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Education, Audiovisual and Culture Executive Agency
P9 Eurydice and Policy Support
Avenue du Bourget 1 (BU 29)
B-1140 Brussels
Tel. +32 2 299 50 58
Fax +32 2 292 19 71
E-mail: eacea-eurydice@ec.europa.eu
Website: http://eacea.ec.europa.eu/education/eurydice

FOREWORD

Linguistic and cultural diversity of the European Union is one of its major assets, but also one of its main challenges. Throughout the last decade, European multilingualism policy has been guided by the objective set by the Barcelona Council of March 2002, which called for the improvement of mastery of basic skills, in particular, by teaching at least two foreign languages from a very early age. It has also been shaped by the Commission Communication 'Multilingualism: an asset for Europe and a shared commitment' (2008) and by the Council Resolution on a European strategy for multilingualism (2008). These strategic documents established language policy as a cross-cutting topic contributing to all other EU policies.

The improvement of quality and efficiency of language learning has become one of the key objectives of the Strategic Framework for Education and Training ('ET 2020'). The framework underlines the necessity to enable citizens to communicate in two languages in addition to their mother tongue, as well as the need to promote language teaching and provide migrants with opportunities to learn the language of the host country. Language learning has also acquired a prominent place within flagship initiatives integrated in the European Union's overall strategy – 'Europe 2020' – promoting smart, sustainable and inclusive growth. In particular, language skills, as a means to encourage the cross-border mobility of EU citizens, play a crucial role within the Youth on the Move initiative and the Agenda for New Skills and Jobs.

In order to provide further support to language learning across Europe, the Barcelona Council called for the establishment of an indicator on language competencies. This was followed, in 2009, by a proposal to set a benchmark in this field. The process of defining the benchmark has been facilitated by a major survey – the European Survey on Language Competences. The survey measured the proficiency of pupils in foreign languages at the final stage of lower secondary education and its results – launched in June 2012 – gave, for the first time, an insight into realistic levels of language skills that pupils in Europe possess.

In this policy context, we are very pleased to present the third edition of the joint Eurydice/Eurostat publication *Key Data on Teaching Languages at School in Europe*, which gives an exhaustive picture of the language teaching systems in place in 32 European countries. It examines various aspects of foreign language teaching, in particular its organisational features, participation levels and the initial and continuing education of foreign language teachers. In addition, the report covers the content and language integrated learning model (CLIL), in which non-language subjects are taught in foreign languages. Taken as a whole, the publication provides answers to a number of questions, which are in the centre of the European cooperation in education and training.

We believe that the content of this publication offers original and illuminating insights into language teaching and will be crucial in helping to contextualise the results of the European Survey on Language Competences. We commend *Key Data on Teaching Languages at School in Europe* to all practitioners and policy-makers working in this field. We are confident that the publication will be of great use to those responsible for designing and implementing language teaching strategies in the schools across the whole Europe.

Androulla Vassiliou

Commissioner responsible for Education, Culture, Multilingualism and Youth

Algirdas Šemeta

Commissioner responsible for Taxation, Customs, Anti-fraud, Audit and Statistics

CONTENTS

INTRODUCTION

This third edition of *Key Data on Teaching Languages at School in Europe* contains 61 indicators in five chapters entitled Context, Organisation, Participation, Teachers and Teaching Processes. The report is a joint Eurydice/Eurostat publication produced in close cooperation with the European Commission. It belongs to the *Key Data* series, the aim of which is to combine statistical data and qualitative information on European education systems.

The publication includes indicators based on data from several distinct sources: Eurydice; Eurostat; the European Survey on Language Competences; and the OECD's PISA international survey. It also includes an indicator based on data from the Comenius In-Service Training action, which is a part of the EU Lifelong Learning Programme (LLP). The indicators from different sources are frequently interrelated to provide an interesting insight into language teaching.

The information from Eurydice is taken from official sources and its reference year is 2010/11. Eurydice indicators mainly cover primary and secondary education (ISCED levels 1, 2 and 3), although some also refer to the pre-primary level (ISCED level 0). These indicators provide insight into the policies and recommendations in place in European countries which influence foreign language teaching. They cover organisational aspects such as the number of languages taught, the age range of students involved and the teaching approaches used, including content and language integrated learning (CLIL). In addition, the indicators show the amount of taught time allocated to the field and the levels of attainment students are expected to reach. Crucial to the issue of language learning, the initial and continuing education of foreign language teachers is also addressed. While Eurydice data cover all countries of the European Union as well as countries of the European Economic Area (EEA), Croatia and Turkey, the country coverage of indicators based on other sources is sometimes more limited.

The Eurostat statistical data, referring to the 2009/10 school year, provide information on the language learning participation rates of pupils in primary and secondary education (ISCED levels 1, 2 and 3). These data refer to general as well as pre-vocational and vocational education, whereas data from Eurydice only cover general education. It must also be noted that both Eurostat and Eurydice data cover only public-sector and grant-aided private schools.

Data from the contextual questionnaires of the European Survey on Language Competences (ESLC) 2011 is mainly used to complement the Eurydice indicators. Out of the 16 countries or country communities that participated in the survey, the report presents data on 15 of them. These data provide information on the actual practice of foreign language teaching, including information on students' motivation to study languages, the extent to which they are exposed to languages in their daily life as well as information on the education and training of foreign language teachers.

A few indicators have been devised using the contextual questionnaire databases for the PISA 2009 (OECD) international survey. They offer a means of considering multilingualism as it really exists in schools in Europe, providing information on the proportion of students who speak a language at home other than the language of instruction.

The present publication contains several time series. They are taken from Eurydice and Eurostat sources and are particularly helpful in identifying trends in language teaching in recent years and past decades. For example, they enable one to ascertain to what extent foreign languages (as compulsory subjects) are being taught at an increasingly early age in primary education, and whether the percentage of pupils and students learning specific foreign languages is increasing or decreasing.

The 'Main Findings' of the report are summarised in a separate section at the beginning of the publication. The codes, abbreviations and acronyms used are also listed at the front while the glossary, statistical databases and references appear towards the end of the volume. These are followed by two annexes, which include short country descriptions of foreign language provision as well as the information on the provision of content and language integrated learning (CLIL).

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

All those who have contributed in any way to this collective undertaking are listed at the end of the report.

MAIN FINDINGS

The indicators in this edition of *Key Data on Teaching Languages at School in Europe* cover a number of issues at the heart of contemporary thought and discussion in Europe relating to foreign language teaching.

They address the degree of linguistic diversity in European schools and the need to provide appropriate support measures to pupils learning the language of instruction as a second language. Issues such as the earlier teaching of foreign languages in primary education, and the challenges this poses for teachers and for the distribution of available taught time across curriculum subjects also come under scrutiny. In secondary education, the relatively lower percentage of pupils learning languages in vocational or pre-vocational education in comparison with those in general education is highlighted, as is the relatively limited range of foreign languages learnt in schools, which are both significant issues in a multilingual Europe within an increasingly global economy.

To be effective, foreign language teaching needs well qualified foreign language teachers. Yet, finding such teachers to fill vacancies or cover for absentees appears to be difficult for school heads in some countries. Besides relevant qualifications, foreign language teachers need sufficient and appropriate teaching resources as well as clear teaching guidelines. Yet, even if these needs are met, implementing official recommendations might still prove to be a challenge in some countries.

Finally, as research shows, motivation is a key factor in successful learning and high exposure to foreign languages facilitates the acquisition of language skills. Creating opportunities to improve student motivation and enable greater exposure to target languages can be challenging for some schools in some countries, but cross-border collaboration projects as well as pupil and teacher exchanges are certainly helpful practices that could be further developed across Europe.

These indicators are based on data from several distinct sources: Eurydice; Eurostat; the 2011 European Survey on Language Competences (ESLC); the 2009 OECD's PISA international survey; and the EU Lifelong Learning Programme (LLP). Several time series are helpful in identifying trends in language teaching in recent years and past decades.

LANGUAGE DIVERSITY OF STUDENTS WITHIN SCHOOLS

- In Europe, on average, 92.9 % of 15-year-old students speak the language of instruction at home (see Figure A2). In the great majority of countries, few schools accommodate large numbers of students who do not speak the language of instruction at home. Exceptions are mostly found in Belgium (French and German-speaking Communities), Spain, Liechtenstein, and especially Luxembourg, where Luxembourgish is the mother tongue of most students while the language of instruction is French or German (see Figure A3).
- The proportion of 15-year-old students whose parents were born abroad varies significantly between countries: the highest figure is found in Luxembourg (40.2 %) and the lowest in Poland where no such students were recorded. In most countries, half of these students speak the language of instruction at home (see Figure A4).
- Support for learning the language of instruction exists in all countries except in Turkey. Two main models exist: either pupils are directly integrated within the normal class for their age group (or in a lower class in some cases) and receive special support, or they are kept separate for a limited period and receive tuition according to their needs. In most areas of Europe, both models exist, however, in a significant number of countries the only type of support available is through direct integration (see Figure E6).

POSITION OF FOREIGN LANGUAGES IN THE CURRICULUM

- In Europe, pupils are generally between 6 and 9 years old when they have to start learning a foreign language. In Belgium (German-speaking Community), pupils are even younger as they are taught a foreign language in pre-primary education from the age of three (see Figure B1). The tendency to offer this provision from an earlier age than previously is evident in many countries (see Figure B2) which have implemented reforms or pilot projects to bring forward the teaching of foreign languages (see Figure B8). From 2004/05 to 2009/10, the percentage of pupils enrolled in primary education not learning a foreign language dropped from 32.5 % to 21.8 % (see Figure C2).
- While foreign languages become steadily entrenched as compulsory subjects in the primary curriculum, the time allocated to them, as a proportion of the total taught time, does not generally exceed 10 % in the countries where the number of hours to be spent on particular subjects is determined at central level (see Figure E11). In a dozen countries, this percentage is even lower, at less than 5 %. However, Belgium (German-speaking Community) (14.3 %), Luxembourg (40.5 %), Malta (15.2 %) and Croatia (11.1 %) are exceptions to this trend.
- In the majority of European countries, learning two foreign languages for at least one year during compulsory education is an obligation for all pupils (see Figure B7). This compulsory learning starts when pupils are between 10 and 15 years old in most countries (see Figure B1). As might be expected, as the second language is introduced later, students will have received significantly less instruction in this subject than in their first language by the time they finish compulsory education (see Figure E10).
- In most countries, the curriculum starts to diversify in secondary education. Pupils are invited to select options or to choose between educational pathways that offer different opportunities for foreign language learning (see Figures B4 and B5). In Luxembourg, Iceland and Liechtenstein, students taking some educational pathways must learn up to four languages, which is the highest number of languages observed across Europe.
- On average, in 2009/10, 60.8 % of students enrolled in lower secondary education in Europe were learning two or more foreign languages (see Figure C5). This is an increase of 14.1 percentage points compared to 2004/05 (see Figure C7a).
- In upper secondary education, in most countries, there is a significant difference between the percentage of students learning two or more foreign languages in general education (59.4 %) and in pre-vocational/vocational education (39.4 %), (see Figures C5b and c).
- In all countries, except Denmark, Greece, Iceland and Turkey, some schools give students the opportunity to learn non-language subjects in two different languages (CLIL type provision), (see Figure B9). For instance, non-language subjects can be taught through a state language and a foreign language, or they can be taught through a state language and a regional/minority language. However, the schools offering this kind of provision are very small in numbers (see Annex 2), except in Belgium (German-speaking Community), Luxembourg and Malta where all schools operate on a ‘CLIL’ basis. The scarcity of this provision might partly explain why only a dozen countries or regions within countries have issued specific guidelines on the qualifications required for teachers to work in CLIL-providing-schools (see Figure D8).

RANGE OF LANGUAGES OFFERED AND TAUGHT

- English is a mandatory language in 14 countries or regions within countries (see Figure B13). It is by far the most taught foreign language in nearly all countries at all educational levels. Trends since 2004/05 show an increase in the percentage of pupils learning English at all educational levels, and particularly at primary level (see Figures C4 and C10). In 2009/10, on average, 73 % of pupils enrolled in primary education in the EU were learning English (see Figure C3). In lower secondary and general upper secondary education, the percentage was higher than 90 %. In upper secondary pre-vocational and vocational education, it reached 74.9 % (see Figure C9).

- In most countries, the second most widely taught foreign language is usually German or French. German is particularly popular in several central and eastern European countries while French is taught particularly in the countries of southern Europe. Spanish occupies the position of the third or fourth most widely taught foreign language in a significant number of countries, especially at upper secondary level. The same goes for Italian but in a smaller number of countries. Russian is the second most widely taught foreign language in Latvia and Lithuania where large communities of Russian speakers live, and also in Bulgaria in lower secondary education (see Figure C8).

- In 2009/10, the percentage of pupils learning languages other than English, French, Spanish, German or Russian was below 5 % in most countries, and in a significant number the percentage was less than 1 % (see Figure C11). The countries with the highest percentages of students learning a language other than the main five were those where the alternative language was a mandatory language. These included: Swedish or Finnish in Finland and Danish in Iceland (see Figure B13).

- European Commission data (2009) show that grants under the Comenius In-Service Training action follow the same popularity pattern for languages: they are mostly awarded for courses taught in English (76.4 %), French (11.3 %), German and Spanish (both around 5 %) (see Figure D11).

- According to official guidelines, regional and minority languages can be learnt in a significant number of countries (see Figure B15), even in those where such languages are not granted any official status such as in France (see Figure A1). Several regional and minority languages are also used as a language of instruction alongside the state language in around 20 countries (see Annex 2). Latin and ancient Greek are offered in the upper secondary curriculum of general education in about half of all European countries (see Figure B16).

TEACHING GUIDELINES AND PRACTICES IN RELATION TO FOREIGN LANGUAGES

- Curricula in a dozen countries or regions within countries recommend teachers to put more emphasis on oral skills (i.e. listening and speaking skills) when they start teaching foreign languages to younger pupils. At the end of compulsory education, though, the four communication skills have equal standing in nearly all curricula (see Figure E14).
- In the majority of European countries, official guidelines for language teaching establish minimum levels of attainment for the first and the second foreign languages. These levels correspond to the six proficiency levels defined by the Common European Framework of Reference published by the Council of Europe in 2001 (see Figure E15). At the end of compulsory general education, official guidelines in most countries set the minimum level between A2 and B1 for the first foreign language and between A1 and B1 for the second (see Figure E16).
- Public authorities in most countries have maximum class size norms which apply to foreign language classes. In a few countries, these norms are specific to foreign language classes. They vary quite substantially between countries, ranging from 33 pupils in the United Kingdom (Scotland) to 17 in Slovakia (see Figure E12). According to students tested in the European Survey on Language competences (ESLC), most study foreign languages in classes below the maximum class size norm (see Figure E13).
- In most of the countries or regions within countries participating in the ESLC, information and communications technology (ICT) is not regularly used during language lessons according to students. The situation, however, varies quite substantially between countries: in the Netherlands, 31.5 % of students say they regularly use computer programmes, while in the French and German-speaking Communities of Belgium they report 3.6 % and 3.2 % respectively (see Figure E4).
- Today, there is a lot of evidence suggesting that the more foreign language input pupils receive, the greater will be their proficiency. One way to increase pupils' exposure to foreign languages is to make sure that the target language is used during language lessons both by teachers and pupils. However, in nearly all countries or regions within countries participating in the ESLC, according to students, teachers do not 'usually' use the target language in the classroom, although they still use it on some or frequent occasions (see Figure E3). Teachers' and students' use of the target language in the classroom is particularly crucial when the language in question is not English, as students in most countries participating in the ESLC reported that they only came into contact with foreign languages other than English through the media less frequently than 'a few times a year'. As expected, students' exposure to English is greater in all participating countries (see Figure E2).
- Motivation is a key factor in successful learning. Pupils' perception of the usefulness of the languages they learn can clearly contribute to increasing their motivation. In the 15 participating countries or regions within countries, on average, the percentage of students who consider it useful to learn English for their future education, work or for getting a good job is higher than the percentage of those who consider English useful for their personal life. These percentages drop quite significantly for other languages (see Figure E1).
- Organising field trips or excursions related to foreign language education can also be a way to stimulate students' interest in learning foreign languages. On average, only 28.1 % of students in the 15 participating countries or regions within countries say that they have participated in such activities in the last three years. The highest percentages are found in Belgium (French Community) and the Netherlands (38.5 %) and the lowest in Sweden (13.2 %) (see Figure E5).

FOREIGN LANGUAGE TEACHERS

- On average, 89.6 % of foreign language teachers in the ESLC participating countries claim that they are fully qualified to teach foreign languages. The percentage ranges from 57.3 % in Estonia to 97.2 % in Spain. In the majority of participating countries, most teachers who do not hold full qualifications report that they still have temporary, emergency, provisional or other types of certificates (see Figure D6). In Estonia, for instance, many language teachers hold a 'requalification' certificate allowing them to teach languages they had not been initially trained to teach.

- On average, in the ESLC participating countries, around 25 % of students attend a school where the school head reports experiencing difficulties in filling teaching vacancies or covering for absent language teachers. This average, though, hides huge differences between countries. The most critical situation is found in Belgium (the French Community) where 84.6 % of students attend a school where the school head claims to have difficulties (see Figure D7).

- Across Europe, according to official recommendations, both generalist and specialist teachers teach foreign languages in primary education (see Figure D1), while in secondary education, foreign language teachers are typically subject specialists (see Figure D2). In the majority of countries, specialist teachers might also be qualified to teach another non-language subject alongside foreign languages (see Figure D3). The qualification profiles of foreign language teachers as self-reported by teachers in the ESLC are quite varied in almost all countries. France is an exception as here 90.4 % of foreign language teachers state that they are qualified to teach only one foreign language (see Figure D4).

- Only in a few countries do official regulations recommend that future language teachers spend a period of training in the country where the language they will be teaching is spoken (see Figure D9). On average, 53.8 % of foreign language teachers participating in the ESLC state that they have already stayed more than one month for the purposes of study or a course in a country where the language they teach is spoken. This average, though, hides wide variations between countries: 79.7 % of Spanish teachers have done so, while in Estonia the figure is only 11 % (see Figure D10).

- Receiving guest foreign language teachers is not a widespread practice among participating ESLC countries. In most countries, less than 10 % of students attend a school where the school head said they had welcomed at least one such teacher from abroad for a period of at least one month during the previous year (see Figure D12).

CODES, ABBREVIATIONS AND ACRONYMS

Country codes

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

Candidate countries

HR	Croatia
TR	Turkey

Statistics

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

Abbreviations and acronyms

International conventions

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

National abbreviations in their language of origin

AHS	*Allgemeinbildende höhere Schule*	**AT**
ZŠ/G	*Základní škola/Gymnázium*	**CZ**
GCSE	*General Certificate of Secondary Education*	**UK-ENG/WLS/NIR**
HAVO	*Hoger Algemeen Voortgezet Onderwijs*	**NL**
PGCE	*Professional Graduate Certificate in Education*	**UK-ENG/WLS/NIR**
VMBO	*Voorbereidend Middelbaar Beroepsonderwijs*	**NL**
VWO	*Voorbereidend Wetenschappelijk Onderwijs*	**NL**

A

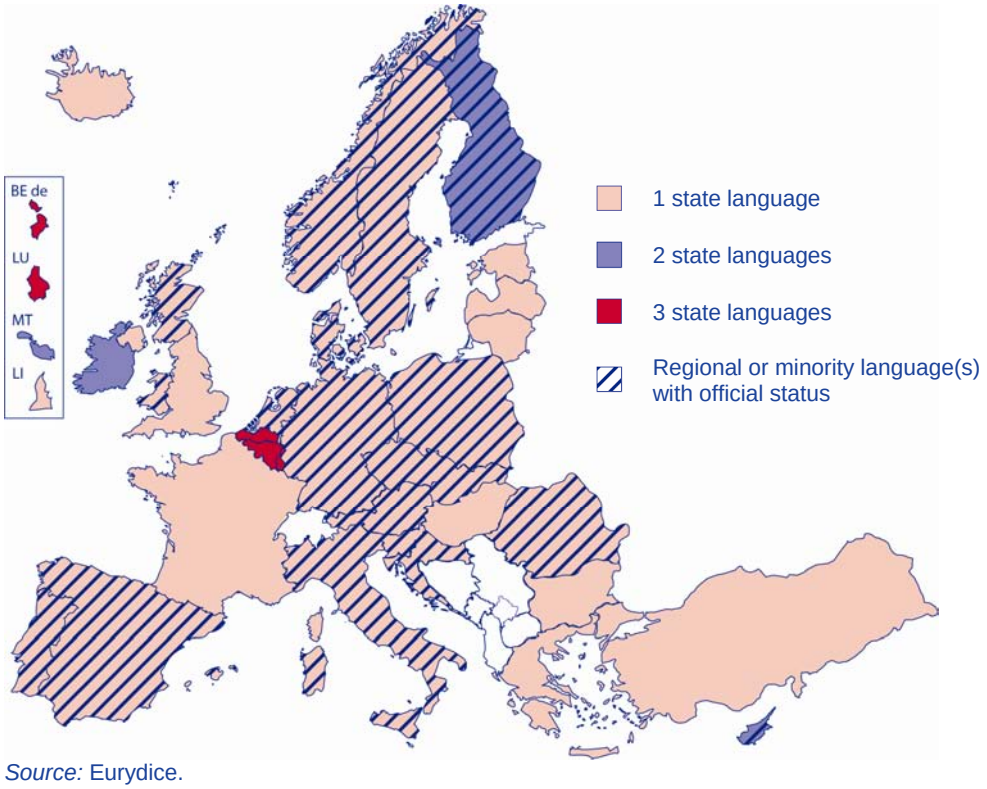
CONTEXT

REGIONAL OR MINORITY LANGUAGES ARE OFFICIALLY RECOGNISED IN MORE THAN HALF OF ALL EUROPEAN COUNTRIES

The language pattern of most European countries is complex with a variety of languages spoken. Languages may be spoken across entire states or they may have a regional basis within countries; it is also common for states to share languages with their neighbours around their border areas, thus reflecting their shared history. Europe's multilingual nature may be approached from different angles – one of which is, unquestionably, the official recognition of languages by European, national or regional authorities.

In January 2011, the European Union recognised 23 official languages ([1]) which had the status of a state language in one of its member countries. While in most countries only one language is recognised as a state language, four countries (Ireland, Cyprus, Malta and Finland) extend the status of state language to two languages spoken within their borders. In Luxembourg, there are three state languages. Belgium, similarly, has three official languages but these are not recognised as administrative languages across the whole territory of the country, but are used in delimited linguistic areas.

Figure A1: State languages and regional or minority languages with official status in Europe, 2011



Source: Eurydice.

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

Figure A1 (continued): State languages and regional or minority languages with official status in Europe, 2011

	State language	Regional and/or minority language with official status
BE	German, French, Dutch	
BG	Bulgarian	
CZ	Czech	German, Polish, Romany, Slovak
DK	Danish	Faroese, German, Greenlandic
DE	German	Danish, Sorbian
EE	Estonian	
IE	English, Irish	
EL	Greek	
ES	Spanish	Catalan, Valencian, Basque, Galician
FR	French	
IT	Italian	Albanian, Catalan, German, Greek, French, Friulian, Croatian, Ladin, Occitan, Provençal, Slovenian, Sardinian
CY	Greek, Turkish	Maronite, Armenian
LV	Latvian	
LT	Lithuanian	
LU	German, French, Luxembourgish	
HU	Hungarian	Bulgarian, German, Greek, Croatian, Armenian, Polish, Romanian, Romany and Boyash, Rusyn, Slovak, Slovenian, Serbian, Ukrainian
MT	Maltese, English	
NL	Dutch	Frisian
AT	German	Czech, Croatian, Hungarian, Slovak, Slovenian, Romany
PL	Polish	Belarusian, Czech, Kashubian, German, Hebrew, Armenian, Karaim, Lithuanian, Romany, Russian, Lemko, Slovak, Tatar, Ukrainian, Yiddish
PT	Portuguese	Mirandês
RO	Romanian	Bulgarian, Czech, German, Greek, Croatian, Hungarian, Polish, Romany, Russian, Slovak, Serbian, Turkish, Ukrainian
SI	Slovenian	Hungarian, Italian
SK	Slovak	Bulgarian, Czech, German, Croatian, Hungarian, Polish, Romany, Rusyn, Ukrainian
FI	Finnish, Swedish	Romany, Russian, Sami, Tatar, Yiddish
SE	Swedish	Finnish, Meänkieli , Sami, Romany, Yiddish
UK-ENG/ NIR	English	
UK-WLS	English	Welsh
UK-SCT	English	Scottish Gaelic
IS	Icelandic	
LI	German	
NO	Norwegian (two versions: Bokmål and Nynorsk)	Finnish, Kven, Sami
TR	Turkish	
HR	Croatian	Albanian, Bosnian, Bulgarian, Czech, German, Hebrew, Hungarian, Italian, Macedonian, Polish, Romanian, Romany, Rusyn, Russian, Montenegrin, Slovak, Slovenian, Serbian, Turkish, Ukrainian

Explanatory note

Figure A1 groups regional, minority and non-territorial languages under the heading 'regional or minority languages'.

