially no minority languages are spoken on Malta, as many as 15,000 people on the island speak English as their mother tongue - on a total population of 406,342 (2004). Most Maltese people, however, speak Maltese as well as English. Officially, English is the second state language of Malta and is still often used by various authorities. According to a Council of Europe report, children who only speak English at home should be taught to use this language more correctly, in combination with learning Maltese. Maltese as well as English is used with children as early as kindergarten levels, with English especially being used in non-state kindergartens. In primary school, pupils are mainly instructed in Maltese in the early years, while English is increasingly used as the language of instruction in the later years of primary school. Children are exposed to English as well as Italian at an early age because of television (Malta is quite close to Italy: it lies some 90 kilometers south of Sicily). In secondary school, Maltese and English are still the most important languages. However, students can also choose one or two other foreign languages, which is mostly Italian - for geographical, historical and cultural reasons. Still, most people living on Malta have a good knowledge of French, Italian and German. The International School of English is part of the University of Malta, where the main instructive language is always English.

Malta signed (1995), ratified (1998) and brought into force (1998) the Framework Convention for the Protection of National Minorities.

ACTION PLAN IMPLEMENTATION Overview

Pre – primary and primary education

At Primary level, there is a strong will to implement a policy of bilingualism: with regards to the official languages, all schools must adopt the policy of using two languages (Maltese and English). The National Minimum Curriculum encourages teachers at this level to use English when teaching English, Mathematic, Science and Technology. In classrooms situations when teaching these subjects in English poses difficulties, code-switching can be used as a means of communication. These situations apart, the National Minimum Curriculum advocates consistency in the use of language during the teaching-learning process²³.

Secondary education

Secondary education is also taught in Maltese and English, although private schools prefer teaching in English. A third language is also studied at secondary level, with 51% of students choosing Italian and 38% choosing French²⁴. Other languages taught include German, Russian, Spanish and Arabic.

²³ The Training of Teachers of a Foreign Language: Developments in Europe: National Report for Malta (2005) <http://www.lang.soton.ac.uk/tfl/>.

²⁴ Malta: Languages in Education http://en.wikipedia.org/wiki/Malta#Languages_in_education.

Higher education
Higher education institutions offer degrees in English, Maltese, Italian, French, German and Arabic. The University of Malta's European Documentation and Research Centre (EDRC) was awarded the title of a European Centre of Excellence in 2004 and provides undergraduate and graduate degrees in European Studies and is an expert on European policy. There are opportunities for university students from many disciplines to participate in ERASMUS schemes and other international exchanges to Australia, Canada, Japan and the USA.
Adult language learning
The Department of Further Studies and Adult Education (DFSAE) organises day and evening courses for 16+ learners. It offers over a hundred different courses mostly in the evening, which are either free or heavily subsidised by the State. ²⁵ In 2002 handicrafts were the most popular adult course (20%), followed by ICT (17%), then arts and humanities (14%).
The main barriers keeping adults from participating in lifelong learning are likely to be lack of time and financial considerations. The entry requirements, particularly for the University of Malta's post-graduate courses, do not generally take account of work experience.
Part-time study options are also rather limited. Whereas full-time students enrolled at the UoM do not pay fees and receive a stipend, those taking up part-time courses are usually charged fees (even at the UoM). ²⁶
Language learners with special needs
Children with special educational needs are integrated into mainstream education.
Range of languages
Primary students are taught bilingually in English and Maltese. At secondary and higher level students have the option to study Italian, German, French, Spanish, Russian and Arabic.
BETTER LANGUAGE TEACHING
Initial Teacher Training involves a four-year BA in Education, followed by a one-year postgraduate certificate in education (PGCE) course. Trainee teachers are bilingual in Maltese and English, although no language-specific training is given. A period of teaching practice is compulsory for every year of the course. Trainee teachers who choose to specialise in primary education, must do a compulsory module in teaching English to young learners which starts with a consideration of the ways in which children learn and discusses the implications of research into children's learning for the ESL/EFL classroom. It is compulsory for teachers to attend in-service training every year, however a period of study abroad is not required. Language resource centres support the needs of teachers for the teaching of English, French, Italian, German and Arabic.
BUILDING A LANGUAGE FRIENDLY ENVIRONMENT
Although officially no minority languages are spoken on Malta, as many as 15,000 people on the island speak English as their mother tongue. Most Maltese people, however, speak Maltese as well as English. Officially, English is the second state language of Malta and is still often used by various authorities. According to a Council of Europe report, children who only speak English at home should be taught to use this language more correctly, in combination with learning Maltese. ²⁷
People in Malta are exposed to English as well as Italian at an early age because of television. In secondary school, Maltese and English are still the most important languages. However, students can also choose one or two other foreign languages, which is mostly Italian - for geographical, historical and cultural reasons.
Malta participates in the Language Label, although only three projects have been officially awarded between 2003-4. No projects since then.

²⁵ Structures of Education, Vocational Training and Adult Education Systems in Europe: Malta (2002/3) http://www.eurydice.org/ressources/eurydice/pdf/041DN/041_MT_EN.pdf.

²⁶ eLearning Country Report for Malta, <http://www.euser-eu.org/>.

²⁷ Minority Languages in Education on Cyprus and Malta, Mercator <http://www.mercator-research.eu/minority-languages/eu-minorities/minority-languages-in-education-on-cyprus-and-malta-1>.

Country	Netherlands		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 02/05/1996	Entered into force on 01/03/1998
Action Plan			

National language: Dutch

Details of minority languages

Language	Est. speakers	no.	% population speaking	Status of the languages
Dutch	13.332.000		81%	National language
Frisian	453.000		2,8%	Official, territorial language
Limburger	825.000		5,0%	Official, non territorial language
Lower Saxon	1.798.000		11,0%	Official, non territorial language
Romanes	N/A		--	Official, non territorial language
Yiddish	N/A		--	Official, non territorial language

Charter principles implementation: overview

On 1996 the Netherlands has ratified the European Charter for Regional or Minority Languages, to apply to the Frisian language (part III) and to the Lower-Saxon languages, as well as the Yiddish and Romanes languages; on 1997 the Limburgian language was added. The focus on the implementation of the Charter principles is in any case the official language, Frisian. Most of the undertakings have been fulfilled for this language.

The general language of instruction is standard Dutch. In the province of Friesland, Frisian has an official status in Education. Schools in Friesland teach both in Dutch and Frisian. Other languages, such as Lower-Saxon, may be used as the language of instruction at educational establishments in areas where they are spoken alongside standard Dutch.

On 2005 the Netherlands have ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview

Pre – primary and primary education

In primary education, all pupils receive English lessons in the top two classes (starting at about age 10). Schools are also free to start earlier on their own initiative. The number of schools doing so exhibits clear growth. Since 2006 schools can also offer German, French and Spanish. There are no special training programs for teachers of young language learners.

Secondary education

As of 2006 at least two foreign languages are required in the first half of secondary school (12-14yrs) Pupils preparing for higher education will study three foreign languages. English is the main foreign language studied. French and German are also available. In vocational training, English plays a leading role in the new skill structure, with German as the second language. French and Spanish follow far behind and are often optional languages. The choice of which second foreign language to take is often completely up to the pupil. This gives schools the opportunity to offer more foreign languages. Ten schools offer bilingual programs (Dutch and English).