Regional and minority languages in Figure A1 (continued) are listed according to alphabetical order of their ISO 639-3 code (see http://www.sil.org/iso639-3/).

For a definition of '**official language**'; '**state language**'; '**regional or minority language**' and '**non-territorial language**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium: The official languages are only used in delimited areas.
Belgium (BE fr, BE nl), Bulgaria, Czech Republic, Denmark, Germany, Estonia, Greece, Spain, Cyprus, France, Hungary, Italy, Latvia, Lithuania, Austria, Portugal, Romania, Slovenia, Slovakia, Finland and **Norway**: Have granted official language status to their sign language(s).

More than half of all European countries officially recognise regional or minority languages within their borders for legal or administrative purposes. These countries grant official recognition to languages within the geographical area – often a region or autonomous unit – in which they are normally spoken. In Spain for example, Catalan, Valencian, Basque and Galician are official languages – or joint official languages with Spanish – in their corresponding Autonomous Communities. The number of officially recognised regional or minority languages varies from one country to another. While in some countries, these languages are limited to only one or two, elsewhere (e.g. Hungary, Italy, Poland, Romania, Slovakia and Croatia), their number is much higher. For instance, in Romania and Slovakia, a minority language is officially recognised and can be used for legal and public administrative purposes in any administrative unit where the minority population accounts for at least 20 % of the total number of inhabitants.

Another part of the language picture in Europe is the existence of non-territorial languages, i.e. languages used by certain groups of people within the state, but 'which […] cannot be identified with a particular area thereof' (Council of Europe, 1992). Romany is a typical example of a non-territorial language. Eight countries – the Czech Republic, Austria, Poland, Romania, Slovakia, Finland, Sweden and Croatia – currently grant official status to this language.

The mosaic of European languages would not be complete without mentioning sign languages. In 1988, the European Parliament unanimously approved a resolution on sign languages (European Parliament, 1988), asking all EU member countries to recognise their national sign languages as official languages. At present, around two-thirds of European countries officially recognise their sign language(s).

Finally, attention should be drawn to the existence of languages spoken by immigrant populations which comprise large numbers of people in some European countries. These languages contribute to European linguistic diversity and complete the linguistic picture.

MOST 15-YEAR-OLD STUDENTS SPEAK THE LANGUAGE OF INSTRUCTION AT HOME

In the PISA international survey, students were asked to state which language(s) they spoke at home most of the time. The recent PISA cycle, which collected data in 2009, confirmed the previously observed pattern that the majority of students in almost all European countries speak the language of instruction at home. In the participating EU-27 countries, on average, 92.9 % of 15-year-old students spoke the language of instruction at home.

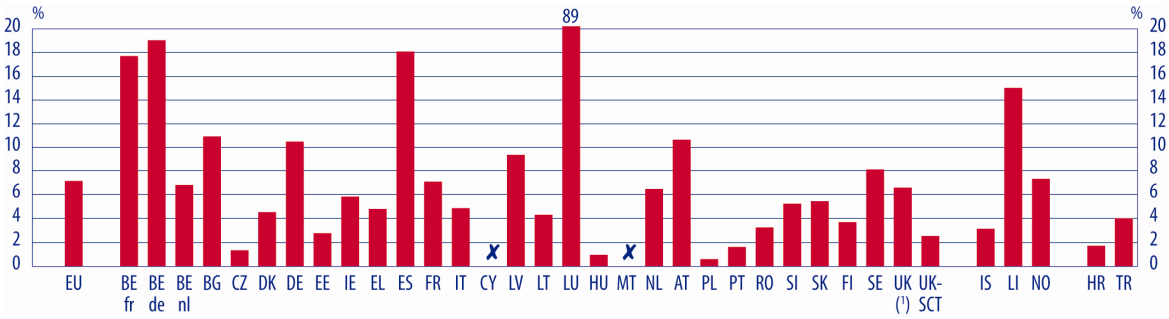
However, this average figure, which suggests a high level of homogeneity, masks very different situations in some countries, which result from their particular linguistic context. While there were very few students who spoke another language at home in the Czech Republic, Hungary, Poland, Portugal and Croatia (less than 2 %), in Luxembourg in 2009, 88.9 % of 15-year-old students indicated that they spoke a different language at home to the language of instruction. This high number is mostly due to the fact that 62.2 % of 15-year-old students in Luxembourg indicated that at home they spoke *Letzeburgesch* (Luxembourgish) – a Germanic language – which is one of the three official languages of Luxembourg (see Figure A1). Almost all of these students (96.0 %) reported that German was their language of instruction. Furthermore, 14.7 % of 15-year-old students in Luxembourg spoke Portuguese at home, a language which differs greatly from both the main languages of instruction (French and German).

In some countries, many students spoke a language other than the language of instruction at home due to regional variations in the language of instruction. For example, in Spain, 9.1 % of students who spoke Spanish at home had Catalan as a language of instruction, while 38.5 % of students who spoke Valencian at home had Spanish as a language of instruction. In the German-speaking Community of Belgium 10.6 % of students spoke French at home, although this was the language of instruction for only a third of these.

In only a few countries did immigrant students account for the majority of students who spoke languages other than the language of instruction at home. In 2009, in the French Community of Belgium 4.6 % of students spoke Western European languages at home and 3.0 % spoke Arabic at home. In Austria, 3.0 % of 15-year-old students spoke Turkish at home. For more information on immigrant students and the languages they speak, see Figure A4.

The proportion of students speaking the language of instruction at home remained fairly stable in most European education systems between the two most recent PISA testing cycles in 2006 and 2009. However, in the participating EU-27 countries, on average, the proportion of students speaking languages at home other than the language of instruction increased by 1.0 %. This was mostly due to small changes in a number of countries.

Figure A2: Proportion of 15-year-old students who mainly speak a language at home that is different to the language of instruction, 2009



	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
2009	7.1	17.7	19.0	6.8	10.9	1.3	4.5	10.5	2.8	5.8	4.8	18.1	7.1	4.9	x	9.4	4.3	88.9
Δ	**1.0**	:	-1.9	0.2	0.4	-0.3	0.0	1.5	-1.4	1.7	0.8	2.0	0.0	**1.0**	x	**3.4**	1.0	**-1.6**

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
2009	1.0	x	6.4	10.7	0.6	1.6	3.2	5.2	5.4	3.7	8.1	6.6	2.5	3.1	15.0	7.3	1.7	4.0
Δ	0.1	x	0.5	0.7	0.2	-0.7	0.4	-0.9	0.7	**1.3**	-0.1	1.5	0.7	**0.9**	2.8	**1.6**	0.3	**1.6**

Δ Difference from 2006 x Countries not participating in the study

Source: OECD, PISA 2009 and 2006 databases.

UK (1): UK-ENG/WLS/NIR

Explanatory note

When considering differences between 2006 and 2009, values that are statistically significantly (p<.05) different from zero are indicated in bold.

For further information on PISA database, see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE fr): In PISA 2006 approximately 10 % of answers were missing and the languages asked were slightly different to those in 2009. As a result, the French Community of Belgium was excluded from the comparison of the EU averages and the difference is not reported.
Belgium (BE de): Speaking a German dialect at home was considered to be speaking German.
Belgium (BE nl): Speaking a Flemish dialect at home was considered to be speaking Dutch.
Italy: Speaking an Italian dialect at home was considered to be speaking Italian.
Slovakia: Speaking a Slovak dialect at home was considered as speaking Slovak (this distinction was made only in 2006).

FEW SCHOOLS ENROL LARGE NUMBERS OF STUDENTS WHOSE MOTHER TONGUE IS NOT THE LANGUAGE OF INSTRUCTION

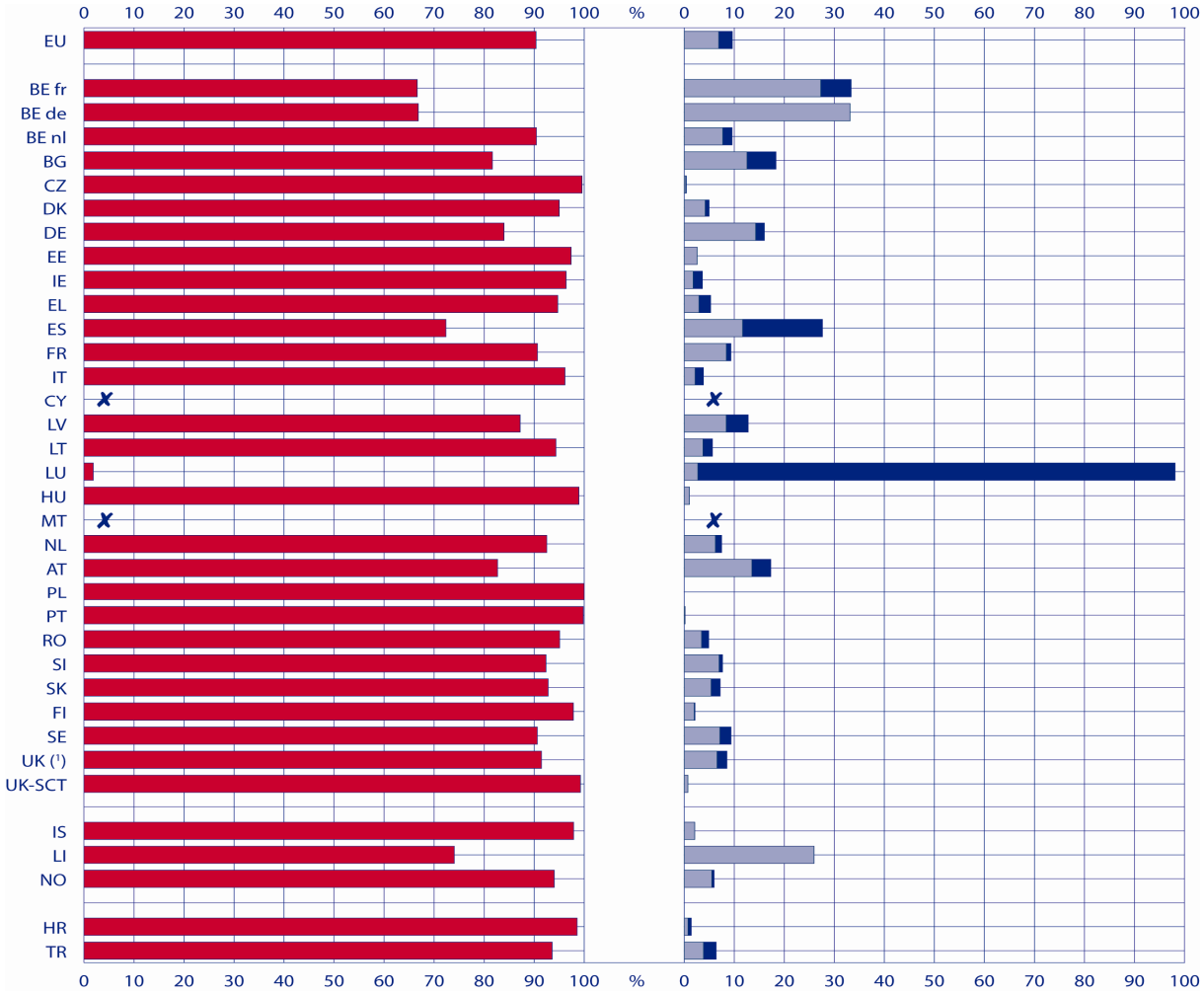
In Europe, the majority of students attend language homogeneous schools. According to 2009 PISA data, 90.4 % of 15-year-old students in participating EU-27 countries attended schools where 80 % or more of their contemporaries spoke the language of instruction at home. In some countries, school populations were exceptionally uniform. For example, in Poland in 2009, no students attended schools in which there were 20 % or more students aged 15, who spoke a language at home other than the language of instruction. In the Czech Republic, Hungary, Portugal, the United Kingdom (Scotland) and Croatia, the percentage of students attending schools with a language diverse population was close to zero. In all the above-mentioned countries, almost all 15-year-old students were speaking the language of instruction at home (see Figure A2).

On average in participating EU-27 countries in 2009, only 2.7 % of students attended schools where the majority of students spoke a language at home other than the language of instruction. However, 6.9 % of all students attended schools which had 20-50 % of students who spoke a language at home other than the language of instruction.

A few educational systems have greater demands on them than others in catering for language diversity in their student intake. In Luxembourg, *Letzeburgesch* (Luxembourgish) is the mother tongue for most students, and although it is a Germanic language and a state language, it is not a language of instruction. Consequently, almost all 15-year-olds (95.4 %) attend schools where at least half of their contemporaries speak a language at home other than the language of instruction; no other European country has such a high percentage.

In the French and German-speaking Communities of Belgium one in three 15-year-old students attended a school where more than 20 % of their contemporaries spoke a language at home other than the language of instruction. In Spain and Liechtenstein, approximately 25 % of students attended such a school, while in Bulgaria, Germany, Latvia and Austria the numbers were around 10-20 %.

Figure A3: Percentage of 15-year-old students attending schools with different proportions of students who do not speak the language of instruction at home, 2009



	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
<20	90.4	66.6	66.8	90.5	81.7	99.6	95.0	84.0	97.4	96.4	94.7	72.4	90.7	96.2		87.2	94.4	1.9
20-49	6.9	27.3	33.2	7.7	12.6	0.3	4.2	14.3	2.6	1.8	3.0	11.7	8.4	2.2		8.4	3.8	2.7
≥ 50	2.7	6.1	0.0	1.9	5.8	0.1	0.8	1.7	0.0	1.8	2.3	16.0	0.9	1.7		4.4	1.9	95.4

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
<20	99.0		92.5	82.7	100.0	99.8	95.1	92.4	92.8	97.9	90.6	91.5	99.3	97.9	74.1	94.0	98.6	93.6
20-49	1.1		6.2	13.5	0.0	0.2	3.5	7.0	5.4	2.0	7.1	6.6	0.7	2.1	26.0	5.5	0.8	3.9
≥ 50	0.0		1.3	3.8	0.0	0.0	1.4	0.7	1.8	0.1	2.2	2.0	0.0	0.0	0.0	0.5	0.6	2.5

Source: OECD, PISA 2009 and 2006 databases.

UK (1): UK-ENG/WLS/NIR

Explanatory note

For further information on PISA database, see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE de): Speaking a German dialect at home was considered to be speaking German.
Belgium (BE nl): Speaking a Flemish dialect at home was considered to be speaking Dutch.
Italy: Speaking an Italian dialect at home was considered to be speaking Italian.

HALF OF 15-YEAR-OLD STUDENTS WHOSE PARENTS WERE BORN ABROAD SPEAK THE LANGUAGE OF INSTRUCTION AT HOME

The extent to which children whose parents were born abroad speak the language of instruction at home should be considered when discussing issues relating to teaching languages in schools in Europe. Firstly, however, it is important to ascertain how many of these students are present in schools across Europe.

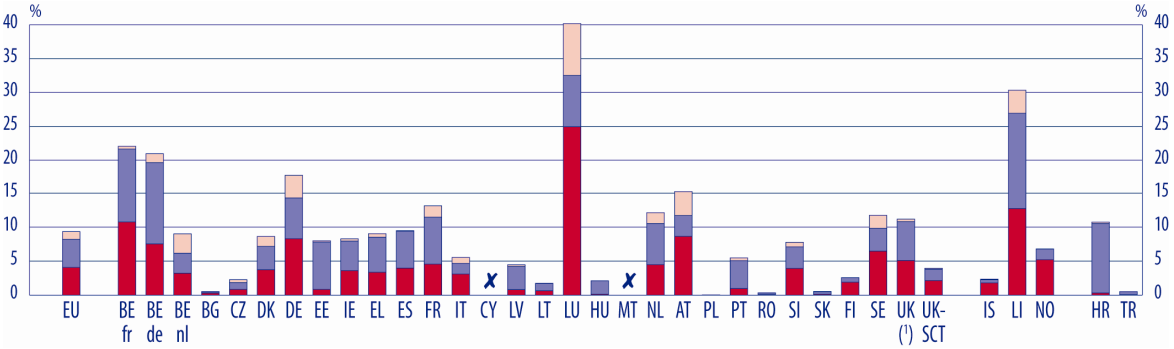
The PISA study gathers extensive background information about the students who respond to the surveys, including information about their parents'/guardians' country of origin. According to the study, a student is defined as an 'immigrant' if both his/her parents/guardians were born abroad. According to this definition, on average, 9.3 % of 15-year-old students were immigrants in the participating EU-27 countries in 2009. Luxembourg had the highest proportion of immigrant 15-year-old students, namely 40 %. Approximately 20-30 % of students were immigrants in the French and German-speaking Communities of Belgium as well as Liechtenstein. In contrast, in Bulgaria, Poland, Romania, Slovakia and Turkey, the proportion of 15-year-old students whose parents were born abroad was very low (less than 1 %) and therefore these countries are not considered in the following discussion.

Having parents who were born abroad does not necessarily mean that the student does not speak the language of instruction at home. In 2009, on average in participating EU-27 countries, there were 4.1 % of 15-year old students whose parents were born abroad and who spoke the language of instruction at home. Similar proportion of 15-year old students (4.1 %) had parents who were born abroad and who did not speak the language of instruction at home. In other words, half of 15-year-old students whose parents were born abroad indicated that they spoke the language of instruction at home.

However, in some countries, the number of immigrant students who did not speak the language of instruction at home was higher. In Luxembourg one in four 15-year-old students were classed as immigrants and did not speak the language of instruction at home. In the French and German-speaking Communities of Belgium, Germany, Austria, Sweden and Liechtenstein, there were between 7 and 13 % of 15-year-old students whose parents were born abroad and who indicated that they did not speak the language of instruction at home. Usually these students were born in countries where the official language(s) was different to the language of instruction in the country where they currently attended school. For example, in Luxembourg, the immigrant students who did not speak the language of instruction at home were born in Portugal, one of the former Yugoslav Republics or in Italy. In Austria most of these students were born in Turkey, Bosnia and Herzegovina, and Serbia and Montenegro.

In contrast, in the Czech Republic, Estonia, Latvia, Lithuania, Hungary, Portugal and Croatia there was approximately 1 % or less of 15-year-old students whose parents were born abroad and did not speak the language of instruction at home. In Estonia and Latvia this was related to the prevalence of school instruction in another language than the official language of the country. The majority of immigrant students in these countries were speaking Russian at home and at school. In Portugal, most immigrant students come from former colonies, such as Brazil or African countries where Portuguese is an official language.

Figure A4: Percentage of 15-year-old immigrant students (parents born abroad) and language spoken at home, 2009



Language of instruction **not** spoken at home

Language of instruction spoken at home

No information on language spoken at home

	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
	4.1	10.8	7.5	3.2	0.3	0.9	3.7	8.3	0.8	3.6	3.4	4.0	4.6	3.1	0.0	0.8	0.7	24.9
	4.1	10.9	12.1	2.9	0.2	1.0	3.4	6.0	7.0	4.4	5.2	5.5	6.9	1.6	0.0	3.4	1.1	7.6
	1.1	0.4	1.3	2.9	0.1	0.4	1.5	3.3	0.2	0.3	0.5	0.1	1.7	0.9	x	0.2	0.0	7.7
Immigrants	9.33	22.05	20.98	9.01	0.51	2.27	8.63	17.62	8.00	8.29	9.03	9.48	13.14	5.54		4.46	1.74	40.16

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
	0.1	0.0	4.5	8.6	0.0	1.0	0.1	3.9	0.1	1.9	6.5	5.1	2.2	1.8	12.7	5.2	0.3	0.1
	2.0	0.0	6.1	3.1	0.0	4.1	0.2	3.2	0.4	0.7	3.3	5.7	1.7	0.5	14.2	1.6	10.2	0.5
	0.0	x	1.6	3.5	0.0	0.4	0.0	0.7	0.0	0.0	1.9	0.4	0.2	0.1	3.4	0.0	0.2	0.0
Immigrants	2.1	0.0	12.1	15.2	0.0	5.5	0.3	7.8	0.5	2.6	11.7	11.2	4.0	2.4	30.3	6.8	10.7	0.5

x Countries not participating in the study

Source: OECD, PISA 2009 database.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

For further information on PISA database, see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE de): Speaking a German dialect at home was considered to be speaking German.
Belgium (BE nl): Speaking a Flemish dialect at home was considered to be speaking Dutch.
Italy: Speaking an Italian dialect at home was considered to be speaking Italian.

B

ORGANISATION

SECTION I – FOREIGN LANGUAGE PROVISION IN PRE-PRIMARY, PRIMARY AND SECONDARY EDUCATION: NUMBER OF LANGUAGES PROVIDED

Figures B1 to B8 are concerned with foreign language provision at pre-primary, primary and secondary levels as laid down within countries' official regulatory frameworks. They focus on the number of languages provided as part of the minimum level of education provision (see the Glossary, Statistical Databases and Bibliography section). The indicators show the starting age of the first and second foreign languages as compulsory subjects, the trends in starting ages, and the circumstances in which some or all students may have the opportunity to learn additional languages, depending on the educational pathway they take, or the opportunities provided by the local school curriculum. One indicator focuses on the EU recommendation to teach two foreign languages from an early age. Finally, some data are included on projects designed to pilot the expansion of foreign language teaching within the minimum level of educational provision. Annex 1 provides a brief summary of foreign language provision in each country to support the information presented in this section.

COMPULSORY LEARNING OF THE FIRST FOREIGN LANGUAGE STARTS BETWEEN 6 AND 9 YEARS OLD IN MOST EUROPEAN COUNTRIES

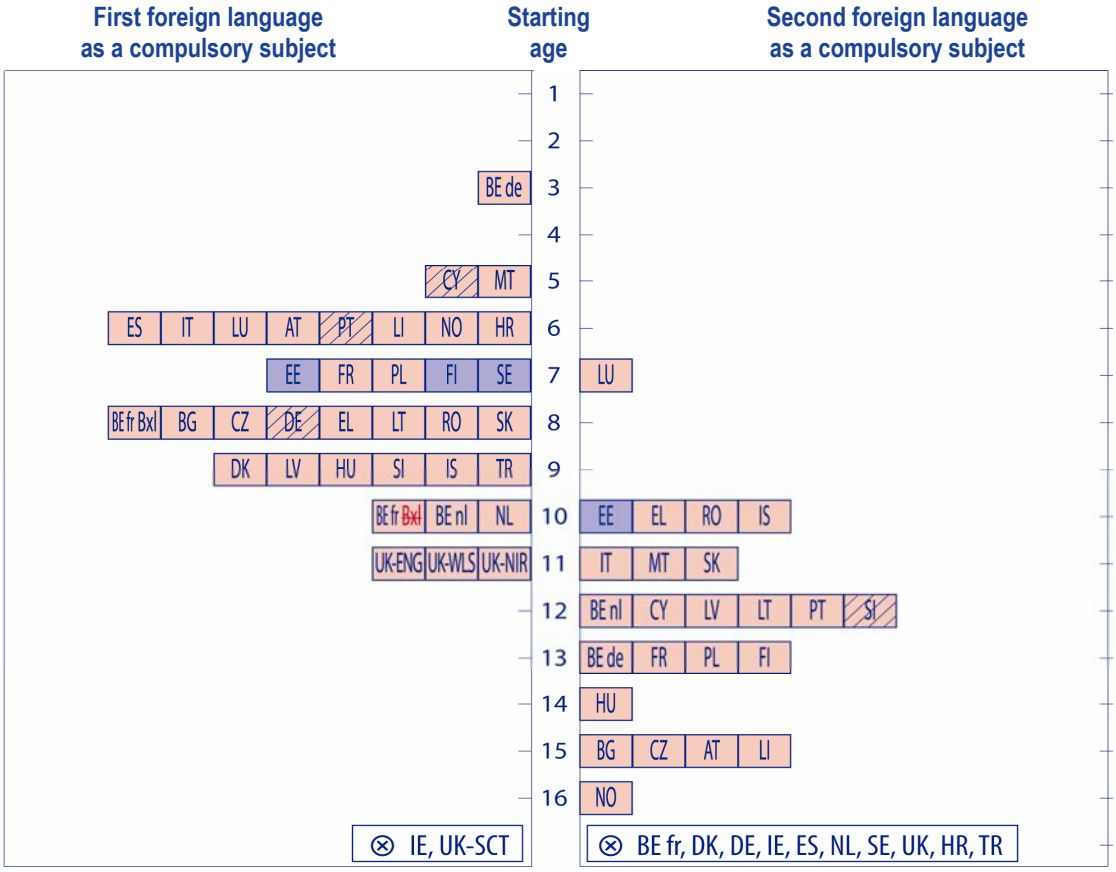
In most countries, the starting age of the first foreign language as a compulsory subject ranges between 6 and 9 years old. In Belgium (German-speaking Community), all students start learning a foreign language as early as 3 years old, when they start pre-primary education. In Spain, students start learning a foreign language in the second cycle of pre-primary education, in most Autonomous Communities, as early as the age of 3. At the other end of the scale stands the United Kingdom (England, Wales and Northern Ireland) where all students start learning a foreign language as a compulsory subject at the age of 11 when they begin secondary education.

Schools in Estonia, Finland and Sweden have some freedom to determine the grade in which the first foreign language is introduced as a compulsory subject. Central education authorities define an age (or grade) bracket for the introduction of foreign languages: between 7 and 9 years old in Estonia and Finland, and between 7 and 10 in Sweden. According to statistical data (see Figure C1b), in Sweden, 57.3 % of 9 years old students learn at least one foreign language.

Some countries are currently introducing reforms to lower the starting age for the compulsory learning of the first foreign language. In Cyprus, since September 2011, all pupils must learn English as a compulsory subject from the age of 6. However, in some schools, the compulsory learning of English starts from age 5, and this requirement should be extended to all schools by September 2015. In Germany, the requirement to learn one foreign language as a compulsory subject is being implemented in all schools for students aged between 8 and 10. In Slovakia, since 2008/09, schools are introducing the compulsory teaching of a foreign language from the age of 8. In 2010/11, however, this reform had still not been implemented for all students aged 9. In addition to these three countries, Latvia will introduce a reform in 2013/14 whereby the first foreign language will be compulsory from the age of 7.

Ireland and the United Kingdom (Scotland) are the only countries where learning a foreign language at school is not compulsory. In Ireland, all students learn Irish and English, neither of which are viewed as foreign languages. In the United Kingdom (Scotland), where there is no statutory curriculum, schools have a duty to offer a foreign language (see Figure B5), but students are under no obligation to learn one.

Figure B1: Starting ages for the first and second foreign languages as compulsory subjects for all students in pre-primary, primary and/or general secondary education, 2010/11



Fully implemented | Phasing in | Variable starting age | ⊗ No compulsory foreign language(s)

Source: Eurydice.

Explanatory note

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum designates them as alternatives to foreign languages.

The starting ages reflect the normal age of students when foreign language teaching begins; they do not take into account early or late entry to school, grade repetition or other interruptions to schooling (students' notional age).

For a definition of '**foreign language**'; '**language as a compulsory subject**' and '**phasing in**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE fr): 'BE fr Bxl' refers to the region of Brussels-Capital; 'BE fr ~~Bxl~~' refers the rest of the Community.
Germany: In some *Länder* such as Baden-Wurttemberg, students must start learning the first foreign language as a compulsory subject from the age of 6.
Spain: In 10 out of 17 Autonomous Communities, all children from the age of 3 who attend pre-primary education are taught a foreign language.
Netherlands: It is compulsory to learn a foreign language in primary education; in practice, this occurs between the ages of 10 and 12 but schools can provide this teaching from an earlier age.

In a majority of countries, it is compulsory for all students in general education to learn two foreign languages at some point during their schooling (see Figure B7). The age at which students must start learning a second foreign language varies quite significantly between countries, ranging from 10 to 15 years old across most countries. Luxembourg stands out as all students learn a second foreign language from the age of 7. In Estonia, as is the case with the first foreign language, central education authorities require schools to introduce this teaching within a defined age range (10-12 years old).

In several countries, the learning of a second foreign language as a compulsory subject starts three or less than three years after the beginning of the first compulsory language. This is notably the case in Luxembourg and Iceland where students start learning the second language one year after they started learning the first.

Reforms are currently taking place in two countries. In Slovenia, the requirement for all students aged 12 to 15 to learn a second foreign language was, in 2010/11, in the process of being introduced in schools. However, following a decision taken in November 2011, this reform has been put on hold. In Slovakia, all students attending general education should learn two foreign languages between 11 and 19 years of age. This requirement, however, is still being implemented in classes for students aged 13 and 14 (see Figure B3).

Luxembourg and Iceland are the only countries where all students in general education have to study three languages. However, the duration of learning greatly differs: five years (between 14 and 19 years old) in Luxembourg and one year in Iceland (between 17 and 18 years old).

Information on the duration of learning for the first and second foreign languages as compulsory subjects is shown in Figures B2 and B3. In some countries, students following some educational pathways or in some types of school must study additional foreign languages and, sometimes, from an earlier age (see Figure B4). Furthermore, in some countries, the autonomy enjoyed by schools enables them to introduce more foreign languages into the school curriculum (see Figure B6).

COMPULSORY LEARNING OF THE FIRST FOREIGN LANGUAGE BEGINS AT AN INCREASINGLY EARLY AGE

Over the last two decades, Europe has witnessed an increase in the duration of compulsory foreign language teaching. This increase has been exclusively achieved by lowering the age at which this teaching begins. Indeed, over the last two decades, all students in general education have had to study a foreign language until the end of upper secondary level, except in Malta and the United Kingdom. In 2010, Italy undertook a reform in order to make this study compulsory for all students until the end of secondary level. In Malta and the United Kingdom (Scotland), all students can study languages as an option at upper secondary level, as all schools have to offer at least one (see Figure B5).

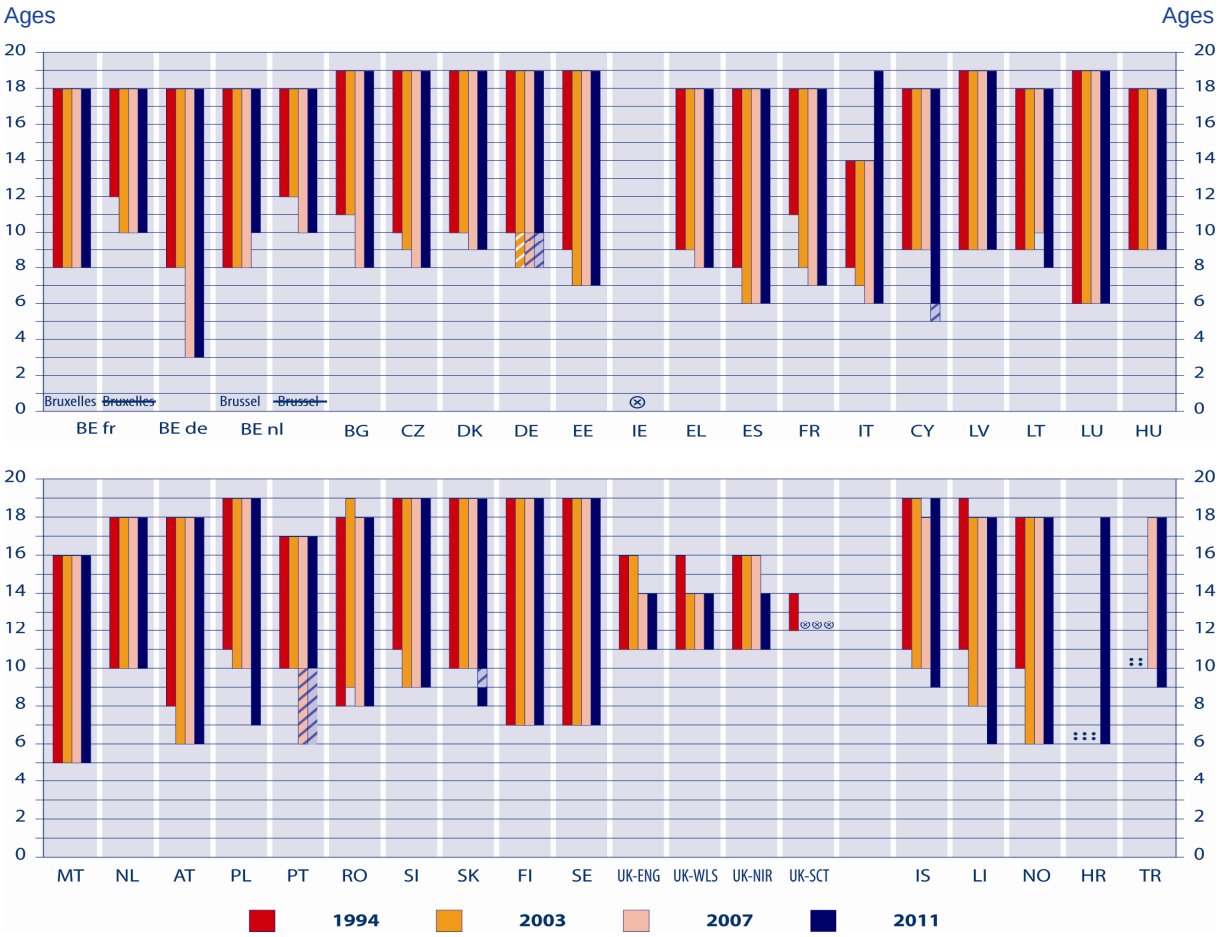
It is only in the United Kingdom (England, Wales and Northern Ireland) that the education authorities have reduced the number of years of compulsory foreign language learning for all students. When legislation introducing compulsory curricula was passed in England and Wales (1988) and Northern Ireland (1989), compulsory language learning was specified for all 11- to 16-year-olds. Subsequent changes in 1995 (Wales), 2004 (England) and 2007 (Northern Ireland) increased flexibility in the curriculum for 14 to 16 years old, allowing students to choose whether to study languages. In Belgium (Flemish Community), a reduction in the number of years' study can be observed in Brussels, which now applies the same legislation as everywhere else in the Community.

Between 1993/94 and 2010/11, only nine countries or regions within countries did not lower the starting age for the compulsory learning of a foreign language by all students. However, in two of these (i.e. Luxembourg and Malta), all students have had to learn a foreign language from the very first year of primary education since 1994. In Finland and Sweden, schools enjoy some flexibility in determining the year in which students start learning a foreign language as a compulsory subject (see Figure B1). The most far-reaching changes happened in Belgium (German-speaking Community) and Liechtenstein. In Belgium (German-speaking Community), the legislation adopted in 2004 made pre-primary play activities in a foreign language compulsory, and more formal language learning from the

first year of primary education – both features of early education that had previously been optional but practised in the majority of schools for several decades.

From 2006/07, seven countries or regions within countries introduced reforms to lower the age of compulsory foreign language learning. The changes are particularly significant in Cyprus and Poland. More information on current and future reforms is available in Figure B1.

Figure B2: Starting age and duration of first foreign language as a compulsory subject in pre-primary, primary and/or general secondary education, reference years 1993/94, 2002/03, 2006/07, 2010/11



A foreign language is being phased in ⊗ No compulsory foreign language teaching

Source: Eurydice.

Explanatory notes

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum designates them as alternatives to foreign languages.

The starting age refers to the first compulsory foreign language and reflects the normal age of students; it does not take into account early or late entry to school, grade repetition or other interruptions to schooling (students' notional age). The duration of provision refers to any language learnt.

For 1993/94, 2002/03 and 2006/07, the figure shows the ages between which students should be taught a foreign language as a compulsory subject, according to official regulations/recommendations, even when this provision did not extend to all schools or to the whole age group during the reference year. In the case of 2010/11, the measure 'being phased in' (see the Glossary, Statistical Databases and Bibliography section) is indicated as such if it was still not fully implemented in 2010/11. For further information on the situation in 2010/11, see Figure B1.

For a definition of '**phasing in**'; '**foreign language**' and '**language as a compulsory subject**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes (Figure B2)

Belgium (BE fr): The French Community is responsible in (a) Brussels wherever the language of instruction is French, and (b) in the French-speaking part of Wallonia.
Belgium (BE nl): The Flemish Community is responsible in (a) Brussels wherever the language of instruction is Dutch, and (b) in the Flemish Region.
Germany: In some *Länder*, such as in Baden-Wurttemberg, the compulsory learning of a foreign language starts at age 6. Upper secondary education (the *Gymnasium*) terminates at the age of 18 in some *Länder* and at 19 in others. If students have not selected a foreign language for the *Abitur*, they may stop learning it a year before the end of upper secondary education.
Estonia and **Finland**: In 2010/11, 2006/07 and 2002/03, the education authorities specified only that pupils had to start learning a foreign language as compulsory subject between the ages of 7 and 9.
Ireland: Foreign language teaching is not compulsory. The official languages of English and Irish are taught to all students.
Spain: After the 2006 Act on Education, in most Autonomous Communities, all children from the age of 3 who attend pre-primary education are taught a foreign language.
Netherlands: It is compulsory to learn a foreign language during primary education. In practice, this occurs between the ages of 10 and 12, but schools can organise this provision at an earlier stage.
Sweden: In 2010/11, 2006/07 and 2002/03, the education authorities only specified that students had to start learning a foreign language as a compulsory subject between the ages of 7 and 10.
United Kingdom (SCT): Although not mandatory, the teaching of a foreign language was considered by most people to be compulsory prior to the implementation of the recommendations of the Ministerial Action Group on Languages (2000). The recommendations made this provision more flexible.

REFORMS TO INTRODUCE EARLIER TEACHING OF THE SECOND FOREIGN LANGUAGE ARE NOT COMMONPLACE BUT SOME HAVE TAKEN PLACE RECENTLY

Of the countries where learning two foreign languages was not compulsory for all students in 2002/03, few have since introduced reforms to alter this situation. Italy and Malta are the exceptions as two foreign languages have now become compulsory for all students at the start of secondary education. In Malta, however, even prior to 2002/03, most students entering secondary level had been obliged to learn two languages. Conversely, in the Netherlands, a second foreign language is no longer compulsory for all students in general secondary education, but it is for students in some types of school and following certain educational pathways (see Figure B4).

Most other reforms affecting the learning of a second foreign language as a compulsory subject resulted in bringing its teaching forward so that students began learning it earlier in school. This is notably the case in Belgium (Flemish Community) and Greece where the changes occurred before 2006/07 and in Poland, Iceland, Slovenia and Slovakia where the reforms took place after this date, although in Slovenia and Slovakia these reforms had still not been implemented in all schools in 2010/11. In Slovenia, however, following a decision taken in November 2011, this reform has been put on hold. In France, later reforms introduced a second foreign language as a compulsory subject for all students in general upper secondary education.

The picture in 2010/11 shows that learning a second foreign language as a compulsory subject usually commences at secondary level, from the age of 10, 11, 12 or 13 depending on the educational structure of specific countries ([2]). The only exceptions are Greece, Estonia, Latvia, Island and Luxembourg. In the first four countries, the learning of the second foreign language becomes compulsory at the end of primary level, from the age of 10 or 12 depending on the country, although in Estonia, schools have some autonomy in deciding the exact starting age (see Figure B1). In Luxembourg, it starts at the beginning of primary education.

([2]) For information regarding the correspondence between pupils' notional age and the structure of education, please refer to Eurydice's Structures of European Education Systems at this address: http://eacea.ec.europa.eu/education/eurydice/documents/tools/108_structure_education_systems_EN.pdf

Figure B3: Starting age and duration of second foreign language as a compulsory subject in pre-primary, primary and/or general secondary education, 2002/03, 2006/07, 2010/11

A foreign language is being phased in ⊗ No compulsory second foreign language

Source: Eurydice.

Explanatory note

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum designates them as alternatives to foreign languages.

The starting age refers to the second compulsory foreign language and reflects the normal age of students; it does not take into account early or late entry to school, grade repetition or other interruptions to schooling. The duration of provision refers to any language learnt.

For 2002/03 and 2006/07, the figure shows the ages between which students should be taught two foreign languages as a compulsory subjects, according to official regulations/recommendations, even when this provision did not extend to all schools or to the whole age group during the reference year. In the case of 2010/11, the measure 'being phased in' (see the Glossary, Statistical Databases and Bibliography section) is indicated as such if it was still not fully implemented in 2010/11. For further information on the situation in 2010/11, see Figure B1.

For a definition of '**phasing in**'; '**foreign language**' and '**language as a compulsory subject**', see the Glossary, Statistical Databases and Bibliography section.

STUDENTS ON SOME EDUCATIONAL PATHWAYS OR IN CERTAIN TYPES OF SCHOOLS MUST LEARN ADDITIONAL FOREIGN LANGUAGES

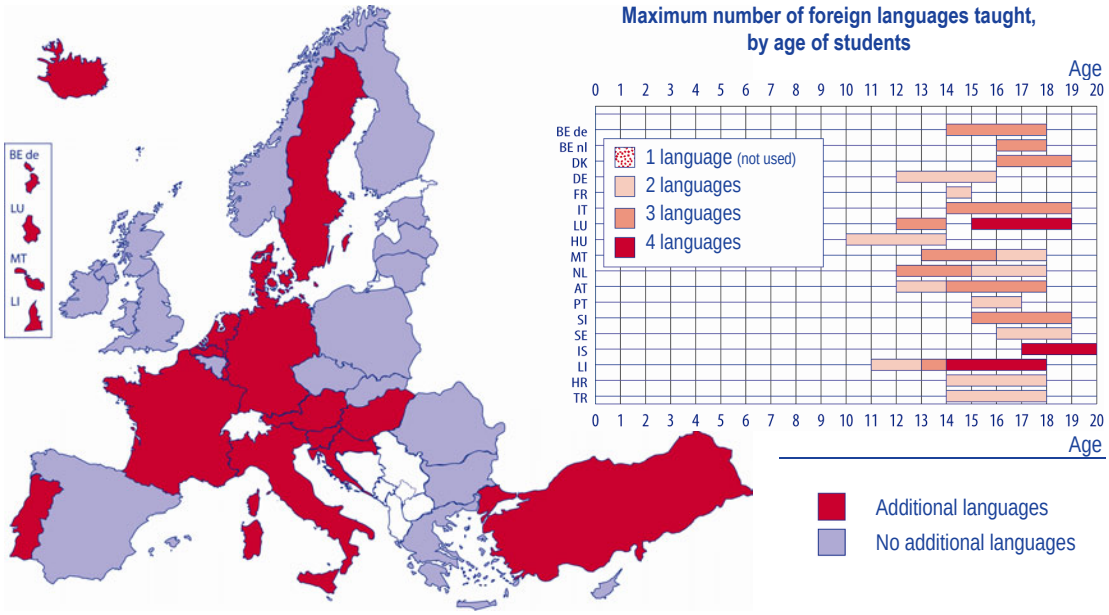
From the start of secondary education, some education systems offer different educational pathways for students, either within the same school or in different types of school. In these countries, there may be a difference between the number of foreign languages compulsory for all students and the number compulsory for students on particular pathways. Such differences are found in about half of all countries.

It is worth noting that in some of the countries (or regions within countries) where only one foreign language is compulsory for all students, those on particular educational pathways are required to

study additional languages: this is notably the case in the Netherlands, Austria (up to three languages in total), and in Germany, Croatia and Turkey (two languages in total).

Luxembourg, Liechtenstein and Iceland are the only countries where some students have to study up to four foreign languages. This learning lasts for four years in Luxembourg and Liechtenstein, and three years in Iceland.

Figure B4: Additional compulsory foreign languages taught to students on certain educational pathways in primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum regards them as alternatives to foreign languages.

The ages reflect the normal age of students and do not take into account early or late entry, grade repetition or other interruption to schooling (students' notional age).

For a definition of '**foreign language**'; '**language as a compulsory subject**' and '**educational pathway**', see the Glossary, Statistical Databases and Bibliography section.

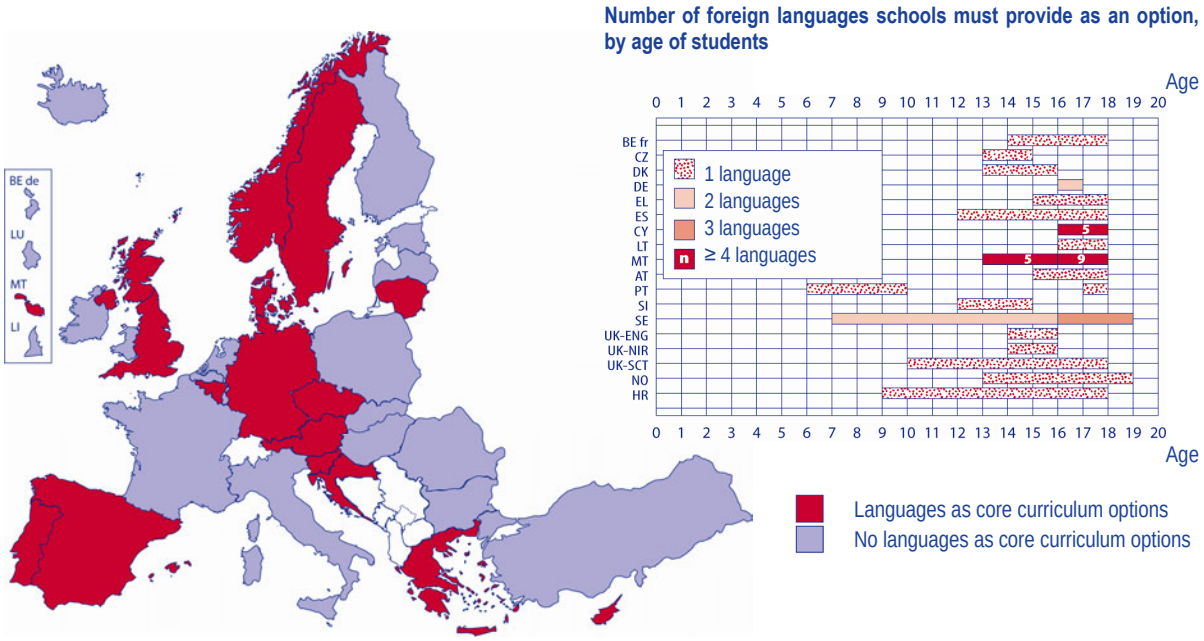
IN HALF OF ALL EUROPEAN COUNTRIES, CORE CURRICULUM OPTIONS ENABLE STUDENTS IN ALL SCHOOLS TO LEARN ADDITIONAL LANGUAGES

In about half of all European countries, all schools are required to offer at least one foreign language as an optional subject to all students, who are free to take it or not. In the United Kingdom (Wales), from September 2012, all students aged 14 to 16 will have an entitlement to a wide range of study options in the school curriculum. The learning of a foreign language is included within one of the five specified areas of learning that must be available to all students and must therefore be included in the local curriculum.