Higher education

Universities are responsible for their own programme content. There are many foreign language degrees available and language centres provide a wide range of languages for non-degree students. In order to attract more foreign students, an increasing number of programmes are offered in English. Many students in higher education go abroad for part of their studies. The most common destinations are: United Kingdom (ca. 3000), Belgium (ca. 3000), Germany (ca. 2300), Spain (ca.1900) and the United States (ca. 1700). Figures are from 2006.

Adult language learning

There many private, often commercial, institutes that offer language courses. Adult education centres and community centres often offer language courses as well. Several schools for senior secondary professional education (MBO) have a language centre in which they offer language courses for regional businesses and the regional population, in the context of contract education. A survey of Dutch opinions about adult education showed that three-quarters of the Dutch population thought that CE was important for personal development. Language courses were considered third most important behind courses in hobbies and sports and in ICT skills.

Language learners with special needs

There are special primary and secondary schools for pupils who cannot attend mainstream education. There is no evidence that there is extra provision for SEN pupils to learn languages.

Range of languages

All pupils are required to take English until their school-leaving examination. Pupils can initially choose German and French for their second and third modern foreign languages, but these languages can be replaced by other languages for which an examination programme has been determined. Pupils preparing for senior secondary vocational education can take Arabic, Turkish and Spanish, while the choices for pupils preparing for higher education also include Italian and Russian. In Friesland, Frisian is in principle also required in the first years of secondary school. Frisian can also be selected as an examination subject in all types of education. Latin, Greek or Hebrew may also be studied and some schools may offer Chinese.

BETTER LANGUAGE TEACHING

At Grade two level, languages that can be studied at that level can be Arabic, English, French, German, Spanish, Frisian, and Turkish (part-time). In addition to that, students have to take courses in the literature and civilisation of their chosen language. Professional training comprises educational subjects, as well as teaching practice spread over the last two years of the four-year program. At Grade one level, when a university teacher-training course is tagged on to the MA program, the teaching practice is distributed over the whole final year. There is a shortage of teachers trained to teach at primary level.

In secondary education, the examination programmes and examinations used in all school types are linked to the CEFR. It is not possible to link the key objectives for primary education and the first years of secondary education directly to the CEFR since they apply to a very diverse student body. ELPs have been developed and validated for nearly all types of school.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Educational programmes are left up to individual schools to decide but education in the mother language (migrant language) or the country of origin was abolished in 2004. The Dutch Ministry of Education, Culture and Science supports the schools by organising a Day of Languages each year, highlighting a different theme each time. The European Label is also awarded each year, and a Language Teacher of the Year will be elected starting in 2006.

New lesson methods are being developed for Frisian in primary and secondary education, in part to replace outdated materials. Radio and television are also used. Starting in 2007, an interactive multimedia programme will be developed for secondary education to promote reading and writing skills. Cultural activities are also held in relation to the Frisian language.

Country	Poland		
Charter signature and ratification	Signed on 12/05/2003	Ratified on --	Entered into force on --
Action Plan			

National language: Polish

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
Polish	36.963.000 – 37.352.000	95,7 – 96,7 %	National language
German	400.000 – 450.000	1,0 – 1,2%	Not official language
Kashubian	300.000 – 350.000	0,8 – 1,3%	Not official language
Ukrainian	250.000 – 300.000	0,6 – 0,8%	Not official language
Belorussian	200.000 – 250.000	0,5 – 0,6%	Not official language
Roma	50.000 – 60.000	0,1%	Not official language
Lithuanian	15.000 - 20.000		Not official language
Slovakian	15.000 - 20.000		Not official language
Russian	13.000 – 15.000		Not official language
Armenian	8.000 – 15.000		Not official language
Yiddish	7.000 – 15.000		Not official language
Tatar	4.000 – 5.000		Not official language
Greek	4.000 – 5.000		Not official language
Czech	2.000		Not official language
Karaim	200		Not official language

Charter principles implementation: overview

The official national language is Polish. However, Article 35 of the Constitution between other things guarantees all Polish citizens belonging to national and ethnic minorities “liberty to maintain and develop their own language”. Secondary Acts regulate so far in the proper way the issue of teaching minority languages. The bill from the 7th September of 1991 about educational system obliges public schools “to afford possibilities for pupils to maintain their sense of national, ethnic, linguistic and religious identity” and especially to instruct language...whereas this instruction may take place in “separate groups, departments, schools”, “groups, departments, schools with facultative instruction in language, history and culture”, “in inter-school groups of instruction”. The national interest in protecting the Polish language was expressed through the adoption of *The Polish Language Act in 1999*.

In Education, Poland made agreements with the hinterlands of its national minorities. Some minorities in Poland can make use of learning materials from their home countries, where teachers can also be educated. Basically using foreign language in the court while testifying or during interrogation of witnesses is possible, as well as communication between the defendant and the court. The right to register name and surname according to the writing rules of one’s mother tongue is included in the project of the Bill on national and ethnic minorities. Suggestions concerning the issue of putting names of towns and streets in foreign language as well as inscriptions on public offices are tackled in the project of the Bill on national and ethnic minorities. For Culture, particular projects focused on sustaining minority traditions and languages are financially supported by the Ministry of Culture, for example the publication of periodicals.

Poland signed (1995), ratified (2000) and implemented (2001) the Framework Convention for National Minorities. Poland signed the European Charter for Regional and Minority Languages in 2003, but has not yet ratified it.

Action Plan implementation: overview

Pre – primary and primary education

Lowered the age of obligatory language education to ages 7 from 2008. A second foreign language will also be introduced by age 10. A school can introduce their own foreign language programs at any

stage providing it is approved by the Ministry of National Education. *Pre-primary education may also provide foreign language lessons as long as it has parental consent. European Language Portfolios for 7-9 age group have been produced and teachers have been provided with in-service training to use and implement them. National Agency for Socrates Program has introduced a wide range of activities to complement the Primeros Pasos scheme which targets teaching of French in primary schools. Free language courses are offered to teachers of grades I-III. A training course in teaching languages to young learners will be available to qualified teachers.

Secondary education

One foreign language is obligatory at lower secondary level (age 13-15) and two foreign languages are obligatory at upper secondary level (16-18).* The ELP has been produced for ages 10-15 and 16+. Teachers have been trained at national, regional and local level to implement it in schools. National in-service training schemes to increase no. of qualified teachers in Spanish (Hola, Europrof) and Italian (Formatore). Pupils must complete an exam in a foreign language.

Higher education

Universities are autonomous institutions but many have undertaken to form coherent language policies of their own accord. Language departments at universities are responsible for coordinating language programs and do so based on CEFR. The range of languages offered is normally very broad. The Erasmus program is used extensively. Polish National Agency aims at awarding bigger grants for overseas study but this diminishes the amount of awards that can be offered

Adult language learning

Language learners with special needs

One foreign language is compulsory at primary and lower secondary level in special schools, with the exception of some disabilities. Two foreign languages are compulsory at upper secondary level in special schools, with the exception of some disabilities. New Matura leaving exam (secondary level) recognises needs of students with dyslexia dysgraphia

Range of languages

New external exam system now recognises nine languages: English, Portuguese, German, Spanish, French, Russian, Italian, Swedish and Slovak. EU projects have been run to target less widely spoken languages, including language festivals, conferences and workshops.