Schools in Cyprus and Malta are required to offer an exceptionally large number of languages. In Cyprus, the five languages provided as core curriculum options are in addition to the two languages that all students must learn (see Figure B1). In Malta, the same situation occurs for students aged between 13 and 16; in addition to the two foreign languages compulsory for all students, all schools must offer five other languages as options. After the age of 16, foreign language learning is no longer

compulsory (see Figure B3), but all schools must still offer nine languages as options. In practice, given the size of Malta, students wishing to study a specific language might have to be grouped together in another school which offers it.

Figure B5: Provision of foreign languages as core curriculum options in primary and/or general secondary level, 2010/11



Source: Eurydice.

Explanatory note

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum designates them as alternatives to foreign languages.

The ages reflect the normal ages of students, early or late entry, grade repetition or other interruption to schooling are not taken into account (students' notional age).

For a definition of 'foreign language'; 'language as a compulsory subject'; 'language as a core curriculum option' and 'educational pathway', see the Glossary, Statistical Databases and Bibliography section.

It is worth noting that among the countries or regions within countries where only one foreign language is compulsory for all students, there are some that require schools to offer at least a second optional language to all students. This is notably the case in Belgium (French Community), Denmark, Germany, Spain, Sweden and Croatia. In Spain, all schools have to offer a foreign language as an option to all students from the age of 12. In some Autonomous Communities (Aragón, Canary Island, Galicia, Madrid and Murcia), this second language is compulsory for students.

In most countries, the provision of foreign languages as core curriculum options starts at secondary level. Four countries (Portugal, Sweden, United Kingdom (Scotland) and Croatia) are exceptions. In Portugal, since 2008/09, all schools have been obliged to offer English to pupils aged 6 to 10. In Sweden, as is the case with the compulsory foreign language (see Figure B1), schools enjoy a great deal of autonomy in deciding when to start offering optional foreign languages. In the United Kingdom (Scotland), students do not have to learn a foreign language, but schools are expected to offer one as an option to all students aged 10 to 18.

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

In the majority of countries, schools have a certain degree of autonomy enabling them to introduce some subjects of their own choice – foreign languages in particular – as part of their minimum level of educational provision. In most of these countries, the autonomy applies to all or most educational levels. In Ireland, France and Liechtenstein, this only applies to secondary schools and, in the case of Denmark, to upper secondary schools. In some cases, such as in Italy, although school autonomy exists at both primary and secondary levels, it is most widely used in upper secondary schools for curriculum enrichment.

In this way, schools may offer a curriculum more suited to the needs of the population and region in which they are located. As a result, the content of the minimum level of educational provision may, to some extent, vary from one school to the next. For example, the school community may decide to offer an additional language to those already provided under existing regulations and guidelines issued by central education authorities (see Figures B1-B5).

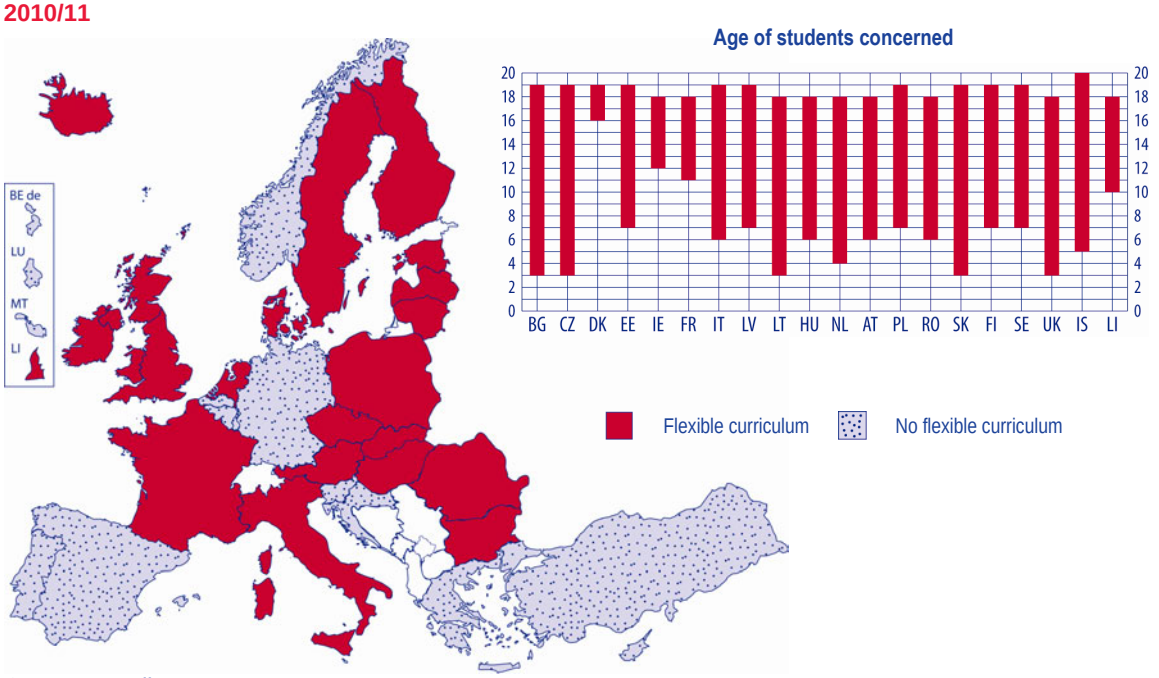
The way this autonomy is implemented at school level varies greatly between countries. In the Netherlands for example, 70 % of the minimum level of educational provision at primary level is decided by central education authorities. This 70 % notably includes the compulsory teaching of English. In the remaining 30 % of the available taught time, schools are free to choose which subjects to offer. They might offer an additional foreign language such as French or German, other non-language subjects, or spend more hours on the subjects imposed by central education authorities.

In the United Kingdom (England, Wales and Northern Ireland), schools are expected to determine additional educational provision beyond the basic minimum in accordance with their particular circumstances. In this context, although the study of a language is compulsory for only three years (ages 11-14), schools can choose to make this compulsory for students aged 14-16 if they wish to do so. At primary level, the majority of schools in England teach a foreign language and in Northern Ireland this is true of at least half of the schools. In Wales a small, but increasing number of primary schools teach a foreign language.

In Hungary, central education authorities issue regulations on how schools should distribute their allocated teaching hours. The regulations define, in percentage terms, the time schools may allocate to different subject areas. For foreign languages, schools are required to use between 2 % and 6 % of the overall allocated teaching time during the first four years of primary education. Officially, all pupils should start learning a foreign language from grade 4, when they are 9 or 10, however, schools are free to use some of the allocated teaching time to start teaching foreign languages earlier (see Figure B1). They may also reallocate some of this teaching time to other subjects, as long as they respect the lower and upper limits of the established percentage ranges.

In Belgium (Flemish and French Communities), the capacity for schools to use some of the time allocated for some subjects for teaching others also exists, even though it operates in a more restrictive sense. Here, central education authorities allow schools to use some of the time normally dedicated to compulsory subjects for the purpose of teaching a foreign language exclusively. This occurs in primary education, in grades where it is not yet compulsory for all pupils to learn a foreign language. As a result of this leeway granted to schools, it is possible to arrange for a foreign language to be taught at an earlier stage, as part of the minimum level of educational provision. Apart from this very specific circumstance, schools do not have the necessary autonomy to have a flexible curriculum.

Figure B6: Scope for schools to provide foreign language teaching on their own initiative within the minimum level of educational provision in pre-primary, primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

For a definition of '**foreign language**'; '**minimum level of educational provision**' and '**flexible curriculum**', see the Glossary, Statistical Databases and Bibliography section.

Country specific note

Austria: Schools have a degree of autonomy which allows them to offer a curriculum slightly different from the one determined by central education authorities. However, the subjects offered must be drawn from a list drawn up by those authorities.

IN THE MAJORITY OF COUNTRIES, ALL STUDENTS HAVE TO LEARN TWO LANGUAGES FOR AT LEAST ONE YEAR DURING COMPULSORY EDUCATION

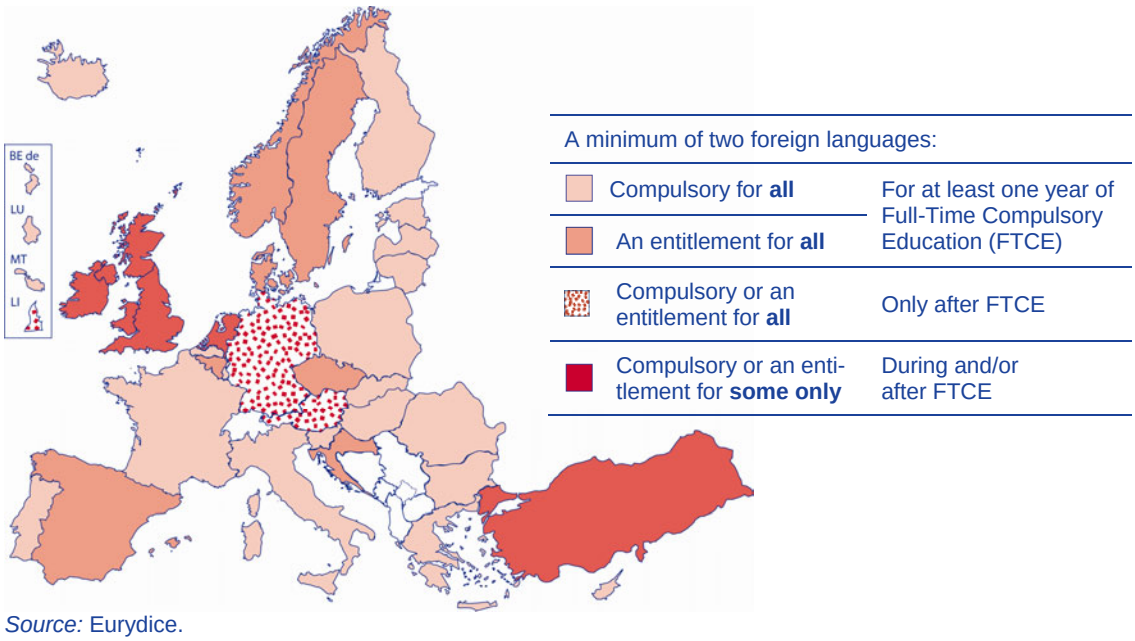
At the Barcelona European Council (2002), the EU Heads of State or Government called for further action 'to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age'. This recommendation derives from the momentum generated by the Lisbon European Council (2000) at which the European Union set itself the strategic objective of becoming 'the most competitive and dynamic knowledge-based economy in the world'. In 2010/11, educational policies in most countries complied with the terms of the recommendation by enabling all students to learn at least two foreign languages during compulsory education. This aim translates into a situation where the most common practice across Europe is that all students have to learn a minimum of two foreign languages for at least one year during full-time compulsory education.

In a second group of countries, the learning of two foreign languages, while not compulsory, is possible for everyone during full-time compulsory education. In these countries, the first language is compulsory, whereas the second is offered by all schools through core curriculum options. Thus when students come to choose their optional subjects, they may decide to learn a second foreign language irrespective of the school they attend.

Only a minority of countries do not make it possible for everyone to learn two foreign languages in full-time compulsory education. In Germany, Austria and Liechtenstein, the opportunity to learn two

languages is only extended to all students enrolled in post-compulsory general education; the second language is actually obligatory in Austria and Liechtenstein.

Figure B7: The teaching of two foreign languages in the curriculum for pre-primary, primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

This figure primarily considers 'foreign' (or 'modern') languages in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are shown only when the curriculum designates them as alternatives to foreign languages. For further information on the provision of foreign languages in the curriculum, see Figures B1-B6 as well as annex 1 describing this provision by country.

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

Compulsory or an entitlement for some (to learn a minimum of two foreign languages): Only some students are obliged or entitled to learn two languages, either because their schools are free to offer them an opportunity to learn a further language, or because the students concerned are on educational pathways in which two or more languages are offered or compulsory.

For a definition of '**foreign language; language as a compulsory subject**' and '**language as a core curriculum option**', see the Glossary, Statistical Databases and Bibliography section.

In Ireland and the United Kingdom, there is no obligation for schools to provide all students with the opportunity to learn two foreign languages at any time during their school life. However, the curriculum frameworks are sufficiently flexible to allow schools to offer students in compulsory education the opportunity to learn two languages; this depends entirely on the school's decision. In the Netherlands, the learning of a second foreign language is no longer an obligation for students on some educational pathways (about 15 % of the school population) at the beginning of lower secondary education. Two or more compulsory foreign languages are a feature of many educational pathways, but they do not affect all students. In Turkey, only students in certain types of school have to learn two foreign languages and this is in post-compulsory education.

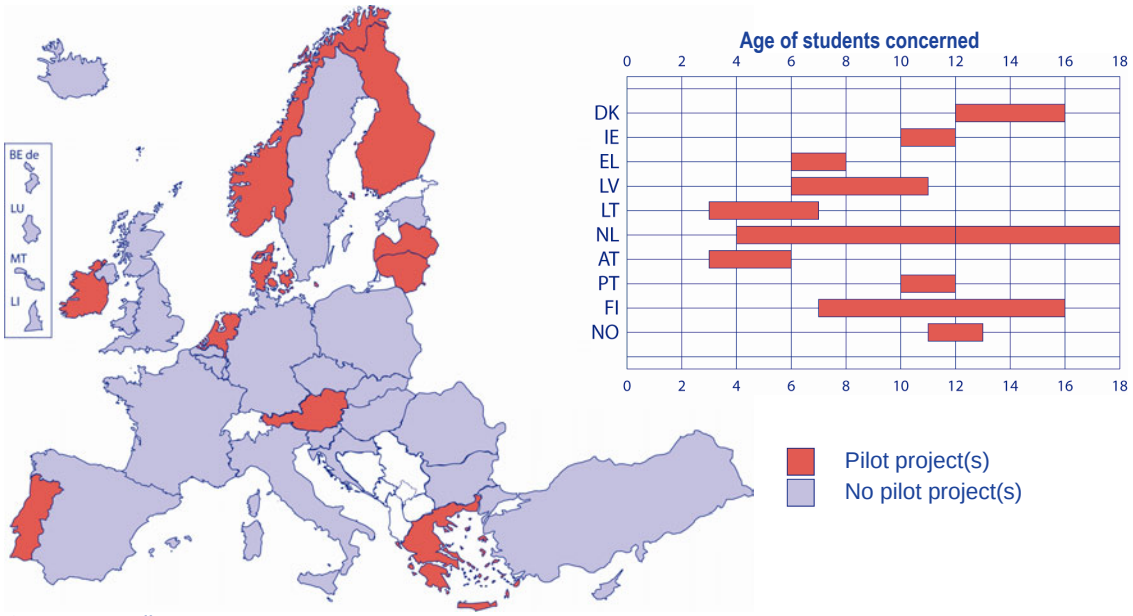
By comparison with the situation in 2006/07 (EACEA/Eurydice, 2008), attention should be drawn to the changes introduced in Poland and Slovenia. These two countries now make the learning of two languages compulsory three years before the end of compulsory education. In Slovenia, the reform, which was in the process of been implemented in all schools by 2010/11, has been put on hold, following a decision taken in November 2011.

TEN CENTRAL EDUCATION AUTHORITIES FUND PROJECTS TO PILOT THE WIDENING OF THE RANGE OF LANGUAGES OR THE LOWERING OF THE STARTING AGE

Ten countries have established projects to pilot the teaching of more languages than those already provided within the minimum level of educational provision, or to lower the starting age of foreign language teaching. All these projects are organised and funded or co-funded by the education authorities.

In Ireland, Greece, Latvia, Lithuania and Austria, the projects are piloting the introduction of foreign language teaching where it is not yet taught as a compulsory subject (see Figure B1). In Lithuania, German is being introduced in 26 pre-primary institutions. Similarly, in Austria, numerous projects funded from different sources – including public sources – have introduced English to pre-primary school children. A very small number of other projects focus on other languages. In Ireland, where the teaching of foreign languages is not compulsory, over 500 primary schools (out of 3 165) teach French, German, Spanish or Italian as part of the Modern Languages in Primary School Initiative. In Greece and Latvia, the projects are piloting new developments that should soon be fully implemented. In Greece, 800 selected primary schools are introducing the teaching of English to students aged 6 to 8. This teaching will be extended to all schools in 2013. In Latvia, the project is piloting the new language (English, French and German) programme for students aged 6 to 11.

Figure B8: Pilot projects increasing language provision in pre-primary, primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

This figure deals primarily with languages described as 'foreign' (or 'modern') in the curriculum. Regional and/or minority languages (see Figure B15) and classical languages (see Figure B16) are included only when the curriculum designates them as alternatives to foreign languages.

This figure focuses on pilot projects extending foreign language teaching beyond the minimum level of educational provision.

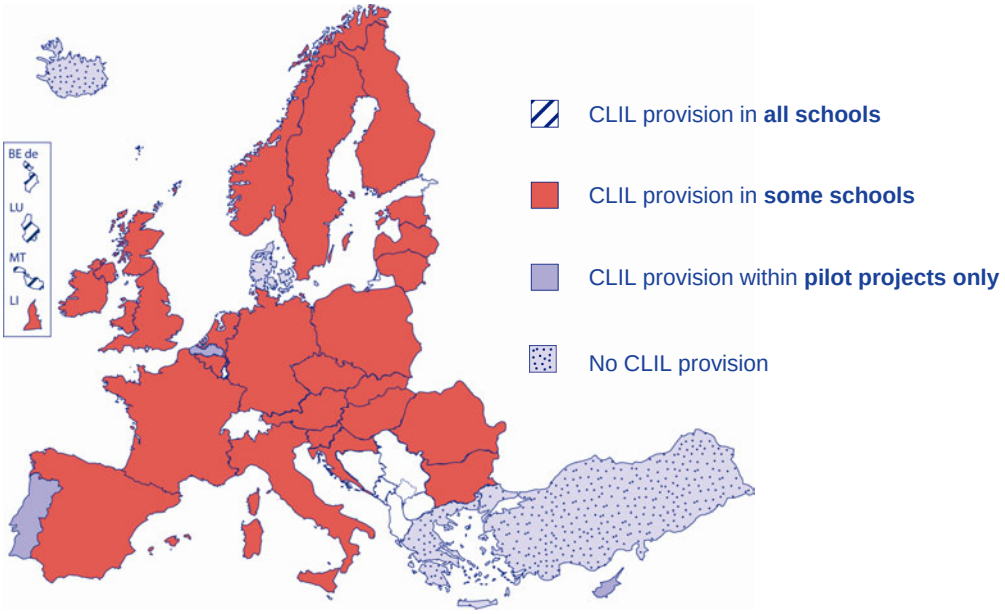
For a definition of '**pilot project**' and '**minimum level of educational provision**', see the Glossary, Statistical Databases and Bibliography section.

In Denmark, the Netherlands, Portugal, Finland and Norway, the pilot projects give students the opportunity to learn more or alternative languages (usually French and German), to the one most commonly learnt, which is English in most cases. The main objectives of the Finnish, Norwegian and Danish projects are to encourage students to study more languages than English or to study them earlier than expected by the national curriculum. In Finland, the project targets students aged 7 to 16. In Norway, it targets students aged 11 to 13 and explicitly aims at developing a positive attitude to multilingualism. It will run from 2010 to 2012 and be evaluated before a decision is taken on general implementation. In Denmark, the project offers students aged 12 the opportunity to start learning French or German rather than at age 13 as set down in the curriculum. In the Netherlands, one project investigates how the teaching of French and German can best be introduced into primary schools, where all students must already learn English (see Figure B13). A second pilot project aims to introduce Chinese at secondary level. Depending on the schools, Chinese is taught in addition to or instead of the two languages normally taught (French and German). In Portugal, the pilot project's objective is to start teaching a second language to students aged 10, rather than at age 12, which is the normal age for introducing the second language as a compulsory subject.

CONTENT AND LANGUAGE INTEGRATED LEARNING IS PART OF MAINSTREAM PROVISION IN ALMOST ALL COUNTRIES

In nearly all European countries, certain schools offer a form of education provision according to which non-language subjects are taught either through two different languages, or through a single language which is 'foreign' according to the curriculum. This is known as content and language integrated learning (CLIL – see the Glossary, Statistical Databases and Bibliography section). Only Denmark, Greece, Iceland and Turkey do not make this kind of provision.

Figure B9: Existence of CLIL provision in primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

CLIL provision in some schools: The practice is not necessarily widespread. For detailed information on CLIL provision in each country, see Annex 2.

This figure does not cover:

- programmes provided to children whose mother tongue is not (one of) the language(s) of instruction to facilitate their integration;
- programmes in international schools.

For a definition of '**CLIL**' and '**pilot project**', see the Glossary, Statistical Databases and Bibliography section.

Although it exists in nearly all countries at primary and general secondary levels, CLIL is not widespread across education systems. This observation is drawn from the national information published in Annex 2, which although it does not allow strict comparisons to be made between countries, is still useful as it gives some indication about how extensive this provision is. Belgium (German-speaking Community), Luxembourg and Malta are the only countries or regions within countries in which CLIL provision exists in all schools throughout the whole education system.

In three countries, CLIL is provided only in schools operating within pilot projects. In Belgium (Flemish Community), the project, which was supposed to run from 2007 until 2010, has been extended to 2012

in nine secondary schools. The objective is to scientifically study the challenges posed by CLIL. In Cyprus, CLIL has been provided in schools for several years under a pilot programme but, since September 2011, it has now become mainstream. In Portugal, the SELF project *(Secções Europeias de Língua Francesa)*, which involves 23 schools at secondary level, provides teaching in non-language subjects through the medium of French.

Since 2010 in Italy, all students in the last year of upper secondary education have been obliged to learn one non-language subject through a foreign language. Those on the 'language' pathway must do so from the age of 16. At the age of 17, students are taught a second non-language subject through the medium of a second foreign language from the three they are already learning. Similar practices are quite widespread in Austria where, at secondary level, units of non-language subjects of variable size are taught through a foreign language. In addition, Austrian education authorities have chosen to use the CLIL approach to teach the first foreign language to all students aged 6 to 8; students have one integrated lesson per week during which the curriculum subjects are taught in the foreign language. Similar practices for English teaching also exist in Liechtenstein for students of the same age. In addition, since 2010/11, one upper secondary school is offering CLIL provision to students taking the language pathway. The pilot project will last four years.

IN ADDITION TO FOREIGN LANGUAGES, REGIONAL OR MINORITY LANGUAGES ARE WIDELY USED FOR CLIL PROVISION

Where two languages are used as languages of instruction in the context of CLIL provision, the status of these languages varies.

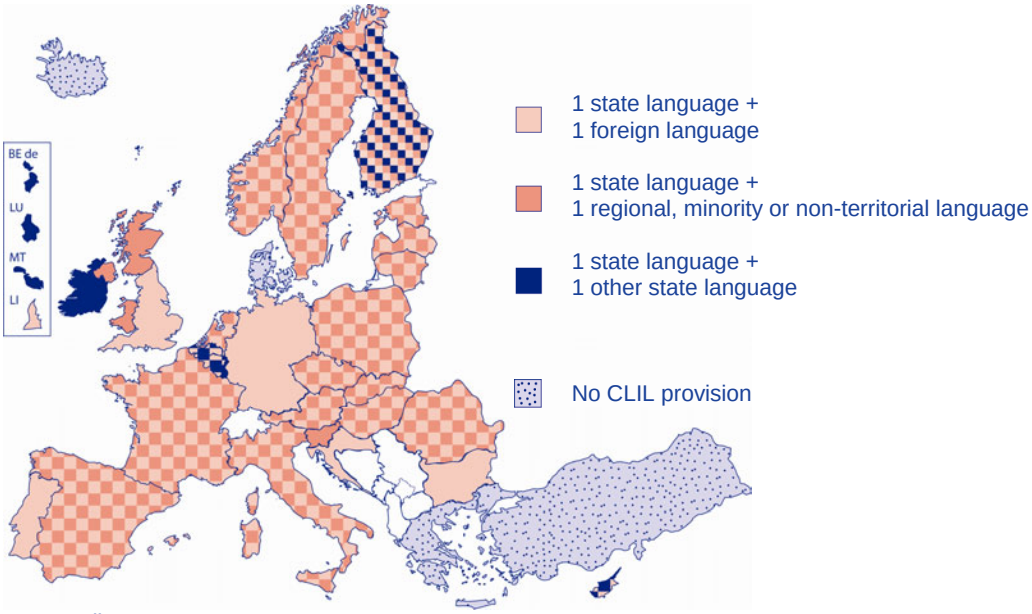
The combinaisons of languages used in CLIL depends very much on the linguistic heritage of each country, particularly when there is more than one state language and/or one or more regional/minority languages, with or without official status (see Figure A1). Annex 2 provides full information on the languages and education levels associated with this kind of tuition.

Twenty European countries or regions within countries offer CLIL provision where non-language subjects are taught through a regional/minority language as well as through the state language (or one of the state languages in countries as applicable). In practice, in Hungary for example, some schools teach non-language subjects in Hungarian and others in Slovak. In addition, all these countries, except Slovenia and the United Kingdom (Wales, Northern Ireland and Scotland) have other patterns of language use.

Twenty-five countries/regions offer CLIL provision where non-language subjects are taught through a language regarded as 'foreign' by the curriculum as well as through the state language (or one of the state languages as applicable). This group also encompasses education provision where all non-language subjects are taught in a foreign language. Other language combinations (e.g. a regional or minority language and a state language) also exist in all these countries, except in Bulgaria, Germany, Portugal, United Kingdom (England), Liechtenstein and Croatia. In Croatia, however, some schools provide education where all non-language subjects are taught in a regional or minority language. These schools, however, are not regarded as providing CLIL (see the Glossary, Statistical Databases and Bibliography section).

Close examination of the foreign languages used as languages of instruction, as shown in Annex 2, reveals that English, French and German as well as Spanish and Italian are the most widespread target languages. These languages are also the most taught foreign languages in schools across Europe (see Figure C8 a and b).

Figure B10: Status of target languages used for CLIL in primary and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

Some languages may belong to two categories. This is particularly the case in countries with more than one state language. In Luxembourg for example, French is both a foreign language and a state language. This situation arises due to the fact that the language is designated as 'foreign' in the curriculum for educational reasons while its status as a 'state language' is a political decision. In practical terms, when two labels are valid for one language, the political label is shown.

For detailed information on CLIL provision in each country, see Annex 2.

This figure does not cover:

- programmes provided to children whose mother tongue is not (one of) the language(s) of instruction to facilitate their integration;
- programmes in international schools.

For a definition of '**CLIL**'; '**non-territorial language**'; '**regional or minority language**'; '**state language**'; '**foreign language**' and '**pilot project**', see the Glossary, Statistical Databases and Bibliography section.

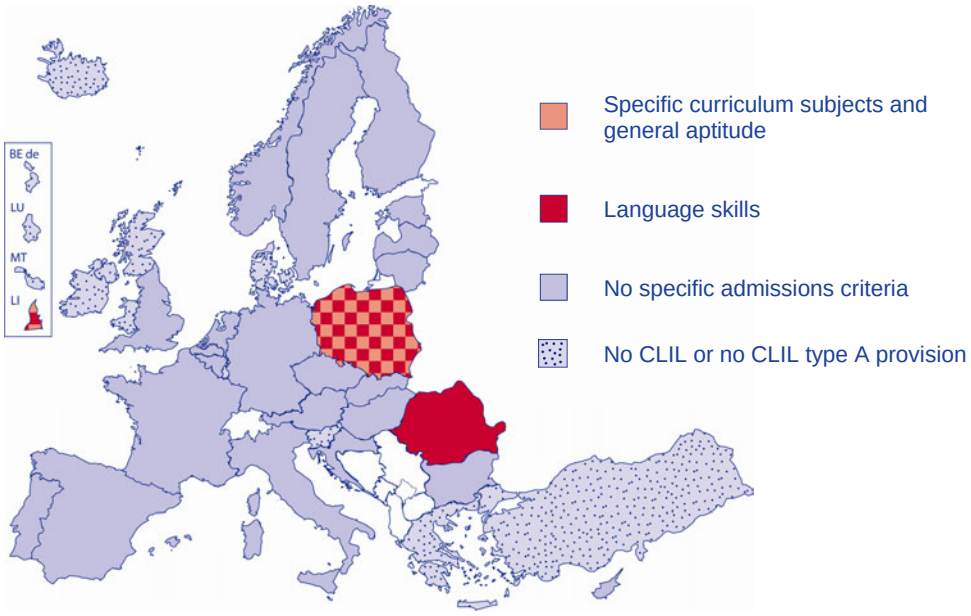
In all six countries with more than one state language, some schools offer CLIL provision where (the) two official languages of the state are used to teach the non-language subjects of the curriculum. In Belgium (German-speaking Community), Luxembourg and Malta, this education provision exists in all schools. In Luxembourg, two of the three state languages (German and French), are employed as languages of instruction in addition to Luxembourgish – German in primary and lower secondary education and French in lower and upper secondary education.

In four countries (Spain, Latvia, the Netherlands and Austria), some schools offer CLIL provision in which three languages are used to teach non-language subjects. The languages used are the state language, a language designated as foreign in the curriculum and a regional or minority language. This very infrequent arrangement is not shown in Figure B10, which relates only to the most common situation involving tuition in two languages.

ADMISSIONS CRITERIA FOR ACCESS TO CLIL PROVISION ARE UNCOMMON

About two-thirds of education systems have schools where a language regarded as 'foreign' by the curriculum is used to teach non-language subjects (see Figure B10). This provision is known as CLIL (type A) and is the focus of the following indicator on knowledge-and skills-related admissions criteria.

Figure B11: Central recommendations on knowledge- and skills-related admissions criteria for access to CLIL provision in primary education and/or general secondary education, 2010/11



Source: Eurydice.

Explanatory note

This figure only concerns CLIL type 'A' provision.

For detailed information on CLIL type provision in each country, see Annex 2.

Where recommendations exist, but cover all types of provision, and do not specifically appy to CLIL provision, they are not shown in the figure.

This figure does not cover:

- programmes provided to children whose mother tongue is not (one of) the language(s) of instruction to facilitate their integration;
- programmes in international schools.

For a definition of '**CLIL**' and '**CLIL type A**', see the Glossary, Statistical Databases and Bibliography section.

In most of the countries providing CLIL (type A), there are no official recommendations/regulations for schools to use specific admissions criteria in order to select students for CLIL. The exceptions to this are Poland, Romania and Liechtenstein. In Romania, only language skills are tested. In Poland and Liechtenstein, other skills, knowledge or aptitudes are also tested in order to select students. In Liechtenstein, students are selected on the basis of their grade average for the previous school year, their grades in languages, mathematics and geography and, finally, their results in prognostic tests. However, at upper secondary level where this selection takes place, CLIL provision is only available as a pilot project (see Figure B9).

In some countries without official recommendations or regulations on knowledge- and skills-related admissions criteria for CLIL provision, schools may still adopt their own criteria. Such is the case in the Czech Republic, Hungary, the Netherlands, Slovakia and Finland. In the Netherlands, for instance, most schools providing CLIL use criteria based on students' prior knowledge and, in addition to language skills, they give considerable importance to student motivation. In contrast, legislation in Belgium (French Community), does not allow schools to introduce admissions criteria other than the student's position on the enrolment list.

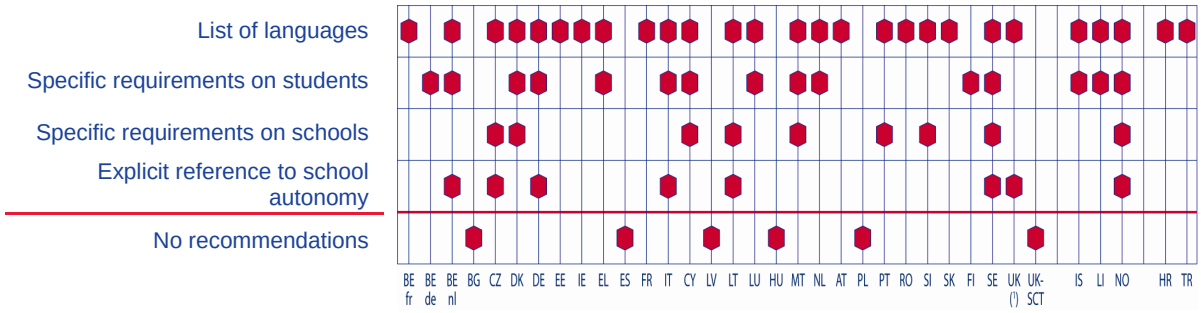
In Bulgaria, all specialised gymnasia at upper secondary level – and not just those providing CLIL – use admissions criteria to select students.

IN MOST COUNTRIES, CENTRAL EDUCATION AUTHORITIES INFLUENCE THE RANGE OF FOREIGN LANGUAGES IN THE SCHOOL CURRICULUM

In all but six countries, central education authorities influence the choice of languages available to students in primary and secondary education.

In 15 countries or regions within countries, specific requirements are laid down by central education authorities stating which languages students must learn during their school life. All schools must provide these specific mandatory languages in the school curriculum (see Figure B13).

Figure B12: Recommendations to schools on the inclusion of specific foreign languages in the curriculum, primary and/or general secondary levels, 2010/11



Source: Eurydice.

UK ([1]) = UK-ENG/WLS/NIR

Explanatory note

Several categories may apply to particular countries with the exception of the 'no recommendations' category, which excludes all the others. The figure does not differentiate between educational levels – all circumstances are represented, whatever the level of education.

List of languages: It includes at least three languages for schools to choose from.

Specific requirements on students to study certain languages: Students are required to learn one or more specific languages (i.e. specific mandatory languages).

Specific requirements on schools to offer certain languages: Schools must include certain languages in the curriculum without making these languages compulsory for students to learn.

Explicit reference to school autonomy: Official regulations or recommendations state that schools have some autonomy in deciding which languages to include in the school curriculum.

For a definition of '**foreign language**' and '**specific mandatory language**', see the Glossary, Statistical Databases and Bibliography section.

In nine countries, central authorities require schools to offer specific languages to students. Five of these countries also belong to the previous category where at least one specific mandatory language (i.e. English) is imposed on students. In Denmark, all schools must offer German to students from the age of 13 but they may also offer French in addition. In Sweden, all schools must offer at least two languages from French, Spanish and German during compulsory education and the three languages at upper secondary education. In Norway, all lower secondary schools must offer at least one of the following four languages: French, German, Spanish or Russian. In Cyprus, all schools at upper secondary level are asked to offer not only English and French, which, at that level, are no longer compulsory for students, but also German, Italian, Spanish, Turkish and Russian. In Malta, at lower secondary level, all secondary schools must provide Italian, French, German, Spanish, Arabic and

Russian, in addition to English, which is mandatory for students to learn. At upper secondary level, Greek and Latin are added to the list.

The last four of the nine countries which require their schools to offer specific languages to students, do not place any obligations on students to study the languages. In Portugal, all schools must offer English to students aged 6 to 10. In Slovenia, English or German must be offered from primary level. In Lithuania, the same languages, plus French, must be included in the school curriculum from primary level. In the Czech Republic, schools must offer English before any other languages to primary school students. If pupils (or parents) choose a language other than English, the school must inform them that the educational system cannot guarantee continuity in the teaching of the chosen foreign language when they move on to secondary education, or if they move to another school.

In eight countries, central education authorities make explicit reference to school autonomy for determining which languages to include in the school curriculum. However, schools in these countries do not have complete autonomy, since there are still some restrictions either on students or schools. For example, in the United Kingdom (England, Wales, and Northern Ireland) where the autonomy seems to be the greatest, schools are laregely free to choose which language(s) to teach. In Northern Ireland, the language(s) chosen must be any official language of the EU (other than English and, in Irish Medium schools, Irish). In England and Wales, schools may teach any major European or world language.

ENGLISH IS A MANDATORY LANGUAGE IN 14 COUNTRIES OR REGIONS WITHIN COUNTRIES

Fifteen countries or regions within countries specify that certain languages are mandatory, i.e. all students must study the specified language. In Belgium (German-speaking and Flemish Communities), Cyprus, Iceland and Liechtenstein, there are two specific mandatory languages. In Luxembourg, there are three – all students must study German, French and English during compulsory education.

In 14 countries or regions within countries, all students must learn English and, in most cases, it is the first language they have to learn. French is more commonly a second specific mandatory language. In three of the five countries or regions within countries where French is a mandatory language, it is also one of the state languages (see Figure A1). In several countries, the study of certain languages is mandatory for historical or political reasons, as for example in Belgium, Luxembourg, Finland and Iceland.

In most of the countries (except Italy and Liechtenstein) where the learning of a specific language was mandatory at a particular stage of compulsory education in 2010/11, the policy was already in place in 1992/93. In Slovakia, a reform due to be implemented from the 2011/12 school year will make English a mandatory language.

These measures point to a growing tendency in Europe to compel students to learn English. The actual percentages of students learning English at both primary and secondary education are indeed very high (see Chapter C). In the Czech Republic, Lithuania, Portugal and Slovenia, central education authorities do not make the learning of English compulsory, but place specific requirements on schools to include English – and a few other languages in some countries – in the school curriculum (see Figure B12). In Portugal, from 2012/13, English will be mandatory for students from the age of 10. Latvia, which in 2002/03 recommended that English should be taught to all students, has abandoned this policy, leaving the choice of languages to schools, students and parents.

Figure B13: Specific mandatory foreign languages as specified by central education authorities (full-time compulsory education), 1992/93, 2002/03, 2006/07, 2010/11

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU
2010/11		▲ ●	▲ ●			●	●		⊗	●			●	● ▲			■ ▲ ●	
2006/07		▲	▲ ●			●	●		⊗	●			●	● ▲			■ ▲ ●	
2002/03		▲	▲ ●			●	●		⊗	●				● ▲	●		■ ▲ ●	
1992/93		▲	▲ ●			●	●		⊗	●				●			■ ▲ ●	

	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG/ WLS/NIR	UK-SCT	IS	LI	NO	HR	TR
2010/11	●	●							fi/sv	●		⊗	● da	● ▲	●		
2006/07	●	●							fi/sv	●		⊗	● da	●	●		
2002/03	●	●							fi/sv	●		⊗	● da	●	●		
1992/93	●	●							fi/sv	●			da ●		●		

● English ▲ French ■ German ⊗ No compulsory foreign languages ▢ No specific mandatory languages

Source: Eurydice.

Explanatory note

Only situations concerning all students irrespective of their type of schools or education pathway are indicated.

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

For a definition of '**foreign language**' and '**specific mandatory language**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

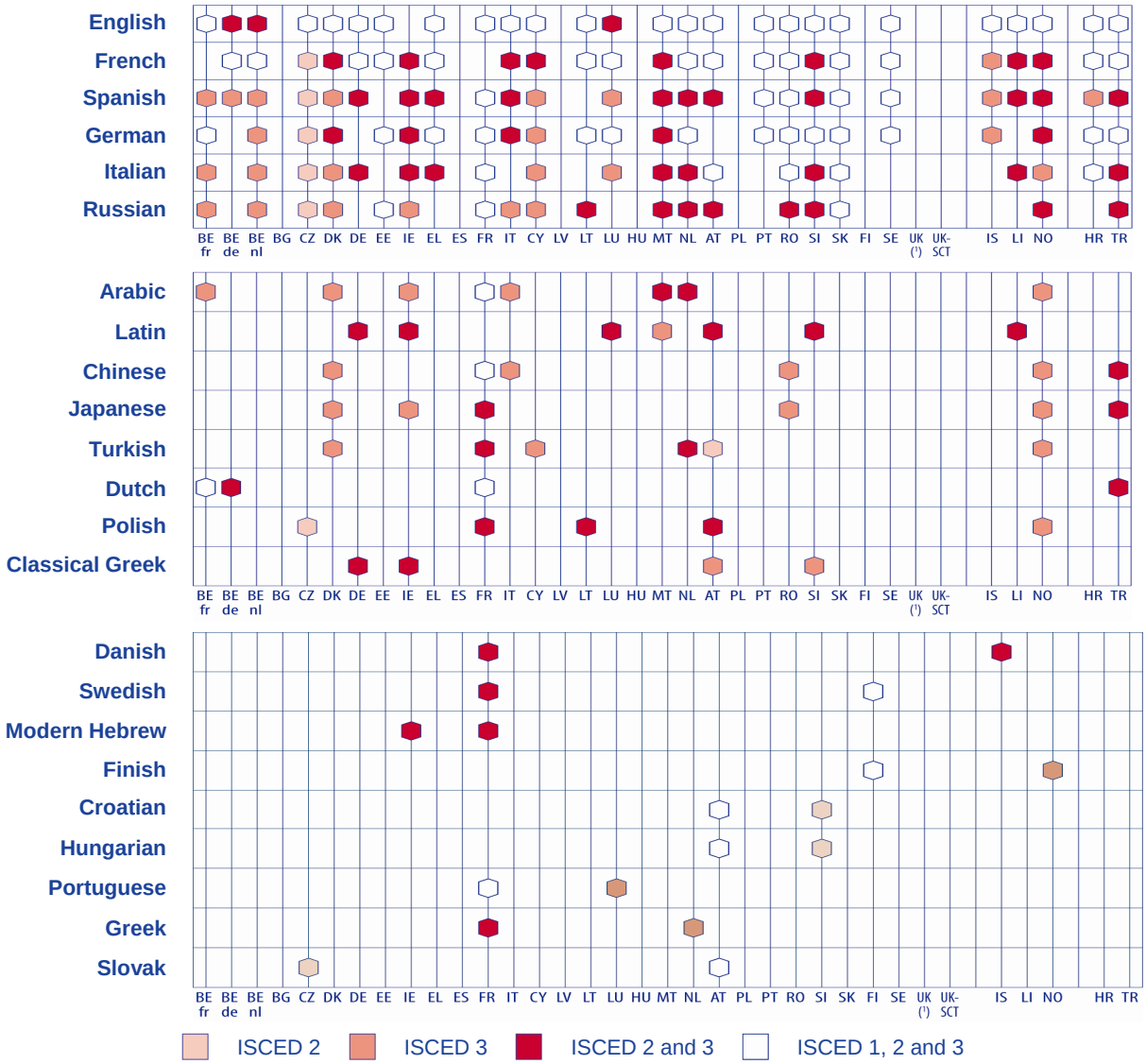
Belgium (BE fr): In all reference years, Dutch was a specific mandatory language in Brussels (and in some towns with specific linguistic status) wherever French was the language of instruction.
Belgium (BE de): In all reference years, German was a specific mandatory language in schools in which French was the language of instruction for the French-speaking minority resident in the German-speaking region.
Germany: French, rather than English, is obligatory in Saarland.
Ireland: Irish and English must be studied by all students.
Finland: The second state language (Swedish (sv) or Finnish (fi) depending on the pupil's mother tongue) is specific mandatory.
Iceland: Students may choose Swedish or Norwegian instead of Danish (da), subject to certain conditions.

LESS WIDELY USED LANGUAGES ARE MORE OFTEN PROMOTED AT SECONDARY LEVEL

In almost all countries, schools are required, recommended or permitted to provide particular foreign languages in the curriculum (see Figure B12). Figure B14 provides a comprehensive overview of these languages without making any distinction between the regulatory status of the language. It does not contain any information on the languages that are actually offered in practice by schools nor on the actual percentage of students who learn specific foreign languages (see Chapter C).

The most widely used languages of the European Union (i.e. English, French, German, Spanish and Italian), along with Russian, are the languages most often cited by central education authorities for inclusion in the school curriculum. They are also the languages most learnt by students (see Figure C8 a and b).

Figure B14: Foreign languages in the school curriculum as stated in official documents from central education authorities, primary and/or general secondary level, 2010/11



Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

This figure shows the languages recommended, or required or pemitted by central education authorities. It deals primarily with languages described as 'foreign' in the curriculum/official documents issued by central education authorities. Regional and/or minority languages, as well as classical languages, are included only when official documents issued by central education authorities designates them as alternatives to foreign languages. No distinction is made between education pathways or types of school – all are shown.

Languages are listed in descending order, according to the number of countries that include them in their central curricula/official documents. The ranking does not take account of the educational level for which it is recommended/required. Only foreign languages cited by more than one education system are shown in the figure. When cited by only one educational system, the language and country concerned is indicated in the country notes.

For a definition of '**foreign language**' and '**specific mandatory language**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE fr): In Brussels, in the French-speaking schools, only Dutch can be offered at ISCED levels 1 and 2.
Bulgaria, Spain, Latvia, Hungary, Poland and **United Kingdom (SCT)**: Central education authorities do not make any recommendations.
Lithuania: Latvian (ISCED levels 2 and 3).
Austria: Romany (ISCED level 1); Bosnian/Croatian/Serbian (ISCED levels 2 and 3); Slovenian, Czech (ISCED levels 1 to 3).

Slovenia: Serbian, Macedonian (ISCED level 2). Under certain circumstances, classical Greek (ISCED level 3) may be regarded as a foreign language.
Norway: Sami, Bosnian, Albanian, Dari (Afghan Persian), Korean, Kurdish (Sorani), Persian, Somali, Tamil, Urdu, Vietnamese, sign language (ISCED level 3).

English is the only language with recommendations or regulations applying to all three education levels in nearly all countries. In Belgium (German-speaking and Flemish Communities) and Luxembourg, English is not offered at primary level as students must study one or more other languages at this level (see Figure B13). Spanish is mentioned by slightly more central education authorities than German. The Spanish language, however, is more often mentioned as a curriculum subject at secondary level while, in the case of German, it is mentioned with respect to all three education levels in a greater number of countries.

Less widely used European languages, as well as non-European languages, are referred to by a smaller number of central education authorities. Furthermore, the recommendations or regulations nearly always apply to secondary level; this is the case with Arabic, Chinese, Japanese, Turkish, Polish, and Dutch.

In some countries, classical languages (see Figure B16) and languages with regional and/or minority status are part of the language package provided by central education authorities for inclusion in the school curriculum. This applies, for example, to regional and/or minority languages as well as to Latin and classical Greek in Austria.

The languages mentioned in a few countries are the languages of autochtonous minorities, the languages of immigrant minorities such as Portuguese in Luxembourg, or the languages of neighbouring countries such as Latvian in Lithuania. Other combined historical and linguistic reasons might also account for the languages specified such as with Danish in Iceland. Finally, some languages are state languages that all students must learn such as Finnish and Swedish in Finland.