BETTER LANGUAGE TEACHING

Foreign language teachers are trained by HE institutions with at the very least a BA in modern languages. In 2004 BA teacher training was changed to provide specialisation in two subjects. This is also possible with MAs. Foreign Language Colleges offer foreign language teacher training which allows students to college diploma certificate as well as a vocational BA. Most Foreign Language Colleges reflect the European Language Profile for Language Teacher Education. Network in-service teacher training are under development, specifically targeting English, French, German, Spanish, Italian and Russian. There is less of a shortage than before as teacher training colleges are producing successful graduates with the necessary skills and qualifications. A recent proposal of the Ministry is the increase of teacher salaries to encourage more graduates into the education sector. EU funds are used to provide free language classes for non-language teachers. Polish students take an external examination in a language at school leaving age, which is used as consideration for university acceptance. Polish versions of the ELP have been realised.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

6 January 2005 Act on national and ethnic minorities recognises national minority groups of Polish citizens as those of Belorussian, Czech, Lithuanian, German, Armenia, Russian, Slovak, Ukrainian and Jewish origin. Ethnic minority = Karaim, Lemko, Romany and Tatarian. At present the following languages are taught in Polish educational system: Belorussian, Lithuanian, German, Armenian, Slovak and Ukrainian (having the status of minority languages), Lemko (having the status of ethnic language) and Kaszubian – regional language. Pupils make take exams in these languages at the end of primary and secondary levels if offered by their school. There has been a decline in school-drop out rate of Romany people due to a government program. The European Day of Languages is a successful and annual event in the school calendar in promoting awareness of language learning. Participation in the European Language Label contest is increasing.

Country	Portugal		
Charter signature and ratification	Signed on --	Ratified on --	Entered into force on --
Action Plan			

National Language: Portuguese

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
Portuguese	10.000.000	Almost 100%	National language
Mirandes	About 10.000	--	Official language

Charter principles implementation: overview

Mirandese is spoken in a small area of northeastern Portugal, in Miranda do Douro municipality. The Portuguese Parliament granted it co-official recognition (along with Portuguese language) for local matters on 17 September 1998 with the law 7/99 of 29 January 1999. The total population of the area in 1991 was around 15.000. The Mirandese-speaking population – 10.000 – is concentrated in the small villages. The linguistic similarity to Portuguese contributes to its being regarded in the popular mind as a dialect of Portuguese.

The recognition of the language follows a growing awareness by educational and local government authorities of the need to provide Mirandese with means to survive as a spoken language in the near future. In fact, it has virtually no monolingual speakers and its use is either domestic or restricted to cultural and religious events. Nowadays Mirandese is taught at local schools (optional), an orthography has been established, dictionaries and grammars are under way.

Few other activities promote this language: a monthly chronicle in Mirandese, by researcher and writer Amadeu Ferreira, appears in the daily Portuguese national newspaper Público. The first volume of the The Adventures of Asterix, named Asterix, L Goulés (Asterix the Gaul), was published in a Mirandese translation in 2005, and sold all throughout Portugal.

ACTION PLAN IMPLEMENTATION Overview

Pre – primary and primary education

Since 2005-6, English has been a compulsory subject from 1st cycle (age 6-9). In the 2nd cycle (age 10-11), students study either English or French.

Secondary education

In the 3rd cycle (age 12-15), pupils continue studying their first foreign language (either English or French) and begin learning a second foreign language (French, Spanish, German or English). In secondary education (age 15+), students can choose a higher education-led course or a more vocational based curriculum. However, as a General Formation subject, a foreign language is compulsory for both general and technological courses. Pupils may choose to continue either their first or second foreign language at this stage. Pupils have the option to study another language as part of a one hour enrichment activity.

Higher education

Universities are autonomous organisations and have no obligation to provide a coherent language policy. However, higher education in Portugal is gradually moving away from a faculty-orientated curriculum, with little or no choice, to a more open, more student-orientated system, which is designed around student needs and goals. This has had a great impact on inter-disciplinary teaching, and in particular, languages courses. Whereas traditionally, the choice was mother tongue + 1 (normally Portuguese and English), now students have much greater choice and may study options such as Hispanic Studies, English and German/French, Comparative Literature (Portuguese and French).²⁸ Not all universities offer foreign language combinations. Many students participate in ERASMUS schemes and extra funding is available from universities.

²⁸ Carlos Ceia, New Trends for Language Courses in a Student-Oriented Curriculum - Restructuring Language Undergraduate Courses within the ECTS and the Principles of the Bologna Declaration (April 2005).

Adult language learning
In Portugal, learning languages at adult level are widely understood to benefit career mobility. There is a strong market for languages within the private sector, offered by private schools and benefited from by individuals working in business and finance. ²⁹ There are some language schools offering foreign language lessons, with English the most popular, as well as specialist Portuguese language for non-native speakers, eg. Portuguese for medicine or for ICT.
Language learners with special needs
Since the Declaration of Salamanca in 1994, Portugal implemented a more inclusive system to respond to the needs of SEN pupils. By 1999, approximately 75% of students with special needs were integrated into regular school and participate in normal lessons ³⁰ . However, provision for SEN pupils seems to be in the early stages and there is no evidence of good practice for language learners with SEN.
Range of languages
English is the most popular foreign language and is taught throughout school. Other languages readily available include the larger European languages; French, German and Spanish. A wider range of languages are available at university, including Italian, Dutch, Japanese, Russian and Turkish.
BETTER LANGUAGE TEACHING
Teachers of 3 rd cycle and lower secondary language education must be university trained, although it is not compulsory to spend a period of study abroad. There are opportunities to study abroad through language degree programs, mainly through ERASMUS. There is a lack of qualified teachers in languages and particularly in primary schools, where English has only been compulsory since 2005. Teaching standards of English primary schools have recently been called into question.
Bilingual teacher training for CLIL purposes is not available.
BUILDING A LANGUAGE FRIENDLY ENVIRONMENT
The European Day of Languages successfully takes place every year in Portugal. 14 projects have been awarded the European Language Label since 1999.
Many schools have developed partnerships with schools in Europe outside of EU programs. Portugal is part of the eTwinning network and hosted the eTwinning camp in May 2008, celebrating intercultural dialogue.
For the most part, foreign films are dubbed, but there are cinemas in the larger cities where they can be watched in their original language.

²⁹ Béatrice Perez Lages Ribas, *Políticas de educação de adultos e o ensino/aprendizagem das línguas estrangeiras* (2004) <http://hdl.handle.net/1822/938>.

³⁰ *Country Briefing: Special Education in Portugal* European Journal of Special Needs Education (Volume 14, Issue 1, March 1999).