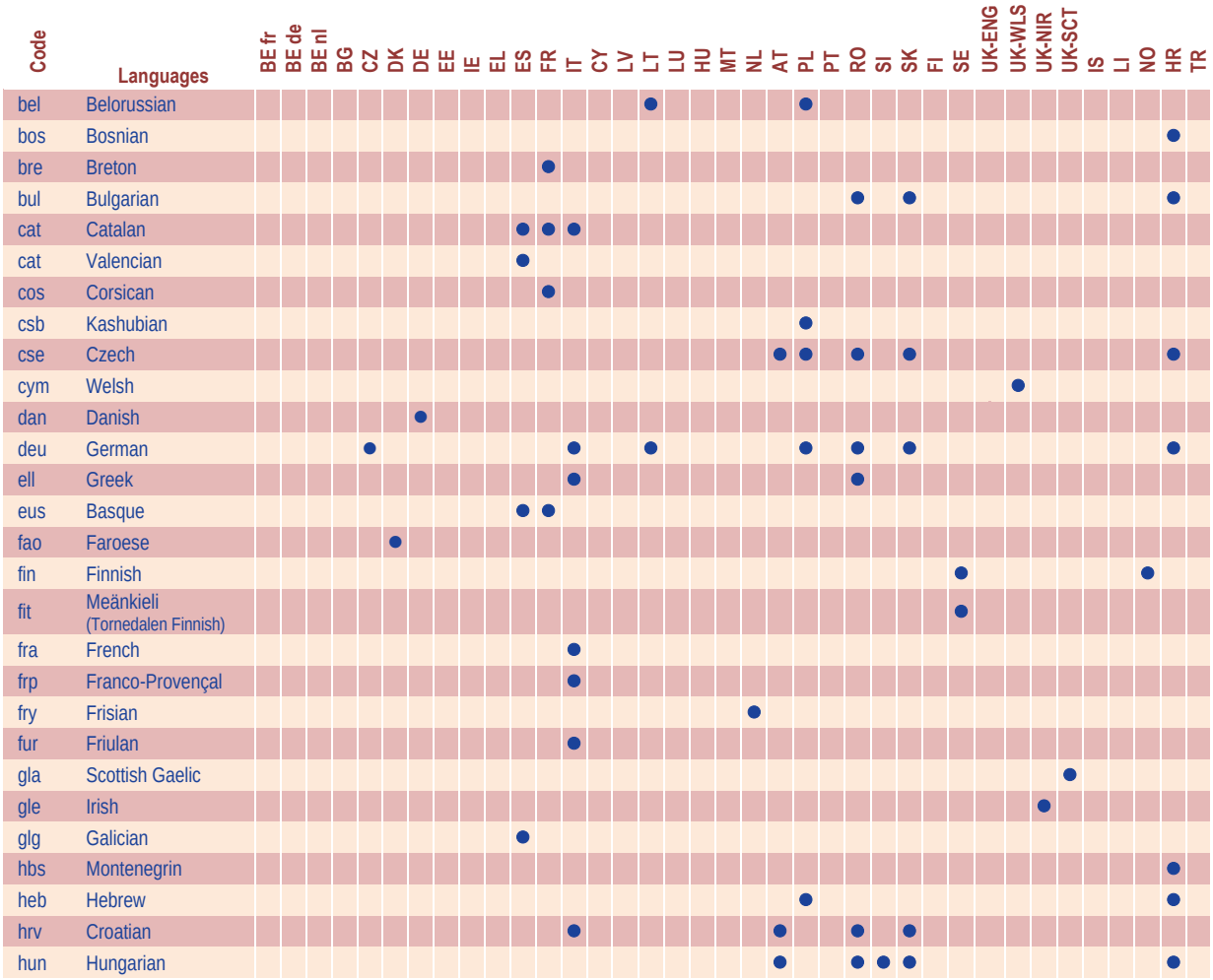
The relatively broader range of languages that may be offered in some countries such as France, Austria and Norway may also suggest the existence of a policy for language diversity. However, in these countries, as in all the others, languages other than the most widely used ones of Europe are actually learnt by a small percentage of students (see Figure C11).

IN NEARLY TWO-THIRDS OF COUNTRIES, REGIONAL OR MINORITY LANGUAGES ARE MENTIONED IN CURRICULUM OR OTHER OFFICIAL DOCUMENTS

In many European countries, numerous regional or minority languages as well as non-territorial languages are spoken. In some of the countries concerned, these languages have official status (see Figure A1). In nearly two-thirds of countries, central education authorities recommend or require that certain regional or minority languages, or non-territorial languages, are included in the school curriculum.

In many countries, all the languages granted an official status feature in curriculum recommendations or requirements. France and Lithuania, which do not give official status to any regional or minority languages, still specify that regional or minority languages may be included in the school curriculum.

Figure B15: Reference to specific regional or minority languages in official documents issued by central education authorities, primary and/or general secondary education 2010/11



Source: Eurydice.

Explanatory note

This figure shows the regional or minority languages mentioned by central education authorities as permitted, recommended or required in the school curriculum.

No distinction is made between educational levels, education pathways, or types of school.

In some countries, the languages mentioned might exist in schools in some regions only.

Languages are classified in order of their three letter code (ISO 639-3 standard).

For a definition of '**regional or minority language**' and '**non-territorial language**', see the Glossary, Statistical Databases and Bibliography section.

In a few countries, some regional or minority languages are obligatory for all or some students. This is the case of Catalan, Valencian, Basque and Galician, which are specific mandatory languages in the Spanish Autonomous Communities where they are co-official languages with Spanish. In the Netherlands, Frisian is compulsory for all students in the province of Friesland. In the United Kingdom (Wales), all students must learn Welsh.

In many European countries, regional or minority languages are also used as languages of instruction in CLIL provision (see Figure B10).

Figure B15 (continued): Reference to specific regional or minority languages in official documents issued by central education authorities, primary and/or general secondary education 2010/11

Code	Languages	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	IS	LI	NO	HR	TR
hye	Armenian																						●																
ita	Italian																								●	●												●	
kal	Greenlandic						●																																
kdr	Karaim																						●																
lit	Lithuanian																						●																
lld	Ladin													●																									
mkd	Macedonian																																					●	
mwl	Mirandese																							●															
oci	Occitan												●	●																									
pol	Polish					●											●								●		●											●	
rcf	Creole												●																										
rmy	Vlax Romani																																					●	
rom	Romany					●																●	●		●		●		●									●	
ron	Romanian																																					●	
rue	Lemko																						●															
rue	Rusyn																										●											●	
rus	Russian																●						●		●													●	
slk	Slovak					●																●	●		●													●	
slv	Slovenian													●								●																	●	
sme	Sami																												●	●							●		
sqi	Albanian													●																									●	
srd	Sardinian													●																										
srp	Serbian																								●													●	
tah	Tahitian												●																										
tat	Tatar																						●																
tpi	Melanesian languages												●																										
tur	Turkish																								●													●	
ukr	Ukrainian																						●		●		●											●	
wen	Sorbian							●																																
yid	Yiddish																						●						●										

Source: Eurydice.

Explanatory note

This figure shows the regional or minority languages referred to by central education authorities as permitted, recommended or required in the school curriculum.

No distinction is made between educational levels, education pathways, or types of school.

In some countries, the languages mentioned might exist in schools in some regions only.

Langages are classified in order of their three letter code (ISO 639-3 standard).

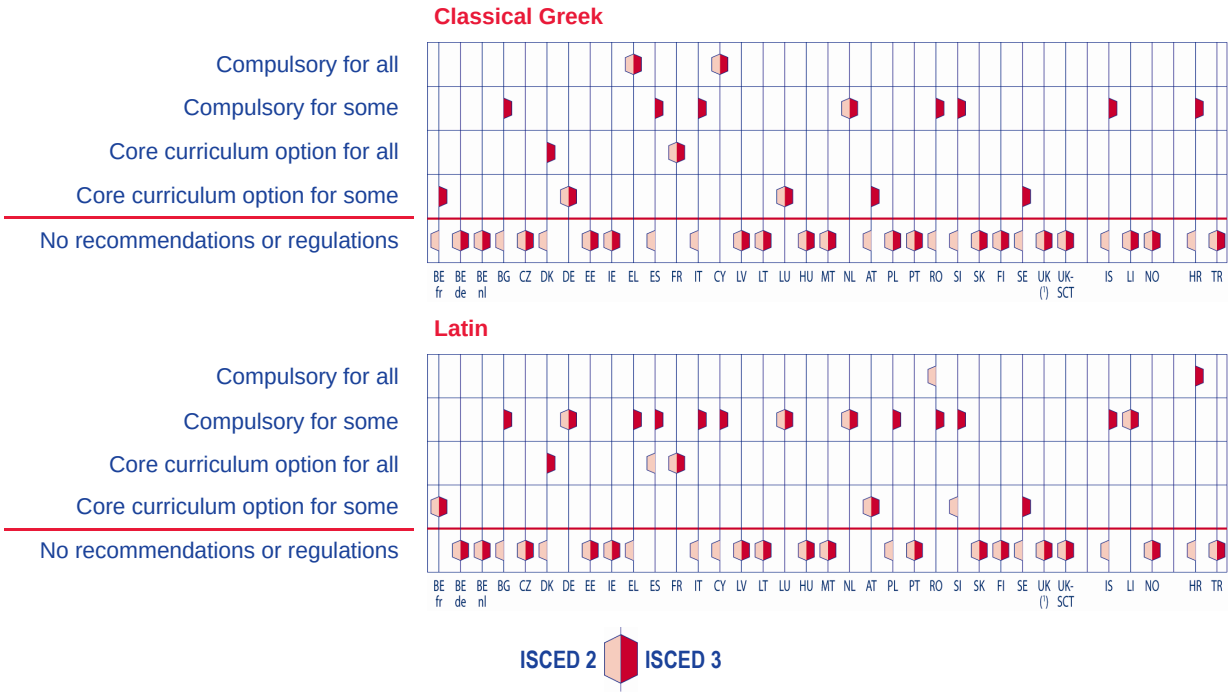
For a definition of '**regional or minority language**' and '**non-territorial language**', see the Glossary, Statistical Databases and Bibliography section.

RECOMMENDATIONS OR REGULATIONS ON CLASSICAL LANGUAGE PROVISION AT UPPER SECONDARY LEVEL EXIST IN APPROXIMATELY HALF OF ALL EUROPEAN COUNTRIES

Recommendations or regulations issued by central education authorities on the provision of Latin and classical Greek differ significantly between lower and upper general secondary education. At lower secondary level, in most countries, there are no recommendations/regulations regarding this provision. However, in approximately half of all European countries, central education authorities do issue such recommendations/regulations for upper secondary level.

The recommendations/regulations for upper secondary education differ between languages. Most education authorities recommend or require schools to make Latin compulsory for some students only. These students are usually those following educational pathways specialising in modern or classical languages or humanities. With respect to classical Greek, most education authorities require or recommend that schools either make it compulsory for some pupils only, or that is provided as an option for some pupils only.

Figure B16: Status of classical languages in general secondary education, according to central regulations/recommendations, lower and upper secondary education, 2010/11



Source: Eurydice.

UK ([1]) = UK-ENG/WLS/NIR

Explanatory note

This figure shows recommendations/regulations issued by central education authorities on how classical languages should be provided at secondary level.

Compulsory for some: Refers to students following particular educational pathways or in some types of schools.

Core curriculum option: Schools must provide opportunities to learn Latin or classical Greek, but students are not obliged to study these subjects.

No recommendations/regulations: It means 'no recommendations regarding the inclusion of Latin or classical Greek as an option in the curriculum of some or all students' and 'no recommendations regarding the obligation for some or all students to study these languages'.

Country specific notes

Denmark: At ISCED level 3, either Latin or classical Greek should be offered to all students.
Netherlands: Students in the most academic educational pathways must study either Latin or classical Greek; they may study both.

The few countries with recommendations on classical language provision at lower secondary level fall into two groups. In the first, the national language directly stems from either Latin or classical Greek. This situation occurs in Belgium (French Community), Spain, France, Romania, Greece and Cyprus. The second group involves countries where education provision is differentiated from lower secondary level. In Germany, Luxembourg, the Netherlands, Liechtenstein and Austria, students are streamed into different types of schools. Classical Greek and/or Latin are compulsory subjects or options for those students attending the most academic type of schools, such as the *Gymnasium* in Germany, Austria and Liechtenstein or the *VWO* in the Netherlands.

Only four countries make it compulsory for all students to take a classical language. Latin is compulsory at lower secondary level in Romania and at upper secondary level in Croatia. Classical Greek is compulsory at both levels in Greece and Cyprus.

Aside from the recommendations issued by central education authorities, schools in countries where they have a flexible curriculum (see Figure B6) may decide to introduce Latin and/or classical Greek into their local curriculum.

Some countries with no specific recommendations or regulations on how classical languages should be provided in schools may still define the circumstances where such languages can be offered in the school curriculum. This is, for example, the case in Hungary where central education authorities state that schools may provide classical languages (which are not specified individually) on the condition that a modern foreign language is offered first.

C

PARTICIPATION

THE PROPORTION OF PUPILS IN PRIMARY EDUCATION LEARNING FOREIGN LANGUAGES INCREASES WITH AGE

In virtually all European countries, the compulsory teaching of a foreign language begins during primary education (ISCED level 1). However, in some countries, foreign language learning may begin very early in this stage of education whilst in others it becomes part of the core curriculum only in the final years. Therefore, language learning participation rates across the entire primary school population may vary enormously from one country to the next, in line with the different curriculum requirements.

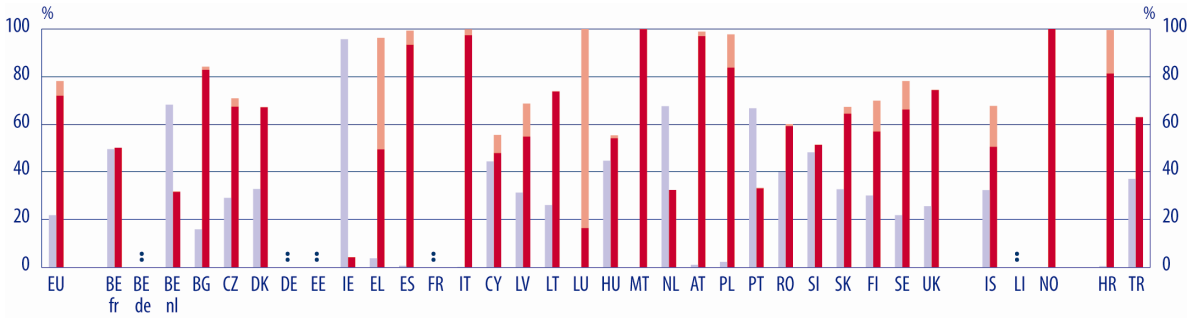
In the majority of countries for which data are available, over half of the population enrolled in primary education learn a foreign language (see Figure C1a). In Greece, Spain, Italy, Luxembourg, Malta, Austria, Poland, Norway and Croatia, all or almost all pupils enrolled in primary education learn at least one foreign language. Among these countries, Luxembourg and Greece are characterised by a particularly high proportion of pupils who learn two or more languages (83.6 % and 46.7 % respectively). In all the above-mentioned countries, foreign language learning is introduced early in primary education, often at the very beginning of compulsory schooling.

A few countries show profiles characterised by relatively small percentages of pupils in primary education who learn languages. This applies in particular to Ireland, where only around 4 % of pupils enrolled in primary education learn a foreign language. Such a small proportion can be explained by the fact that in Ireland, pupils do not have to learn a foreign language but all have to learn Irish and English, the two official state languages. The Flemish Community of Belgium, the Netherlands and Portugal are also characterised by relatively small percentages of the primary school population learning a foreign language.

Data offering a breakdown by selected ages covering 18 education systems (see Figure C1b) indicate that in countries characterised by a high overall proportion of pupils in primary education who learn languages, all or almost all pupils aged 7 already learn at least one foreign language (see Luxembourg, Malta, Austria and Norway). In other countries for which data are available, the proportion of pupils aged 7 who learn at least one foreign language is smaller, sometimes even negligible (e.g. Slovenia) or nil (Ireland and the Netherlands). As pupils are getting older, the proportion of those who learn languages increases. It can be observed that in several countries a significant change occurs at a specific age, which corresponds to the age when foreign languages becomes a compulsory subject for all (e.g. the age of 8 in Lithuania, the age of 9 in Slovenia and Turkey). Data also reflect the fact that in most countries, schools have a certain degree of autonomy in introducing languages into the curriculum. It is therefore quite common that a certain proportion of pupils learn a foreign language even before it becomes compulsory for all. Furthermore, the figure shows that at the age of 10, in almost all education systems for which data are available, all or almost all pupils already learn at least one foreign language. The situation is different only in Ireland, where only 7 % of pupils learn a foreign language, and in the Flemish Community of Belgium, the Netherlands and the United Kingdom, where the proportion of pupils learning languages is between 65 % and 75 %.

Figure C1: Percentage distribution of pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2009/10

Figure C1a: Percentage of all pupils enrolled in primary education learning 0 languages, 1 language and 2 or more languages

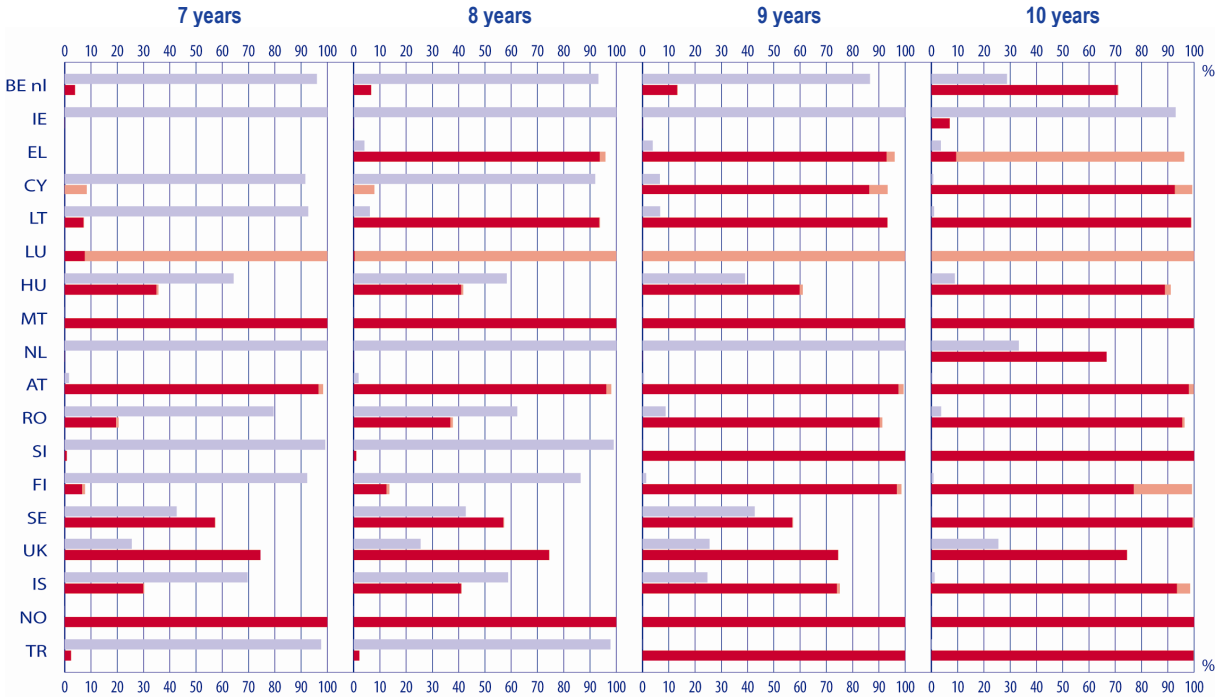


Learning 0 foreign languages | Learning 1 foreign language | Learning 2 or more foreign languages

Source: Eurostat, UOE.

For the table with data, see Figure C2.

Figure C1b: Percentage of pupils aged 7, 8, 9 and 10 learning 0 languages, 1 language and 2 or more languages



Learning **0** foreign languages | Learning **1** foreign language | Learning **2 or more** foreign languages

Source: Eurostat, UOE.

Explanatory note

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

Figure C1b: The figure covers only 18 education systems. For other education systems, data are not available.

	7 years			8 years			9 years			10 years		
	0 FL	1 FL	2 FL	0 FL	1 FL	2 FL	0 FL	1 FL	2 FL	0 FL	1 FL	2 FL
BE nl	96.0	3.9	0.1	93.2	6.6	0.2	86.6	13.2	0.2	28.8	70.9	0.3
IE	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	93.0	7.0	0.0
EL	:	:	:	4.1	93.7	2.2	3.9	92.9	3.1	3.6	9.5	86.9
CY	91.6	0.0	8.4	92.0	0.0	7.9	6.6	86.4	7.0	0.7	92.8	6.6
LT	92.7	7.1	0.2	6.2	93.5	0.3	6.7	93.2	0.1	1.0	98.8	0.2
LU	0.0	7.6	92.4	0.0	0.4	99.6	0.0	0.0	100.0	0.0	0.0	100.0
HU	64.3	34.9	0.8	58.3	40.9	0.8	39.0	59.8	1.2	8.9	88.9	2.2
MT	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	99.9	0.1
NL	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	33.3	66.7	0.0
AT	1.6	96.6	1.8	1.9	96.2	1.9	0.6	97.4	2.0	0.1	98.0	1.9
RO	79.5	19.5	1.0	62.3	36.8	1.0	8.8	90.2	1.0	3.7	95.4	0.9
SI	99.2	0.8	0.0	99.0	1.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
FI	92.3	6.6	1.1	86.4	12.5	1.1	1.4	96.8	1.8	0.8	77.0	22.2
SE	42.6	57.1	0.3	42.7	57.0	0.3	42.7	57.0	0.3	0.0	99.4	0.6
UK	25.5	74.5	0.0	25.5	74.5	0.0	25.5	74.5	0.0	25.5	74.5	0.0
IS	69.6	29.9	0.4	58.8	41.0	0.2	24.7	74.1	1.1	1.2	93.7	5.0
NO	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0	0.0	100.0	0.0
TR	97.6	2.4	0.0	97.8	2.2	0.0	0.0	100.0	0.0	0.2	99.8	0.0

Source: Eurostat, UOE.

Country specific notes (Figure C1)

EU (C1a): EU totals are calculated on the basis of the countries for which data are available. Where data for the reference year is not available the previous/following year's data have been used where possible to compute the EU aggregates.
Belgium: Data exclude independent private institutions.
Belgium (BE nl): Special education is not included.
Estonia (C1a) and **Finland**: The national language taught in schools where it is not the language of instruction is counted as a foreign language.
Ireland: Data refer to public institutions only. All students in Irish primary schools study the Irish language at school.
Italy and **Iceland** (C1a): Pupils with special educational needs are included.
Luxembourg: All pupils in primary education learn Luxembourgish, which is excluded from data. Private independent schools are excluded.
Hungary: Pupils with a cognitive disability are included in the total number of pupils.
Slovenia: Data refer to the end of the school year. Students learning a second language in the regions where minorities live are not taken into account.
Slovakia (C1a): Some students learning foreign languages in special schools are included.
United Kingdom: The indicators have been calculated on the basis of estimated data provided for the UK as a whole.

THE PERCENTAGE OF PUPILS IN PRIMARY EDUCATION LEARNING AT LEAST ONE FOREIGN LANGUAGE IS INCREASING

In the European Union, during the period between 2004/05 and 2009/10, the proportion of pupils enrolled in primary education (ISCED level 1) not learning a foreign language decreased by around 10 percentage points, from 32.5 % to 21.8 %. When looking at the situation in individual countries, the most significant decrease was registered in Slovenia, where the proportion of pupils not learning a foreign language in primary education fell from 88.1 % in 2004/05 to 48.4 % in 2009/10. The decrease was also relatively high in the United Kingdom (difference of around 34 percentage points), the Czech Republic (around 25 percentage points), Iceland (around 21 percentage points), Bulgaria and Slovakia (both around 18 percentage points). The changes in these countries often resulted from educational reforms to introduce the teaching of a foreign language as a compulsory subject at an earlier stage of education (see Figure B2).

With regard to the changes between 2006/07 and 2009/10, Poland registered the most striking difference. In this country, the proportion of pupils in primary education learning at least one foreign language rose from 54.5 % in 2006/07 to 97.7 % in 2009/10 (a difference of around 43 percentage points). This development can be explained by the introduction of a reform in 2008/09 to make the teaching of the first foreign language compulsory from the age of 7.

When looking at the proportion of pupils who learn two or more foreign languages, it can be observed that between the different reference years, Greece, Latvia and Poland registered the most significant increase (see Greece between 2004/05 and 2009/10, Latvia between 2004/05 and 2006/07, and Poland between 2006/07 and 2009/10).

In other countries for which data are available, the changes in the proportion of pupils in primary education learning foreign languages were less significant and, in most cases, they did not exceed 10 percentage points.

Data (Figure C2)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
0FL	2005	32.5	43.8	:	66.1	33.5	53.5	32.8	:	20.5	95.4	11.1	8.6	:	0.2	44.4	42.9	39.6	0.0
0FL	2007	29.7	45.3	:	67.9	17.4	36.5	32.3	:	22.2	95.2	:	7.3	:	0.1	44.5	28.9	37.1	0.0
0FL	2010	21.8	49.7	:	68.3	15.9	29.0	32.7	:	:	95.7	3.8	0.7	:	0.2	44.2	31.2	26.0	0.0
1 FL	2005	64.6	56.2	:	33.9	65.9	44.2	67.2	:	53.3	4.6	86.8	87.1	:	98.0	:	55.8	60.3	17.1
1 FL	2007	67.1	54.7	:	31.9	81.7	60.3	67.7	:	48.4	4.8	:	88.0	:	98.3	:	54.1	62.8	17.0
1 FL	2010	72.1	50.3	:	31.5	82.9	67.5	67.3	:	:	4.3	49.6	93.4	:	97.4	48.1	55.0	73.8	16.4
2 FL	2005	2.7	0.0	:	0.0	0.6	2.3	0.0	:	26.2	0.0	2.2	4.3	:	1.8	:	1.2	0.1	82.9
2 FL	2007	3.1	0.0	:	0.2	0.9	3.2	0.0	:	29.4	0.0	:	4.8	:	1.6	:	16.9	0.1	83.0
2 FL	2010	6.1	0.0	:	0.2	1.3	3.5	0.0	:	:	0.0	46.7	5.9	:	2.5	7.6	13.8	0.2	83.6

		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
0FL	2005	:	0.0	66.7	2.2	:	65.3	41.8	88.1	50.5	28.9	19.4	59.9	53.0	:	0.0	:	:
0FL	2007	49.0	0.0	66.7	:	45.5	:	37.7	64.5	45.5	28.9	19.9	30.6	46.2	:	0.0	:	:
0FL	2010	44.5	0.0	67.7	1.1	2.3	66.8	39.8	48.4	32.6	30.0	21.8	25.5	32.2	:	0.0	0.5	36.9
1 FL	2005	:	100.0	33.3	93.7	:	34.7	57.5	11.9	47.3	56.9	67.1	40.1	30.8	:	100.0	:	:
1 FL	2007	49.9	100.0	:	:	53.2	:	61.2	35.3	52.4	57.0	66.0	69.4	37.8	:	100.0	:	:
1 FL	2010	54.3	99.9	32.3	97.0	83.8	32.9	59.3	51.6	64.6	57.1	66.3	74.5	50.7	:	100.0	81.4	63.1
2 FL	2005	:	0.0	0.0	4.1	:	0.0	0.7	0.0	2.2	14.1	13.5	0.0	16.2	:	:	:	:
2 FL	2007	1.2	0.0	:	:	1.3	:	1.0	0.2	2.0	14.1	14.1	0.0	16.0	:	0.0	:	:
2 FL	2010	1.2	0.1	0.0	1.9	13.9	0.3	0.9	0.0	2.8	12.9	11.9	0.0	17.1	:	0.0	18.1	0.0

Source: Eurostat, UOE.

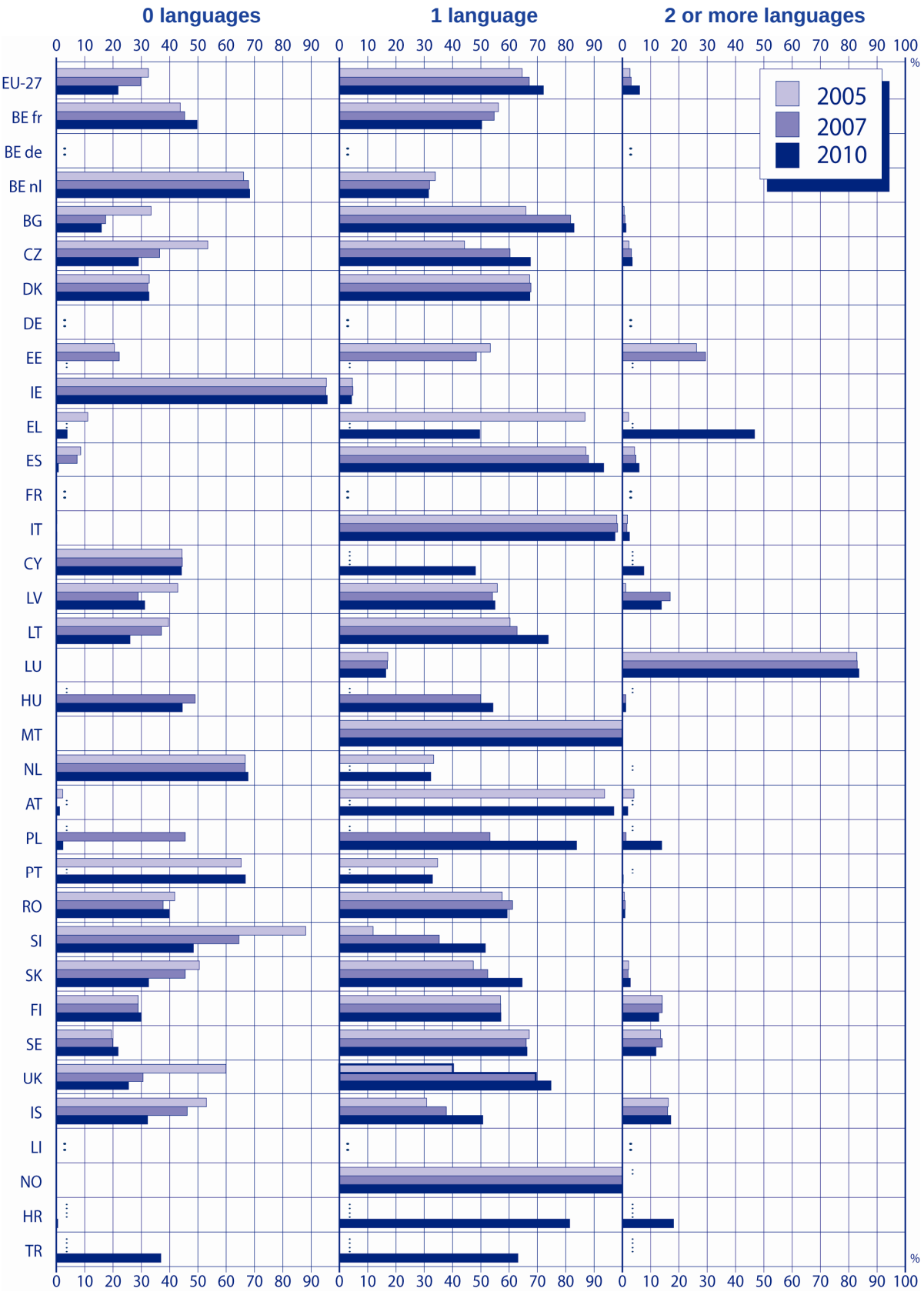
Explanatory note

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

Country specific notes

EU, Belgium, **Estonia**, **Ireland**, **Italy**, **Luxembourg**, **Hungary**, **Slovenia**, **Slovakia**, **Finland, United Kingdom** and **Iceland**: For additional notes see Figure C1.
Malta: A break in the series occurred in 2010.
Netherlands: A break in the series occurred in 2009 due to changes in the curriculum.
Austria: A break in the series occurred in 2009. Until 2009, indicators were based on estimated data.

Figure C2: Trends in the percentage distribution of all pupils according to the number of foreign languages learnt, primary education (ISCED 1), 2004/05, 2006/07, 2009/10



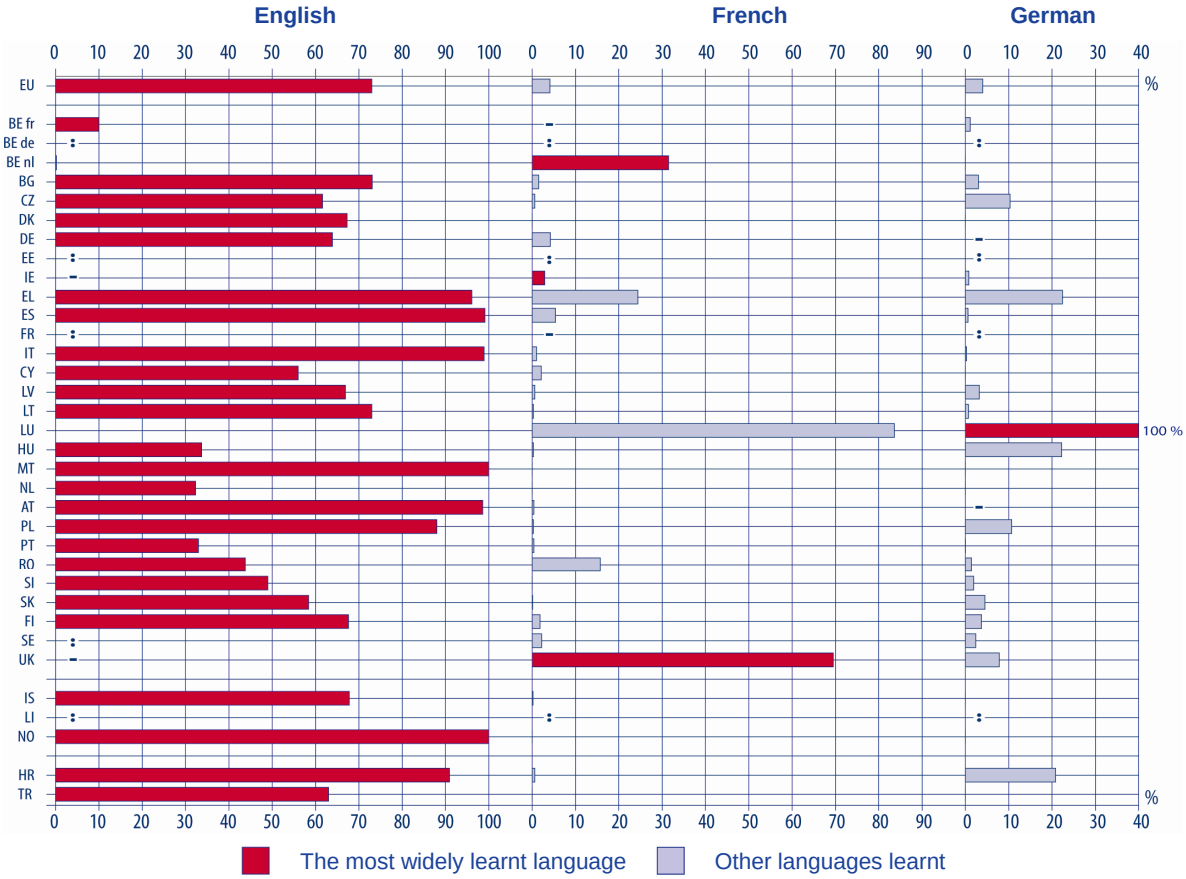
Source: Eurostat, UOE.

ENGLISH IS THE MOST WIDELY TAUGHT LANGUAGE IN PRIMARY EDUCATION

In all European education systems for which data are available, with the exception of the Flemish Community of Belgium and Luxembourg, English is the most widely taught foreign language in primary education (ISCED level 1), and this has increasingly become the case over the last few years (see Figure C4). In the majority of systems, English is taught to at least 50 % of all pupils enrolled in primary education. This high proportion is partly related to the fact that in several countries, steering documents specify that English should be taught as the first foreign language (see Figure B13).

German is the most widely taught language only in Luxembourg, where all pupils must learn it as a compulsory subject from the age of 6. This language is also quite widespread in the Czech Republic, Greece, Hungary, Poland and Croatia, where the proportion of pupils in primary education learning German is between 10 and 22 %.

Figure C3: Percentage of all pupils in primary education (ISCED 1) who are learning English, French and/or German. Countries in which one of these languages is the most widely learnt, 2009/10



	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
English	73.0	10.0	:	0.2	73.1	61.6	67.3	63.9	:	-	96.1	99.1	:	98.9	56.0	66.9	73.0	0.0
French	4.1	-	:	31.5	1.5	0.6	0.0	4.2	:	2.9	24.4	5.4	-	1.0	2.1	0.6	0.3	83.6
German	4.0	1.1	:	0.0	3.0	10.3	0.0	-	:	0.8	22.4	0.6	:	0.3	0.0	3.2	0.7	100
	HU	**MT**	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK**		**IS**	**LI**	**NO**	**HR**	**TR**
English	33.7	100	32.3	98.6	88.0	33.0	43.8	49.0	58.4	67.6	:	-		67.8	:	100	90.9	63.0
French	0.3	0.0	0.0	0.4	0.3	0.4	15.7	0.0	0.1	1.8	2.2	69.5		0.2	:	0.0	0.6	0.0
German	22.2	0.0	0.0	-	10.7	0.0	1.4	1.9	4.5	3.7	2.4	7.8		0.0	:	0.0	20.8	0.0

Source: Eurostat, UOE.

Explanatory note (Figure C3)

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

Country specific notes

EU, **Belgium**, **Estonia**, **Ireland**, **Italy**, **Luxembourg**, **Hungary**, **Slovenia**, **Slovakia**, **Finland, United Kingdom** and **Iceland**: For additional notes see Figure C1.

French is the most widely taught foreign language in the Flemish Community of Belgium, Ireland and the United Kingdom. It is also taught to the majority of pupils in Luxembourg, where it becomes a compulsory subject from the age of 7. In addition, French as a foreign language is relatively common in primary education in Greece and Romania, where it is learnt by around 24 and 16 % of pupils respectively.

The cross-country differences in the sum of percentages for the three languages may partly be attributed to the age at which pupils first must learn a language. Chapter B (Section 1) provides more detailed information on these aspects.

THE PROPORTION OF PUPILS IN PRIMARY EDUCATION WHO LEARN ENGLISH IS INCREASING

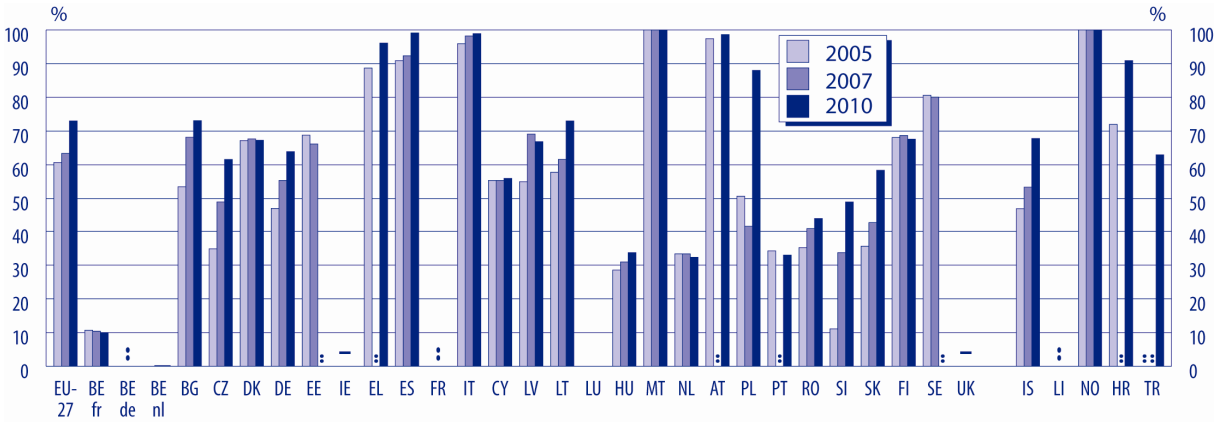
Between 2004/05 and 2009/10, the majority of countries for which data are available registered an increase in the proportion of pupils enrolled in primary education (ISCED level 1) who learn English. Looking at the situation in the European Union as a whole, the proportion of pupils enrolled in primary education learning English increased by around 12 percentage points, from 60.7 % in 2004/05 to 73 % in 2009/10.

With regard to country-specific situations, the most significant increase was recorded in Slovenia, where the percentage of pupils learning English rose from 11.1 % in 2004/05 to 49.0 % in 2009/10 (a difference of around 38 percentage points). A similar increase in terms of percentage points was registered in Poland, were 50.7 % of pupils were learning English in 2005 and 88.0 % in 2009/10. Bulgaria, the Czech Republic, Slovakia, Iceland and Croatia also recorded a significant increase in the proportion of pupils learning English between 2004/05 and 2009/10. In these countries, the increase was between 20 and 30 percentage points.

It can be noted that the countries in which the increase in the proportion of pupils learning English was the most significant correspond to those that recorded the largest overall increase in the proportion of the primary school population learning a foreign language (see Figure C2). This indicates that the improvement in the proportion of pupils in primary education who learn foreign languages goes hand in hand with the increasing prevalence of the English language.

Despite the fact that a few education systems registered a decrease between different reference years (e.g. the French Community of Belgium, Estonia, the Netherlands, Portugal, Finland and Sweden), in no system, did the percentage of pupils learning English decrease by any significant degree.

Figure C4: Trends in the percentage of all pupils learning English, primary education (ISCED 1), 2004/05, 2006/07, 2009/10



	EU-27	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
2005	60.7	10.7	:	0.0	53.5	34.8	67.2	47.1	68.8	-	88.7	90.9	:	95.9	55.4	55.0	57.8	0.0
2007	63.4	10.4	:	0.2	68.2	49.0	67.7	55.4	66.2	-	:	92.3	:	98.2	55.4	69.1	61.6	0.0
2010	73.0	10.0	:	0.2	73.1	61.6	67.3	63.9	:	-	96.1	99.1	:	98.9	56.0	66.9	73.0	0.0

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
2005	28.5	100	33.3	97.4	50.7	34.2	35.2	11.1	35.6	68.1	80.6	-	47.0	:	100	72.0	:
2007	30.9	100	33.3	:	41.5	:	40.8	33.7	42.6	68.7	80.1	-	53.4	:	100	:	:
2010	33.7	100	32.3	98.6	88.0	33.0	43.8	49.0	58.4	67.6	:	-	67.8	:	100	90.9	63.0

Source: Eurostat, UOE

Explanatory note

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

Country specific notes

EU, Belgium, Estonia, Ireland, Italy, Luxembourg, Hungary, Slovenia, Slovakia, Finland, United Kingdom and **Malta**: A break in the series occurred in 2010.
Netherlands: A break in the series occurred in 2009 due to changes in the curriculum.
Austria: A break in the series occurred in 2009. Until 2009, indicators were based on estimated data.
Iceland: For additional notes, see Figure C1.

STUDENTS IN GENERAL SECONDARY EDUCATION ARE MORE LIKELY TO LEARN LANGUAGES THAN THOSE FOLLOWING VOCATIONAL PATHS

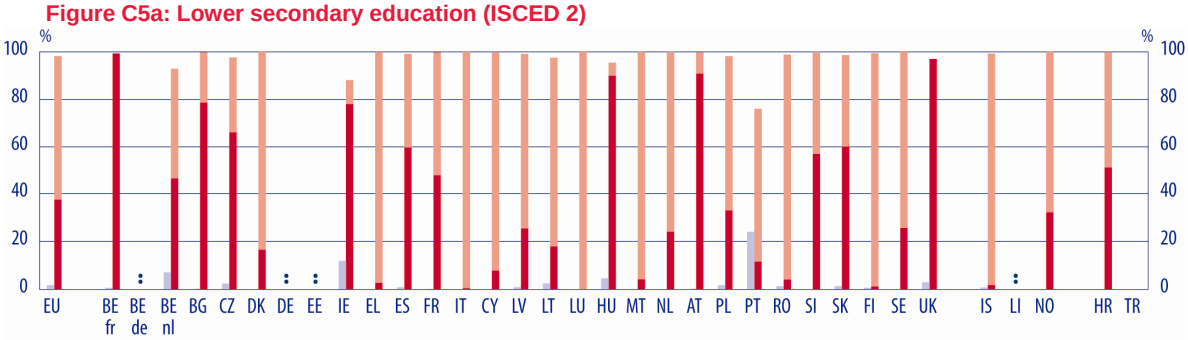
In lower secondary education (ISCED level 2), no country reports a significant proportion of students not learning a foreign language. Only in Ireland and Portugal does the proportion remain above 10 %. The situation in Ireland can be partly explained by the fact that learning a foreign language is not compulsory either in lower or upper secondary education (see Figure B1 and Annex 1). At the other end of the spectrum are Greece, Italy, Cyprus, Luxembourg Malta, Romania and three Nordic countries (Denmark, Finland and Iceland), where more than 80 % of students enrolled in lower secondary education learn two or more foreign languages.

Data on general upper secondary education (ISCED level 3) show that several European countries are characterised by a high proportion of students learning two or more foreign languages. This applies in particular to the Flemish Community of Belgium, the Czech Republic, Luxembourg, Romania, Slovenia, Slovakia and Finland, where all or almost all students enrolled in general upper secondary education learn at least two languages. On the other hand, in Ireland, Greece, Portugal and

the United Kingdom, only up to 10 % of students following general upper secondary path learn two or more foreign languages. Among these countries, Portugal and the United Kingdom are characterised by a particularly high proportion of students in general upper secondary education who do not learn any foreign languages (54.1 % and 57.1 % respectively). The situation in the United Kingdom can be explained by the fact that in England, Wales and Northern Ireland, students are only obliged to learn foreign languages until the age of 14.

Figure C5: Percentage distribution of students according to the number of foreign languages (FL) learnt, lower secondary education (ISCED 2) and general and pre-vocational/vocational upper secondary education (ISCED 3), 2009/10

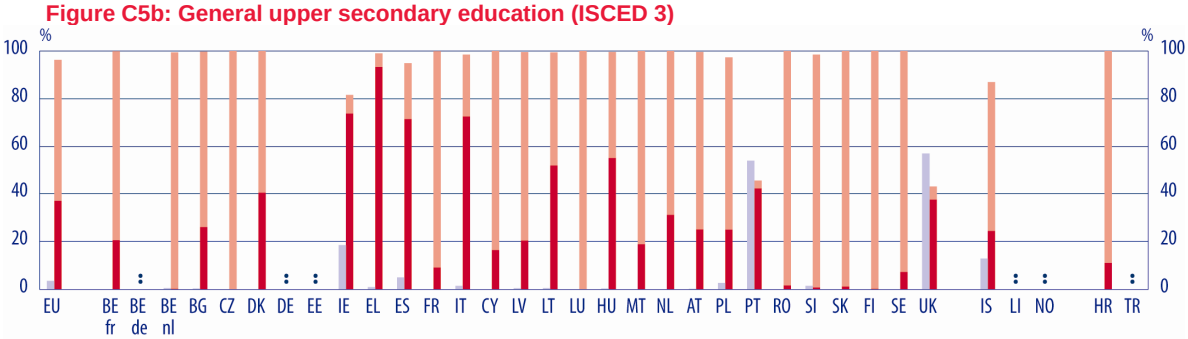
Figure C5a: Lower secondary education (ISCED 2)



Source: Eurostat, UOE.

For the table with data, see Figure C7a.

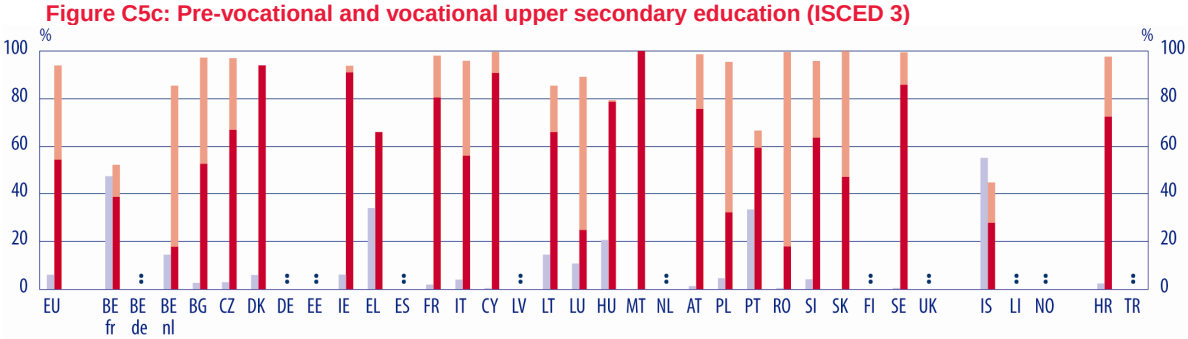
Figure C5b: General upper secondary education (ISCED 3)



Source: Eurostat, UOE.