Country	Romania		
Charter signature and ratification	Signed on 17/7/1995	Ratified on 29/01/2008	Entered into force on 01/05/2008

National language: Romanian

Details of minority languages

Language	Est. no. speakers (*)	% population speaking	Status of the language
Romanian	19.599.180	91%	National language
Albanian	N/A	N/A	Territorial language
Armenian	N/A	N/A	Territorial language
Bulgarian	N/A	N/A	Territorial language
Czech	N/A	N/A	Territorial language
German	45.129	0,20%	Territorial language
Greek	N/A	N/A	Territorial language
Hungarian	1.447.544	6,7%	Territorial language
Italian	N/A	N/A	Territorial language
Macedonian	N/A	N/A	Territorial language
Polish	N/A	N/A	Territorial language
Romani	241.617	1,1%	Territorial language
Serbian	20,377	--	Territorial language
Russian	29,890	--	Territorial language
Ruthenian	N/A	N/A	Territorial language
Serbian	N/A	N/A	Territorial language
Slovak	N/A	N/A	Territorial language
Tatar	21,482	--	Territorial language
Turkish	28,714	--	Territorial language
Ukranian	57,593	--	Territorial language
Yddish	N/A	N/A	Territorial language

(*) 2002 Census

Charter principles implementation: overview

The official language of Romania is Romanian. However, the languages of the 19 minority ethnic groups are variously protected. Protective principles can be found in the Local Public Administration Law no 215/2001, including the right to use a mother tongue within administrative procedures (Article 8), or the systematic translation of geographical names and indicators in all the spoken languages of a given area (Article 10 to 13). Formally, the minorities have access to Education, their language is admitted in the courts, and they can use freely mother tongue also in administrative issues. The Law no. 504/2002 grants the right to minorities to benefit from free broadcasting of programmes in the language of the community, if the minority exceeds 20% of the population in a given administrative unit. The government gives also support for book publishing in minority languages; and support for the publishing of cultural magazines in minority languages.

The Charter has entered into force on 2008 for many languages at different level of protection. On 1998 Romania has also ratified the European Framework Convention of National Minorities.

ACTION PLAN IMPLEMENTATION ANALYSIS

Pre – primary and primary education

Foreign language tuition begins in kindergarten, where pupils have an introduction to languages, typically English or German. In primary school pupils have 1-3 classes in a foreign language, usually English, French or German and is dependent on their main teacher's language skills. They have 4 classes in Romanian language. There is a stark contrast between rural and urban schools, the latter having more advanced facilities.

Secondary education

Throughout primary school, pupils receive 7 or 8 years of education in the first foreign language (usually English, French or German) and up to 4 years in the second foreign language (English, French, Spanish, Italian, Russian or Portuguese). The type of language provision offered in high school varies according to type of academic program chosen. In a Sciences-focussed program, students must

study Latin for one year and 2 modern languages (eg. English for 2-6 hours a week, French for 2 hours a week). In a Humanities-focussed program, students typically study 3 or 4 languages, including Latin or Ancient Greek. Students must take a modern language exam as part of their *Bacalaureat*. This can be in either English, French, German, Italian, Portuguese or Russian.

The development of an ELP for Romania is in the early stages.

Higher education

Foreign languages are compulsory for all long-term Romanian university students in the first two years of study, regardless of academic specialisation. Basic courses in English, French, German, Spanish, Russian, Italian and some other languages are offered in newly created language centres.

University Arts faculties typically have departments of English (or British and American/Canadian), Romance, Germanic and Slavic languages and Studies. Language departments offer academic training in language, literature and cultural studies.³¹

Many students participate in ERASMUS schemes. A system of transferable credits has been implemented to allow greater flexibility within degree programs and to facilitate periods of study abroad.

Adult language learning

Information on adult language learning in Romania is difficult to obtain. Romania is gradually raising the status of lifelong learning in the country but at present there is no coherent strategy. Language and ICT skills are seen as the most valuable assets and need for these is greatest to improve employment opportunities.

Language learners with special needs

The learning requirements of SEN students are still not widely understood or discussed in Romania. There are very few initiatives directed at SEN students and no evidence to suggest that special provision is made for language learners with special needs. A 2004 Language Label project, eLanceNET, recognised the needs of SEN pupils as part of their searchable database. However, a number of searches for SEN provision yielded no results.

Range of languages

In primary school, English, French and German are taught. In elementary school, a wide range of the larger European languages is available, including English, French, German, Spanish, Russian, Italian and Portuguese. These languages are also offered at high school and university level.

BETTER LANGUAGE TEACHING

Academic training in languages usually focuses on two languages which may be Romanian and one foreign language or two foreign languages.

Subject-specific methodology is a compulsory unit for trainee teachers, as is practical teaching experience.

A period of study abroad is not compulsory, though strongly recommended. Some funding is available through ERASMUS and EC collaboration projects.

CEFR was translated into Romanian in 2003 by the Institute for Educational Sciences. A Romanian version of the ELP was validated by the COE in 2004 and the scheme is being piloted in some schools. Training activities for managers and trainers are carried out by Modern Language Centres and the Foreign Cultural Institutes.

³¹ The Training of Teachers of a Foreign Language: Developments in Europe: *National Report for Romania* (August 2005) (<http://www.lang.soton.ac.uk/ttfl>).

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Romanian education legislation provides that parents can choose the language of education for their children (art 180 of the 1995 Education law). There are three possibilities: education in Romanian; education in the mother tongue with history and geography in Romanian; and education in Romanian with the mother tongue as an optional subject. However, this is not always implemented.

Romania joined the eTwinning network in October 2007 and many schools have registered as partners.

The European Day of Languages takes place in Romania and some, although few, Romanian projects are awarded the Language Label.

Country	Slovakia		
Charter signature and ratification	Signed on 20/02/2001	Ratified on 05/09/2001	Entered into force on 01/01/2002
Action Plan			

National language: Slovak

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Slovak	4.614.854		85,8%	National language
Bulgarian	1,179		0.02 %	Official, territorial language
Croatian	890		0.02 %	Official, territorial language
Czech	24,201		0.4 %	Official, territorial language
German	5,405		0.1 %	Official, territorial language
Hungarian	520.528		9.7 %	Official, territorial language
Polish	2,602		0.04 %	Official, territorial language
Romany	89,920		1.7 %	Official, territorial language
Ruthenian	24,201		0.4 %	Official, territorial language
Ukrainian	10,814		0.02 %	Official, territorial language

Data from the Initial Periodical Report of Slovakia, in the framework of the European Charter for Regional and Minority Languages (2003)

Charter principles implementation: overview

The rights of national minorities are guaranteed by the Constitution of the Slovak Republic, and citizens cannot be discriminated against for allegiance to any national minority or ethnic group.

According to the Slovakian Constitution, inhabitants of a national minority or ethnic group in the Slovak Republic have guarantees for their development, in particular the right, together with other members of the minority or group, to expand their culture, the right to broadcast and receive information in their native language, to unite in national associations, to establish and maintain educational and cultural institutions. The State Constitution guarantees the following rights to citizens belonging to national minorities or ethnic groups: the right to master the national language; the right to education in the language of the minority; the right to use the minority language in official relations; and the right to participate in the resolution of matters affecting national minorities and ethnic groups. These basic civil rights of citizens of national minorities or ethnic groups are further elaborated in two laws (*Act no. 184/1999 Coll. on the Use of the Language of National Minorities*; and *Act no. 191/1994 Coll. on Designation of Communities in the Language of National Minorities*).

Slovakia signed the report for the following minority languages: Bulgarian, Croatian, Czech, German, Polish, Ukrainian, Ruthenian, Hungarian and Romany. Mostly of the provisions undertaken by Slovakia are partially or not fulfilled for all the languages, according to the Slovakian report (2003).

On 1995 Slovakia has ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview

Pre – primary and primary education

Languages taught through KEGA projects, aimed at conforming to the EK Action Plan 2004/2006 since joining the European Union.

Secondary education

In 2004/2005, a new system of tests was introduced to teach English and German. The level is comparable to the common European reference point. Introduction of two foreign languages in every secondary school. Baccalaureate tests at levels A or B (i.e. B2 or B1 according to CECR). A project relative to Portfolio 16+ is in process. Within the ESF framework, new programs tied to CECR levels have been created. The National Institute for Professional Development has made foreign languages (at the level of ISCD 3) and IT priorities in specialist schools.

Higher education

Universities are independent. But offer exchanges given suitable ability in the respective language and employers look for language skills.

Adult language learning

Reliance on company funded, long distance, informal and courses tied to associations, as well as schools and universities.

Language learners with special needs**Range of languages**

The National Pedagogic Institute is elaborating a proposal of law to better foreign language teaching in Slovakia. This closely follows the EC's Action Plan 2004/2006.

BETTER LANGUAGE TEACHING

Teachers from member countries wanting to teach in Slovakia are required to provide appropriate qualifications, detailed in laws 41/1996, 477/2002 and 5/2005.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Examples of regional, institutional and governmental initiatives promoting foreign languages and cultural rapprochement. Involved are, amongst others, the Ministry of the Economy, the Institute of Tourism, the Slovakian Tourism Agency, the Cultural Centre of Bratislava, the University of Economics of Bratislava and the Ministry for Culture.

Country	Slovenia		
Charter signature and ratification	Signed on 03/07/1997	Ratified on 04/10/2000	Entered into force on 01/01/2001
Action Plan			

National language: Slovenian

Details of spoken languages

Language	Est. no. speakers (*)	% population speaking	Status of the language
Slovenian	1.723.434	87,7%	National language
Hungarian	7.713	0,5%	Official, territorial language
Italian	3.762	0,2%	Official, territorial language
Romany	3.834	0,1%	Official, by Constitution

(*) *Census 2002*

Charter principles implementation: overview

The ethnic structure of the population living in the Slovene territory has not changed significantly throughout different historical periods. The Italian ethnic community lives in relatively dense groups in the ethnically mixed territory of Slovene Istria. The region in which the Hungarian autochthonous ethnic community is settled covers a narrow belt along the Slovene-Hungarian border.

Education and schooling in ethnically mixed regions are constituent parts of the Slovene system of education and schooling. The two models of bilingual education and schooling established in the ethnically mixed regions in Prekmurje and Slovene Istria have been designed as the basis for the equality enjoyed by the Hungarian and Italian ethnic communities, and by their language and culture. In the region of Slovene Istria, schools have operated in Slovene and Italian since 1959; all children learn the second language used in their environment (either Italian or Slovene) from the pre-school level onwards. The model of bilingual education and schooling used in the region of Prekmurje was also introduced in 1959 and is classified as a two-tier model aimed at preserving both languages on an equal basis. One typical feature of this model is that bilingual classes are attended by pupils and students of both Slovene and Hungarian ethnic origin, or in other words classes are held in two mother tongues.

According to the 2004 report of the Committee of Experts, the Slovene legal framework offers "a high standard of protection" for Italian and Hungarian. Furthermore, Slovenia promotes and support also other minority languages (Croats, Serbs, Bosnian, Yugoslavian, Macedonian, Montenegrins, Albanians). The Roma minority has special rights defined by sector specific laws.

On 1998 Slovenia ratified the European Framework Convention of National Minorities for Italian and Hungarian.

Action Plan implementation: overview

Pre – primary and primary education

In the nine-year primaries, the first foreign language (most frequently English or German) is introduced at the age of nine. The second foreign language is available as an option from the age of 12 and can include the additional choices of Hungarian or Russian.

Secondary education

Upper secondary education takes place in general gimnazije schools or technical and vocational schools. It is compulsory to learn two foreign languages in gimnazije and possible to learn a third or even fourth language. Spanish may also be available at this stage. One foreign language is mandatory in the technical and vocational schools. The choice of languages offered to pupils can depend on local tradition, parental wishes and staffing.

Higher education

A wide range of languages are offered at universities in Slovenia, as well as the opportunity to take postgraduate degrees in Translation Studies.

Adult language learning

Adult education is provided by the Ljudska univerza (folk high schools, peoples' universities), educational centres and study centres, schools and higher education institutions, as well as companies, administrative bodies, organisations and associations. English, German, French, and Italian and most popular and Hungarian may also be offered.

Language learners with special needs

Most pupils with SEN are included in mainstream education with some additional support.

Range of languages

In primary schools, one foreign language is compulsory. English or German may be studied, with English chosen in 85 % of cases and a share of 15 % for German. Slovenia is trying to broaden the choice of languages taught as the first foreign language, including French, if not others too. In bilingual areas, Slovene, Italian and Hungarian are also taught as second languages.

BETTER LANGUAGE TEACHING

There is a shortage of foreign language teachers in Slovenia. The teacher-training component is part of an integrated programme, but the teaching practice element is largely added on at the end of study. Universities have responsibility for validation of academic courses. ITT is accredited in conjunction with the Council for Higher Education of the Republic of Slovenia. The state funds the tuition fees of full-time undergraduate students and the majority of postgraduate fees. Students are specialist language teachers who must possess a university language education to teach at both lower (i.e. 3rd stage basic) and upper secondary levels of education. All training is carried out through the medium of the target language.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Hungarian and Italian have the status of official languages in areas of the country where there are Hungarian and Italian national minorities. Minorities have the right to education in their own language. This takes the form of either bilingual or mother tongue education. European Day of Languages has been celebrated widely each year following the goals of the European year of languages, promoting multilingualism and linguistic diversity. The European Label has been awarded yearly to the best language projects and motivation has increased a great deal. Language Resource Centres has made better use of their existing resources and the European Language Portfolio has been widely promoted, implemented so that learning languages has become much more interesting for pupils and students using self-assessment grids and being aware of the importance of the portfolio within EUROPASS.

Country	Spain		
Charter signature and ratification	Signed on 05/11/1992	Ratified on 09/04/2001	Entered into force on 01/08/2001
Action Plan			

National language: Spanish

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
Spanish	29.000.000	74%	National language
Arabic	N/A	--	Official, territorial language
Aragonese	30.000	0,07%	Official, territorial language
Aranese	N/A	--	Official, territorial language
Asturian/Bable	N/A	--	Official, territorial language
Basque in the Basque Country	700,000	1,8%	Official, territorial language
Basque in Navarra	See above	--	Official, territorial language
Berber	N/A	--	Official, territorial language
Catalan in Aragon	6.000.000	15%	Official, territorial language
Catalan in the Balearic Islands	(Catalan)	--	Official, territorial language
Catalan in Catalonia	(Catalan)	--	Official, territorial language
Galician in Asturias	2.400.000 (Galician)	6%	Official, territorial language
Galician in Castilla y Leon	(Galician)	--	Official, territorial language
Galician in Galicia	(Galician)	--	Official, territorial language
Portuguese	N/A	--	Official, territorial language
Valencian	N/A	--	Official, territorial language

Charter principles implementation: overview

The language issue is an important one in Spain by virtue of the recognition both in the Constitution of 1978 (Article 3) and in the regional charters of 6 communities: Catalonia, the Basque Country, Galicia, the Balearics, Valencia and Navarre. In these regions, the local language and Castilian coexist as official languages and a system of bilingual education operates. This recognition is the cornerstone of Spanish cultural diversity. The language of the 1978 Constitution and the various regional charters has opened the door to a flood of regional legislation on language, including that of the Basque Country (10/1982 Act), Galicia (3/1983 Act), Valencia (1/1983 Act), Catalonia (1/1998 Act) and Navarre (18/1998 Act). However, this has not prevented the central government, in the exercise of its powers, from regulating how the co-official status of regional languages works in such practical spheres as education and schools, access to public services, local administration, the courts, the health authorities and road signs. Spain protects the minority languages under the Charter differently for co-official languages and other minority languages. According to the last periodical report (2007), the undertakings are not fully fulfilled yet (as regard to all the protected languages).

On 1995 Spain has ratified the European Framework Convention of National Minorities.

Action Plan implementation: overview

Pre – primary and primary education

The new Spanish Education Act recommends that a first foreign language is introduced in the first cycle of pre-primary education (3-6 years), and a second foreign language is introduced in the last cycle of primary education (10-12 years). More support is to be given for innovative bilingual projects. Currently most of these are in English but there are some in French, German and Portuguese with a CLIL-based approach.

Secondary education

A first foreign language is compulsory throughout secondary education of about three lessons per week. Pupils also have the option to study a second foreign language. Some regions have already made this second foreign language compulsory, yet in other regions it would present timetabling problems due to the regional language being taught as well. The Spanish education system does not restrict the learning of languages to any particular one, but the demand for English is so strong that more than 95% of pupils study it as first foreign language. As far as a second foreign language concerns, 41.8% of pupils in lower secondary education learn a second foreign language, and 29.0% pupils in upper secondary education (bachillerato). Most of them study French (38.4% in lower secondary) and 26.9% in upper secondary education.

Higher education

Universities are autonomous institutions and have their own language programmes. There are no coherent language policies but students are given the opportunity to continue their language learning through into higher education.

Adult language learning

The network of Spanish Official Schools of Languages spread all over the country allow adult students to learn up to twenty different languages. The teaching of foreign languages is organised in three levels: basic, intermediate and advanced. Their curriculum describes these levels in a way that the aims, contents and assessment criteria, correspond respectively with the levels A2, B1, and B2 of the CEF of Council of Europe.

Language learners with special needs

Pupils with special educational needs enrolled in mainstream schools are not excluded from language lessons as a general rule. Nevertheless curricular adaptation programmes are provided to those pupils that present some physical or mental characteristics that impede them to follow normal classes.

Range of languages

A range of languages can be offered at school and legislation does not impose the teaching of one in particular. English is in highest demand, as well as the demand for neighbouring languages in different regions, for example French or Portuguese. Hungarian, Czech and Polish are offered in some schools, whilst Arabic is popular in the South of Spain and Cantonese and Korean are being offered on a trial basis in some schools in Catalonia.

BETTER LANGUAGE TEACHING

The teacher training course is made up of theoretical and practical components. In addition to theoretical courses on general pedagogy, adolescent psychology, educational sociology and subject-specific didactics, students must prepare and teach classes, evaluate the teaching process and develop a written course outline for one subject.

The course involves (a minimum of) 40 hours of theory plus 30 hours of tutored practice under the responsibility of practising teachers selected by the coordinators of the program. A period abroad is not compulsory but strongly encouraged. The main destinations are in Europe and the USA. Spain is an active participant in many of the European multilateral language programs.

CLIL projects are constantly increasing both in primary and secondary schools in all the Autonomous Regions, most of these Regions face an inadequate training of non language teachers for participating in these projects. Therefore Regions are developing intensive training plans for these teachers.

The ELPs have been piloted and are being progressively implemented and CEFR is being adapted to the Spanish system.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Erasmus programs have a big role to play in the creation of language friendly environments in Spain and the number of students on exchanges is continually increasing.

Many Autonomous Regions are involved in different kind of projects that motivate to the learning of languages. Some Regions have set up town-twinning schemes with other Member States and as consequence many schools in those Regions are taking part in activities derived from these schemes.

The number of projects applying for the European Label award for innovative experiences in language teaching and learning has increased considerably. The European Day of Languages also takes place every year.

Country	Sweden		
Charter signature and ratification	Signed on 09/02/2000	Ratified on 09/02/2000	Entered into force on 01/06/2000

National language: Swedish

Details of spoken languages

Language	Est. speakers	no.	% population speaking	Status of the language
Swedish	8.200.000		93%	National language
Finnish	40.000		0,45%	Official, territorial language
Meänkieli (Tornedal Finnish)	16.000		0,18%	Official, territorial language
Romani Chib	40.000-50.000		0,5%	Official, non-territorial language
Sami	9.000		0,1%	Official, territorial language
Yiddish	3.000		0,03%	Official, non-territorial language

Charter principles implementation: overview

Sweden has no official language but Swedish is the national language and de facto official language of the country, dominating commercial and cultural life. The officially recognized cultural minority groups in Sweden are the indigenous Sami peoples, the Swedish Finns, the Tornedalers, the Roma and the Jews. The officially recognized languages are Sami (all forms), Finnish, Meänkieli (Tornedal Finnish), Romani Chib (all forms), and Yiddish. Historically and geographically, Sami, Finnish, and Meänkieli are based in the Nordic area, which means that more far-reaching measures are given in support of these languages and related activities. On the other hand, there are languages such as Yiddish and Romani which are part of a worldwide network which helps them to survive.

The Sami have a special status compared to the rest of the population. The Sami Parliament (*Sametinget*) has been allocated an earmarked state subsidy for cultural activities, research and social development projects. Nordic co-operation between the Sami themselves, but also between the respective governments on Sami issues, is of great importance.

According to the 2007 periodical report, the undertakings of Sweden are mostly fulfilled or partially fulfilled (formally fulfilled by law anyway).

On 2000 Sweden has ratified the European Framework Convention of National Minorities for Saami, Swedish Finns, Tornedalers, Roma and Jews.

Action Plan implementation: overview

Pre – primary and primary education

English is a compulsory subject in primary school. In 2003 the Government began encouraging pilot schemes where English is used as the language of instruction in compulsory (primary and lower secondary) school. Half of the total teaching time can be used for this purpose. There will be increased support for providing materials in languages other than Swedish.

Secondary education

In primary and lower secondary school all students study English as the first FL. Students also take an extended course in a second FL (level 2) and it is also possible to take a shorter and easier course in a third FL (beginner's level, level 1). Students who drop out of language education can take more Swedish and/or English instead. In order to encourage upper secondary school students to take advanced courses in languages other than English, the Government has decided that advanced courses in French, German and Spanish should be given extra credit when rating qualifications for admission to higher education.

Higher education

Sweden's higher education policy focuses on internationalisation and making Swedish universities attractive to international students, as well as making Swedish graduates attractive candidates on the international job market. These ideas were established in the 'New world – new university' bill (June 2005). The number of ERASMUS students is slowly increasing.

Adult language learning

Study groups and informal learning are very popular in Sweden. Liberal adult education is largely funded by grants from central government, regional government and local councils. There are a number of learning centres across the country offering language courses. Many language courses are web based.

Language learners with special needs

Learners with SEN are integrated into mainstream education as far as possible and will be taught English. The syllabi for English have been adapted for the special schools for students with impaired hearing and also for students with learning disabilities.

Range of languages

Apart from English, which is compulsory, the most common languages on offer in the Swedish school system are French, German and Spanish. However, Italian, Russian, Japanese, Chinese, Danish and Finnish are also taught in some schools. More than 100 minority languages are taught to first language speakers, but could also be taught as FL as the syllabi for modern languages can be applied to any language.

BETTER LANGUAGE TEACHING

A new system of teacher education was introduced in Sweden in 2001. The eight existing teacher training courses were replaced by a single degree in which students are able to specialise according to the level and subjects they intend to teach. As in the old system, the length of training depends on the level of teaching chosen. Courses for future teachers of pre-primary and compulsory school (primary and lower secondary) are shorter than those designed for secondary teacher trainees. The length of training varies between 3.5 and 4.5 years. Under the new organisational structure, a year and a half of training is common to all teacher trainees.

English is compulsory for all teachers and may be studied either as a "core subject" or programme specific subject. A period abroad is not compulsory requirement of teacher training on a national level, but is usually an obligatory component of upper-secondary foreign language teacher training.

There are courses at the teacher training institutions for CLIL. Subject teachers (ISCED II and III) in Sweden teach at least two subjects. This means that many language teachers are also qualified to teach art, history or geography, etc. This makes it easier to teach CLIL than in many other countries.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

Sweden supports the development and production of teaching materials in Sámi and the education of Roma pupils is currently being investigated. Luleå University of Technology has been given special commitments concerning teacher training. The university is to offer teacher training with a focus on Sami language, Meänkieli language and Finnish (minority languages in Sweden). The national language policy goals adopted specify that everyone has the right to language, including the right to develop and use their own mother tongue and national minority language.

Sweden has good links with neighbouring countries and there are many bilateral language projects formed in border towns. The Nordplus junior scheme aims to encourage understanding of Nordic languages and culture.

Adult Learners Week is valuable in encouraging adult learners to take up language courses, and the EDL is celebrated every year. The Label award is also awarded every year.

Country	United Kingdom		
Charter signature and ratification	Signed on 02/03/2000	Ratified on 27/03/2001	Entered into force on 01/07/2001
Action Plan			

National language: English

Details of spoken languages

Language	Est. no. speakers	% population speaking	Status of the language
English	57.000.000	96%	National language
Cornish	200	--	Official, territorial language
Irish	6.000	0,01%	Official, territorial language
Manx Gaelic	60.000 – 70.000 (Gaelic)	0,11%	Official, territorial language
Scots	1.500.000	2,5%	Official, territorial language
Scottish Gaelic	(Gaelic)	--	Official, territorial language
Ulster Scots	5.000-10.000	0,016%	Official, territorial language
Welsh	500.000 – 530.000	19%	Official, territorial language

59.100.000

Charter principles implementation: overview

English is the official language of the UK and is in common usage, though Wales is officially bi-lingual. The UK has signed the Council of Europe's Charter for Regional or Minority languages, and has accepted certain obligations in respect of designated languages in Scotland, Wales, Northern Ireland and the Isle of Man.

The Council of Europe issued its second report on the situation of minority languages in the United Kingdom on March 2007, which says more effort should be made in favor of Irish, Welsh and Scots/Ulster Scots/Scottish Gaelic. What seems to be recurrent for minority languages in the UK is a lack of codification needed for the use of the language in many aspects of public life, often a low prestige attached to the language, and finally a lack of over-arching language strategy and plan. To better understand the language issues, the Office for National Statistic is going to include a question on languages spoken in Population Census 2011: at present, in fact, there is no official source giving a detailed breakdown of the ranking of community languages spoken in the UK.

On 1998 the United Kingdom has ratified the European Framework Convention of National Minorities

Action Plan implementation: overview

Pre – primary and primary education

National language strategy aims to allow all pupils in Key Stage 3 the opportunity to study foreign languages by 2010. 56% of primary schools are either delivering or planning to deliver on this statutory entitlement. National Centre for Languages (CILT) has trained a group of trainers to provide training to teachers on aspects of primary language learning. Between 2005-8 the Government will have invested £60 millions in primary language learning programs including training. Has launched 'Languages Ladder' national recognition scheme, recognising achievement in language skills at all levels. Has invested in training of new primary teachers with a language specialism. Has published a Key Stage 2 Framework for Languages.

Secondary education

Language learning is a compulsory element of Key Stage 3 curriculum and schools must offer one or more of the official working EU languages. Schools may offer other languages once this requirement has been met. At Key Stage 4 foreign languages are no longer compulsory yet schools must provide foreign language options. Since 2006, the Government's expectation is that 50-90% of students will continue with a foreign language. Languages Ladder scheme provides an alternative and more flexible system of accreditation for language skills, leading to an external Asset Languages qualification, which is recognised in school league tables. By 2006, 10,000 learners had taken this qualification. It is intended that a languages option will be included in the new specialised vocational diplomas.

Higher education

The Government promotes the study of languages in HE as part of a degree course or as an extra-curricular activity. Has asked the Higher Education Funding Council on advice for decline in interest in languages and with CILT has come up with an agreed data-set to track trends in languages. Language Based Area Studies Initiative - £25 millions of funding from HEFCE, ESRC and AHRC to support centres of excellence to understand the Arab world, China, Japan, Eastern Europe and the former Soviet Union

Adult language learning

As part of National Languages Strategy the LSC has developed a 'vision' for increasing numbers of those studying languages in FE, ensuring that there is suitable and innovative provision, including business need and personal and community development learning (PCDL). Between 2003/4 to 2004/5 the number of learners studying foreign languages in FE has increased from 185,000 to 255,000. 2006/7 – pilot 'virtual' skills academy for foreign languages, facilitating bespoke language training for 14-65 year olds.

Language learners with special needs

The National Curriculum includes specific guidance for language learning inclusion for all pupils, including those with special educational needs

Range of languages

Primary schools are able to offer any languages for which they have teaching expertise. At KS3 schools must offer courses in working languages of the EU but are able to offer other languages once this requirement has been met. The Languages Ladder and Asset Languages qualification has added to the number of qualification routes. Evidence that languages are becoming more an 'elite' subject. There is falling demand at GCSE and Universities are closing language departments due to lack of demand.

BETTER LANGUAGE TEACHING

Learning objectives for Key Stage 2 Framework for Languages include 'knowledge about language' and 'language learning strategies'. National Curriculum offers guidance on supporting EAL learners. Ethnic Minority Achievement Grant (EMAG) is allocated to local authorities on a needs basis. This grant can be used to employ EAL teachers and teaching assistants. National Strategy promotes awareness amongst mainstream staff in primary and secondary schools of the needs of EAL learners. A toolkit for the primary program has been launched. Primary MFL initial teacher training includes a 4 week placement abroad (currently in France, Germany, Spain, Italy and Portugal). 1000 placements a year are funded. Secondary PGCE in MFL includes a year abroad placement as standard practice. Agencies such as CILT and the British Council which provide opportunities for teachers to maintain and refresh cultural and linguistic awareness. A pilot scheme will investigate the possibility of subsidising supply cover up to 50%. The government provides financial support for PGCE training, including for MFL teachers. Primary trainees are entitled to £6000 and secondary trainees are entitled to a £9000 bursary. Both will receive a £2,500 golden hello as an NQT. The Training and Development Agency for Schools has developed and successfully implemented a high profile marketing campaign to attract graduates to the profession.

BUILDING A LANGUAGE FRIENDLY ENVIRONMENT

The European Day of Languages is an annual event. CILT website provides language learning resources and developmental opportunities for language practitioners. 100 UK projects so far have received European Label awards. The Association for Language Learning offers resources and developmental opportunities. Also hosts 'Languages World' event of conferences, workshops and talks. Teaching and Learning Change Programme (FE level) to improve the quality of teaching. HE institutions provide short courses and some employers promote language learning by offering taster sessions.

Annex 2: Study implementation

1.1 Research methodology and workplan

1.1.1 Overview

The methodology and workplan for the study as a whole combines four integrated work-packages as follows:

- **Work package 1: Scoping** – a preliminary exercise enabling the research team to: deepen understanding of the scope and boundaries of the study; carry out an ‘audit’ of relevant data sources and contacts; refine the research approach and methodology. The methods used involve: preliminary literature review of key texts, and initial interviews with key stakeholders (including officials in relevant EC Directorates and key academic and other experts in the field).
- **Work package 2: Systematic search and review of policy and practice** - this work package constitutes the main data gathering activity of the study. It will collect, collate and review existing evidence on multilingual policies and practices.
- **Work package 3: Synthesis, conclusions and Reporting** - this set of activities draws together the results of the preceding work packages in order to: synthesise results; identify gaps; identify recommendations; produce reports; plan and undertake dissemination activities. It will: identify key findings from each aspect of the review; undertake a comparative assessment across each of the study tasks; identify ways of improving synergies already undertaken; identify areas where further actions should be implemented.
- **Work package 4: Project Management.** This work package provides overall co-ordination and management of the research. The main objectives are: to develop and implement management, monitoring and quality systems; to communicate and liaise with the client.

1.1.2 Details of methodology and methods used

The starting point for the study is a *Scoping Exercise*. This enables the research team to: deepen our understanding of the scope and boundaries of the study; carry out an ‘audit’ of relevant data sources and contacts; refine the research approach and methodology. The methods used involve: preliminary literature review of key texts, and initial interviews with key stakeholders (including officials in relevant EC Directorates and key academic and other experts in the field). The main – and crucial - aim of work package 1 is to lay the foundations for implementing a successful, effective and efficient research project. The resource allocation reflects the importance of this initial scoping phase for the remainder of the study. The success of the study will depend on the range, quality, comprehensiveness and up-to-dateness of the material collected, collated and analysed. This initial ‘scoping’ exercise determines and validates the relevant sources of information to be used. A key task in this scoping phase is therefore to establish what data are available; what are the problems and issues that need to be addressed and how key data can be accessed.

Work package 2 constitutes the main data gathering activity of the study. It collects, collates and reviews existing evidence on multilingual policies and practices. Our proposed approach for this review was a ‘hybrid’ approach that utilizes some of the methods used in systematic reviews

and narrative reviews.^{32 33} The main effort involves a narrative review of existing policy and practice in the field, but based on a rigorous and systematic framework. This framework: defines the review's purpose; develops and applies an organizing framework incorporating both practical and theoretical questions that are clear enough to guide study selection and data collection; applies specified procedures for locating studies that meet specified criteria for inclusion; codes the material reviewed according to the objectives of the review and incorporate checks on threats to validity.

Data searches focuses on two main types of content:

- Key published material (books; academic journals; research reports; policy documents and statements).
- 'Grey' literature (including unpublished research reports; material from websites).

We based our initial mapping on the extensive database of policies and initiatives available at the EU level. This part of the study is based on the recently published assessment of the European Commission and on the external expertise it is based on, but looks also at concrete results.

Additional mapping includes sources identified by the 'Scoping exercise', to include initiatives carried out at national, regional or local level. These encompass initiatives carried out by national agencies, educational and research institutions, Observatories and partnerships involving these and other actors. The review was intended cover all EU member states and incorporates the following elements:

- A description of EU language policies, covering policy goals, recent initiatives taken and concrete programmes and financing measures.
- An assessment of EU policies and of their implementation in the context of the 2003 Action Plan. This maps which objectives of the action plan have been reached in which countries and where there are still gaps.
- A review of other current initiatives in the areas of language learning, multilingualism and linguistic diversity. This focuses on firstly a mapping and assessment of policy initiatives outside the Action Plan and, secondly the nature and results of relevant EU programmes, for example the former Lingua programme, as well as the call for tenders for the new Lifelong Learning programme.
- A review and assessment of measures and initiatives aimed at promoting minority languages, examining whether these languages have effective access to EU funding. This takes into account the state of ratification and developments in relation to the implementation of the European Charter for Regional or Minority Languages of the Council of Europe in the EU Member States and presents best practices in the educational field. It also explores how UNESCO's concept of endangered languages relates to measures and initiatives aimed at protecting and supporting European cultural heritage. Finally, it assesses the direct and indirect effects of the Common Market principles on national and regional language policies.
- An assessment of the inter-relationships – and multiplier effects – of other areas of EU policy on the area of language policies.

Work package 3 draws together the results of the preceding work packages in order to: synthesise results; identify gaps; identify recommendations; produce reports; plan and undertake dissemination activities. It was intended to: identify key findings from each aspect of the

³² Cook D J, Mulrow CD and Haynes RB (1997) Systematic reviews: synthesis of best evidence for clinical decisions. *Ann Intern Med* 126, 376–380.

³³ Glass, G.V.; McGaw, B.; & Smith, M.L. (1981). *Meta-analysis in Social Research*. Beverly Hills, CA: SAGE.

review; undertake a comparative assessment across each of the study tasks; identify ways of improving synergies already undertaken; identify areas where further actions should be implemented. The work package identifies examples of best practices in the implementation of language learning policy. It outlines any measures that still need to be taken to reach the goals of the Action Plan. It focuses also on the implementation of the European Charter for Regional or Minority Languages of the Council of Europe in the EU Member States and will present best practices in the educational field. The work package starts with a synthesising activity, which draws together the research results to present findings and conclusions. The findings and conclusions are developed by members of the research team through reflexive and critical review of the results of the component elements of the study. It also incorporates feedback from the client in formulating results, conclusions and recommendations.

1.2 Work carried out

Table 12 summarises the work carried out in the study.

Table 12: Summary of work carried out in the study

WP	Title	Key tasks and expected results	Outcomes
1	Scoping	Deepening understandings of current state of the art Audit of data sources Refine methodology and develop data collection and analysis toolkit	Preliminary literature review completed. Audit of data sources completed. Data collection protocols and instruments completed. Expert Panel identified
2	Systematic search and review of Literature	Database search: published material Database search: grey material screening material for relevance References input into 'Reference manager' Read most relevant material and quality assure Analyse most relevant material in NVIVO Preliminary synthesis of this evidence	Database and bibliographic searches completed on i) Implementation of 'Action Plan' for member states completing national reports and ii) implementation of Council of Europe Charter for members ratifying charter Analysis templates for Action Plan completed for member states completing national reports, and Charter for all member states for members ratifying charter Review of actions of member states not providing Action Plan and Charter Reports completed for all countries Review of actions and initiatives outside Action Plan and Charter, covering EU Programmes; Language Label and regional associations and NGOs Initial Survey of members of EC Working Group on languages Expert Panel survey completed
3	Data synthesis and Reporting	Data synthesis Co-ordination of project deliverables	Quantitative analysis of implementation of Action Plan Best Practice Examples collated Study Progress Report completed Study Final Report completed Individual Member States Summaries completed for Action Plan
4	Project Management	Project co-ordination Quality control Internal Evaluation Client meetings	Review and quality assurance of project outputs. Client meeting. Project team meetings