For the table with data, see Figure C7b.

Figure C5c: Pre-vocational and vocational upper secondary education (ISCED 3)



Source: Eurostat, UOE.

For the table with data, see Figure C7c.

Explanatory note (Figure C5)

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

Country specific notes

EU: EU totals are calculated on the basis of the countries for which data are available. Where data for the reference year is not available the previous/following year's data have been used where possible to compute the EU aggregates.
Belgium: Data exclude independent private institutions. Adult education is not included.
Belgium (BE nl): Special education is not included. Data on apprenticeship and part-time secondary education at ISCED level 3 are not included.
Bulgaria: Adult VET programmes for attaining a level of vocational qualification are excluded.
Czech Republic and **Poland**: Data refer to full-time students only.
Estonia: The national language taught in schools where it is not the language of instruction is counted as a foreign language.
Ireland: Data refer to full-time students only. Data refer to public institutions only. All students in Irish primary and secondary schools (i.e. ISCED 1, 2 and 3) study the Irish language at school.
France: Language learning data cover 86 % of total enrolment figures at ISCED level 3, e.g. 100 % of students at general ISCED 3 and 68 % of students at vocational ISCED 3 (data are not available for apprentices and students in paramedical and social education programmes).
Italy: Students with special educational needs are included.
Luxembourg: All students in secondary education learn Luxembourgish, which is excluded from data. Private independent schools are excluded. Adult education is excluded. The 'Ecole transfrontalière' at ISCED level 2 is also excluded.
Hungary: Students with a cognitive disability are included in the total number of students.
Austria: The reference date is the end of the school year. Therefore, the data set does not include school leavers during the school year.
Slovenia: Data refer to the end of the school year. Students learning second languages in the regions where minorities live are not taken into account (applies to ISCED 2).
Slovakia: Data refer to full-time students only. Some students learning a foreign language in special schools are included.
Finland: The national language taught in schools where it is not the teaching language is counted as a foreign language. Students in comprehensive schools receiving supplementary education (voluntary 10th grade) and adult students at lower secondary level (in upper secondary general schools for adults) are excluded.
Sweden: Data exclude adult education. Data on ISCED 2 and ISCED 3 are based only on the students enrolled in the last year of the level. Therefore, data are not fully comparable with other countries.
United Kingdom: The indicators have been calculated on the basis of estimated data provided for the UK as a whole.
Iceland: Students in special education schools are included (applies to ISCED 2).

When comparing the different pathways in upper secondary education (i.e. general and pre-vocational/vocational), considerable differences in the proportions of students who learn foreign languages are apparent in some countries. This applies in particular to the French Community of Belgium, where virtually all students following general upper secondary education learn at least one foreign language, but only around 50 % of those in pre-vocational or vocational education do so. Hungary, Greece and Iceland are also characterised by a relatively large gap between general and pre-vocational/vocational pathways (differences of around 20, 30 and 40 percentage points respectively in favour of students in the general stream). In this context, the situation in Ireland and Portugal is exceptional, as there is a higher proportion of students not learning a foreign language in general education than there is in the pre-vocational/vocational fields.

Data also indicate that students following pre-vocational/vocational pathways are less likely to learn two or more foreign languages than students following general upper secondary education. For example, while in the majority of countries more than 60 % of students in general upper secondary education learn at least two foreign languages, in the context of pre-vocational/vocational education, the same applies to very few education systems (the Flemish Community of Belgium, Luxembourg, Poland and Romania). Overall, the exposure to foreign languages is greater in general education than in pre-vocational/vocational streams.

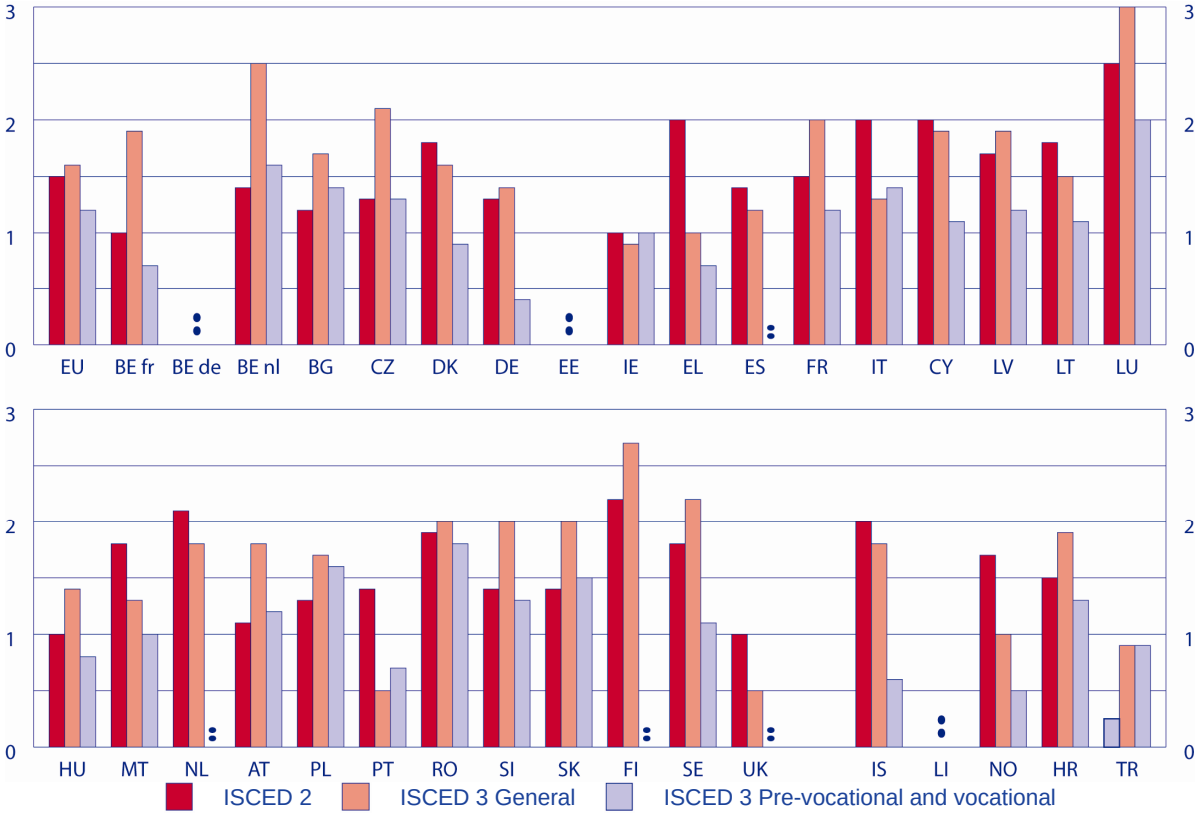
IN ONLY A FEW COUNTRIES DOES THE AVERAGE NUMBER OF FOREIGN LANGUAGES LEARNT BY STUDENTS REACH TWO AT SECONDARY LEVEL

In lower secondary education (ISCED level 2), the average number of foreign languages studied per student ranges between one and two in the majority of countries. The average is the highest in Luxembourg (2.5), the Netherlands (2.2) and Finland (2.2).

In general upper secondary education (ISCED level 3 general), the average number of foreign languages studied per student is higher than in lower secondary education (ISCED level 2) in a majority of countries. At this latter level, seven countries have an average number equal to or greater than 2. In general upper secondary education, nine countries reach this average. In Luxembourg, Finland, Sweden, Cyprus, the Netherlands, Romania and Iceland the average number of foreign languages studied per student is high at both levels.

At ISCED level 3, in pre-vocational/vocational upper secondary education, the average number of foreign languages learnt by students is lower than in general upper secondary level except in Italy, Ireland, Portugal and Turkey. In the last three countries, the average number of foreign languages learnt is particularly low (equal to or below one) in both types of educational programmes. The difference between the average found in general and in pre-vocational/vocational upper secondary education is equal to or higher than one in Belgium (French Community), Germany, Luxembourg, Sweden and Iceland.

Figure C6: Average number of foreign languages learnt per student, secondary education (ISCED 2 and 3), 2009/10



Data (Figure C6)

	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
ISCED 2	1.5	1.0	:	1.4	1.2	1.3	1.8	1.3	:	1.0	2.0	1.4	1.5	2.0	2.0	1.7	1.8	2.5
ISCED 3 general	1.6	1.9	:	2.5	1.7	2.1	1.6	1.4	:	0.9	1.0	1.2	2.0	1.3	1.9	1.9	1.5	3.0
ISCED 3 vocational	1.2	0.7	:	1.6	1.4	1.3	0.9	0.4	:	1.0	0.7	:	1.2	1.4	1.1	1.2	1.1	2
	HU	**MT**	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK**		**IS**	**LI**	**NO**	**HR**	**TR**
ISCED 2	1.0	1.8	2.1	1.1	1.3	1.4	1.9	1.4	1.4	2.2	1.8	1.0		2.0	:	1.7	1.5	-
ISCED 3 general	1.4	1.3	1.8	1.8	1.7	0.5	2.0	2.0	2.0	2.7	2.2	0.5		1.8	:	1.0	1.9	0.9
ISCED 3 vocational	0.8	1	:	1.2	1.6	0.7	1.8	1.3	1.5	:	1.1	:		0.6	:	0.5	1.3	0.9

Source: Eurostat, UOE.

Explanatory note

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

Country specific notes

EU, Belgium, Bulgaria, Czech Republic, Estonia, Ireland, France, Italy, Luxembourg, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom and **Iceland**: For additional notes, see Figure C5.

THE PERCENTAGE OF STUDENTS LEARNING TWO LANGUAGES IS INCREASING PARTICULARLY IN LOWER SECONDARY EDUCATION

Between 2004/05 and 2009/10, the trends in the percentages of students learning two, one or no foreign languages vary significantly between ISCED levels 2 and 3, and across countries.

In lower secondary education (ISCED level 2), half of the countries show a decrease in the percentage of students learning two languages while the other half shows an increase. In most countries, where a decrease is shown, it is quite small except in Denmark and Portugal. In contrast, several countries reporting an increase show a significant or very significant one. This is notably the case in the Czech Republic, Italy, Latvia, Poland, Slovenia and Slovakia. As might be expected, when the percentage of students learning two foreign languages increases, the percentage of students learning one foreign language roughly decreases in a corresponding way. The percentage of students learning no foreign languages at all is very small or practically nil, with the exception of Ireland across the reference years, and in Portugal in 2010 only.

In general upper secondary education (ISCED level 3 general), no significant trends can be observed in many European countries. Estonia and Malta, and, to a much lesser extent, Italy, Latvia and Romania are the only countries reporting significant increases in the percentage of students learning two languages. In countries with a decrease in the percentage of such students, variations are small with the exception of the Netherlands (31.1 percentage points) and Portugal (13.4 percentage points) as well as Denmark, Lithuania, Poland and Iceland (varying within a range of five and ten percentage points). The variations in the percentages observed in Estonia and the Netherlands are nearly entirely explained by those relating to students learning one language. On the contrary, in Malta, the considerable increase in the percentage of students learning two languages (67.2 percentage points) is explained by the decreases in the percentages of students learning one and zero languages. Portugal and the United Kingdom, which had by far the highest percentage of students learning no foreign language at all in 2005, are also the only countries with a significant increase in this figure.

In pre-vocational/vocational upper secondary education (ISCED level 3 pre-vocational/vocational), the percentage of students learning two languages is lower than in general upper secondary education. Several countries where this percentage is already higher than 50 % show a significant increase over recent years. This is particularly true in Romania and Slovakia, where the percentage of students learning one foreign language shows a corresponding decrease. In the other countries, the percentage of students learning two languages varies between a range of roughly one to eight percentage points, except in Portugal where the decrease is quite sharp (21.5 percentage points). As far as the percentage of students learning one foreign language is concerned, several countries report very significant variations. This is most evident in Malta where the percentage of students learning one foreign language increases by 98.6 percentage points. The increase is also very significant in Bulgaria and Portugal. In Bulgaria and Malta, this increase is explained by the fall in the percentage of students not learning any foreign languages. In contrast, in Greece, the decrease in the percentage of students learning one language roughly corresponds to the increase in those who do not learn any.

Explanatory note (Figure C7)

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

Country specific notes

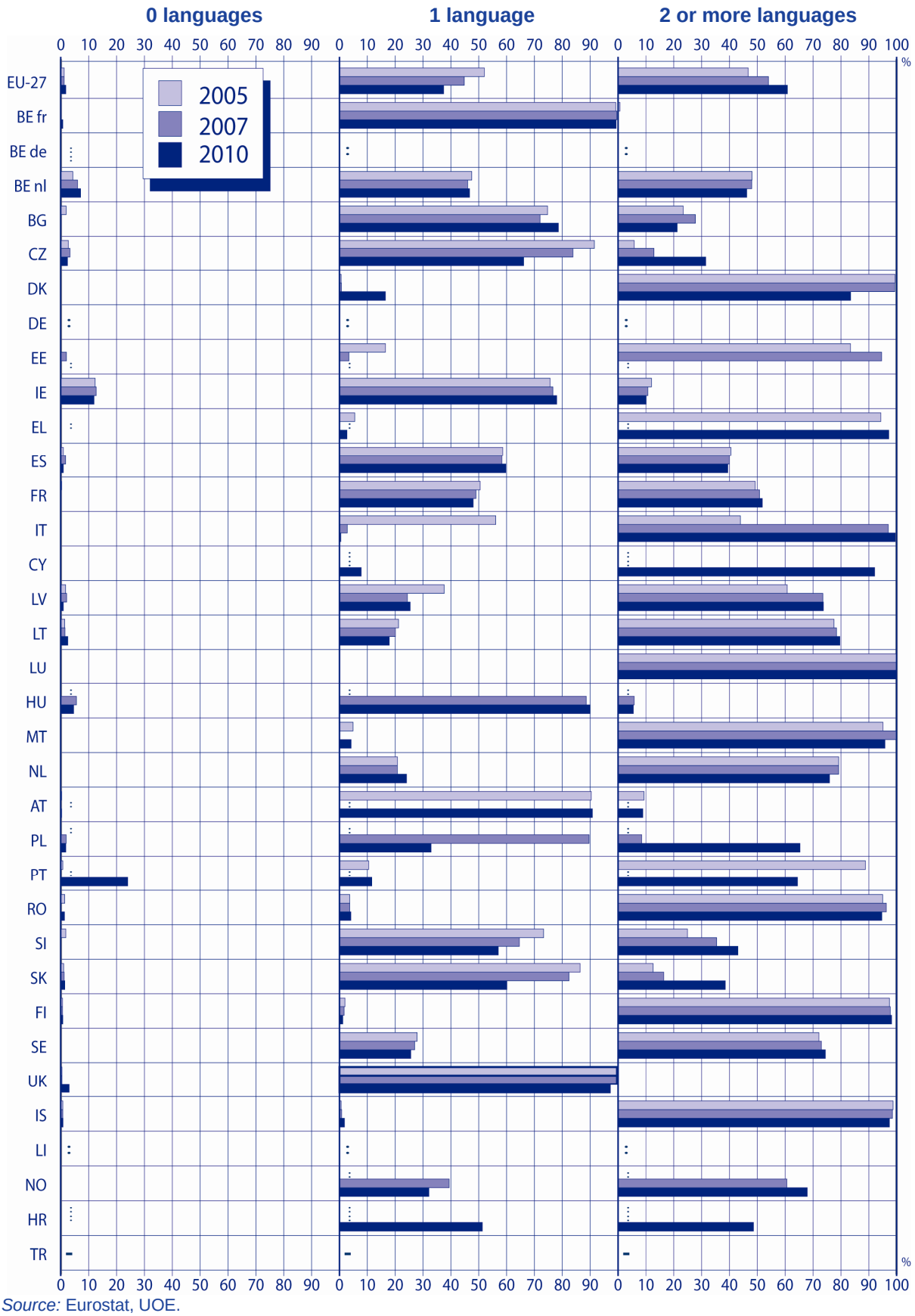
EU, Belgium, Bulgaria, Czech Republic, Estonia, Ireland, Italy, Luxembourg, Hungary, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom and **Iceland**: for additional notes, see Figure C5.
France: Language learning data cover 86 % of total enrolment figures at ISCED level 3, e.g. 100 % of students at general ISCED 3 and 68 % of students at vocational ISCED 3 (data are not available for apprentices and students in paramedical and social education programmes). 2005-2007 data cover the French Metropolitan area only.
Malta: A break in the series occurred in 2010.
Netherlands: A break in the series occurred in 2009 due to changes in the curriculum.
Austria: The reference date is the end of the school year. As a consequence, the data set does not include school leavers during the school year. A break in the series occurred in 2009. Until 2009, indicators were based on estimated data.
Portugal: In 2008, the coverage of ISCED level 2 programmes has been changed.

Data (Figure C7a)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
0FL	2005	1.2	0.2	0.0	4.3	1.9	2.7	0.0	:	0.1	12.3	0.2	0.9	0.3	0.0	0.0	1.7	1.4	0.0
0FL	2007	1.2	0.2	:	6.0	0.2	3.3	0.0	:	2.0	12.7	:	1.7	0.2	0.2	0.0	2.1	1.5	0.0
0FL	2010	1.8	0.7	:	7.1	0.2	2.4	0.0	:	:	11.9	0.1	0.9	0.2	0.0	0.1	0.9	2.5	0.0
1 FL	2005	52.0	99.2	:	47.5	74.7	91.5	0.6	:	16.5	75.6	5.5	58.6	50.5	56.1	:	37.6	21.2	0.0
1 FL	2007	44.8	99.6	:	46.0	72.0	83.8	0.7	:	3.4	76.6	:	58.3	49.0	2.8	:	24.4	20.1	0.0
1 FL	2010	37.4	99.3	:	46.7	78.6	66.1	16.5	:	:	78.0	2.7	59.7	48.0	0.5	7.8	25.4	17.9	0.0
2 FL	2005	46.7	0.7	:	48.1	23.4	5.8	99.4	:	83.4	12.0	94.3	40.5	49.2	43.9	:	60.7	77.5	100.0
2 FL	2007	54.0	0.2	:	48.0	27.8	12.9	99.3	:	94.6	10.7	:	40.0	50.8	97.0	:	73.5	78.4	100.0
2 FL	2010	60.8	0.0	:	46.2	21.2	31.5	83.5	:	:	10.1	97.2	39.4	51.8	99.5	92.1	73.7	79.6	100.0

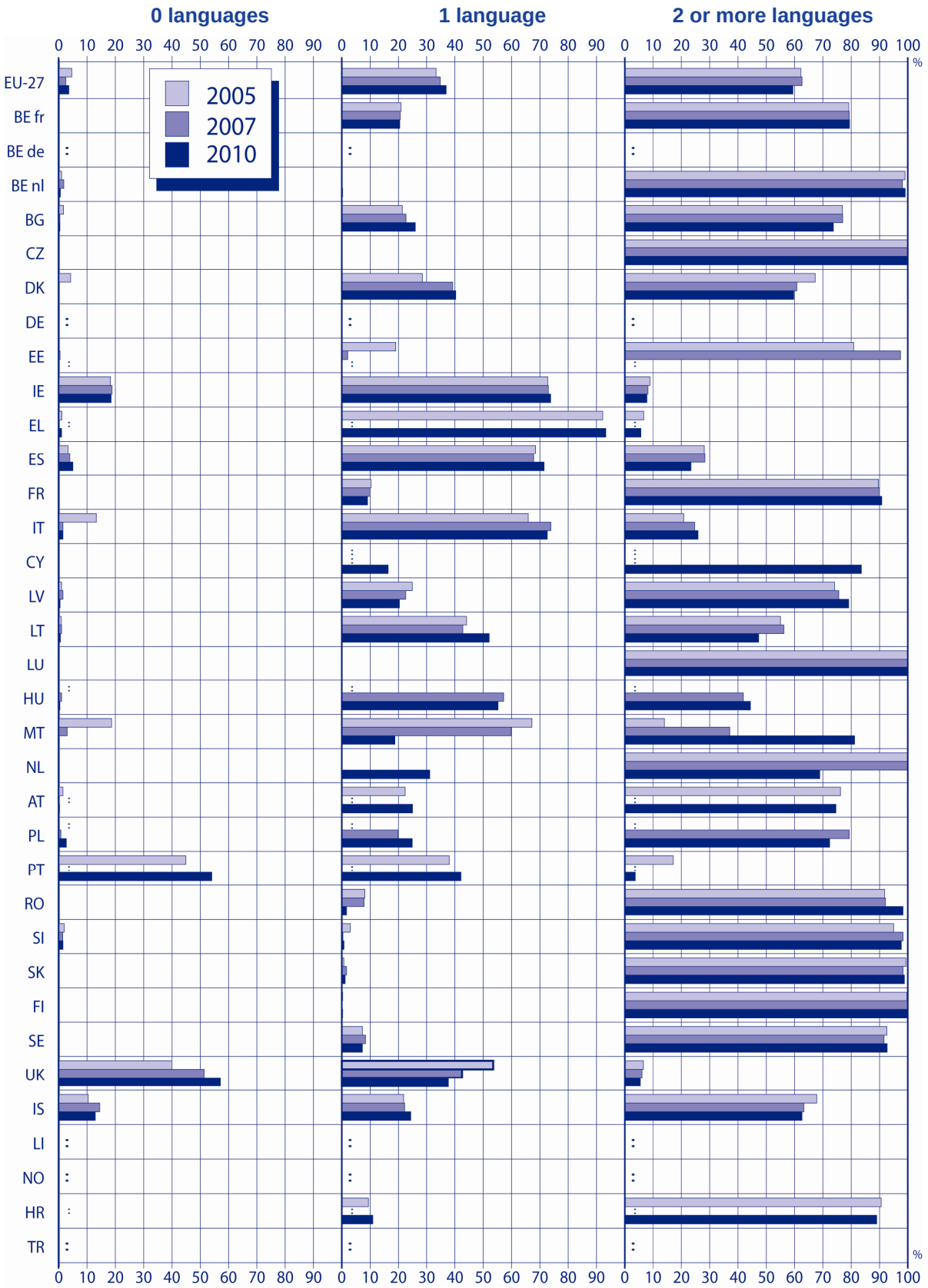
		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
0FL	2005	:	0.0	0.0	0.3	:	0.7	1.4	1.8	1.0	0.6	0.0	0.4	0.7	:	0.0	:	-
0FL	2007	5.6	0.0	0.0	:	1.9	:	0.0	0.0	1.2	0.6	0.0	0.4	0.7	:	0.0	:	-
0FL	2010	4.6	0.0	0.0	0.3	1.8	24.0	1.3	0.0	1.4	0.7	0.0	3.0	0.8	:	0.0	0.1	-
1 FL	2005	:	4.9	20.8	90.4	:	10.5	3.7	73.3	86.4	2.0	27.9	99.6	0.6	:	:	:	-
1 FL	2007	88.6	0.0	20.8	:	89.6	:	3.7	64.6	82.4	1.7	27.0	99.6	0.8	:	39.4	:	-
1 FL	2010	89.9	4.2	24.1	90.8	32.9	11.6	4.1	57.0	60.1	1.2	25.6	97.0	1.8	:	32.1	51.3	-
2 FL	2005	:	95.1	79.2	9.3	:	88.8	95.0	24.9	12.6	97.4	72.1	0.0	98.7	:	:	:	-
2 FL	2007	5.8	100.0	79.2	:	8.5	:	96.3	35.4	16.4	97.7	73.0	0.0	98.5	:	60.6	:	-
2 FL	2010	5.5	95.8	75.9	8.9	65.3	64.4	94.7	43.0	38.5	98.2	74.4	0.0	97.4	:	67.9	48.6	-

Figure C7a: Percentage of students learning 0, 1, 2 or more language(s) in lower secondary education (ISCED 2), 2004/05, 2006/07, 2009/10



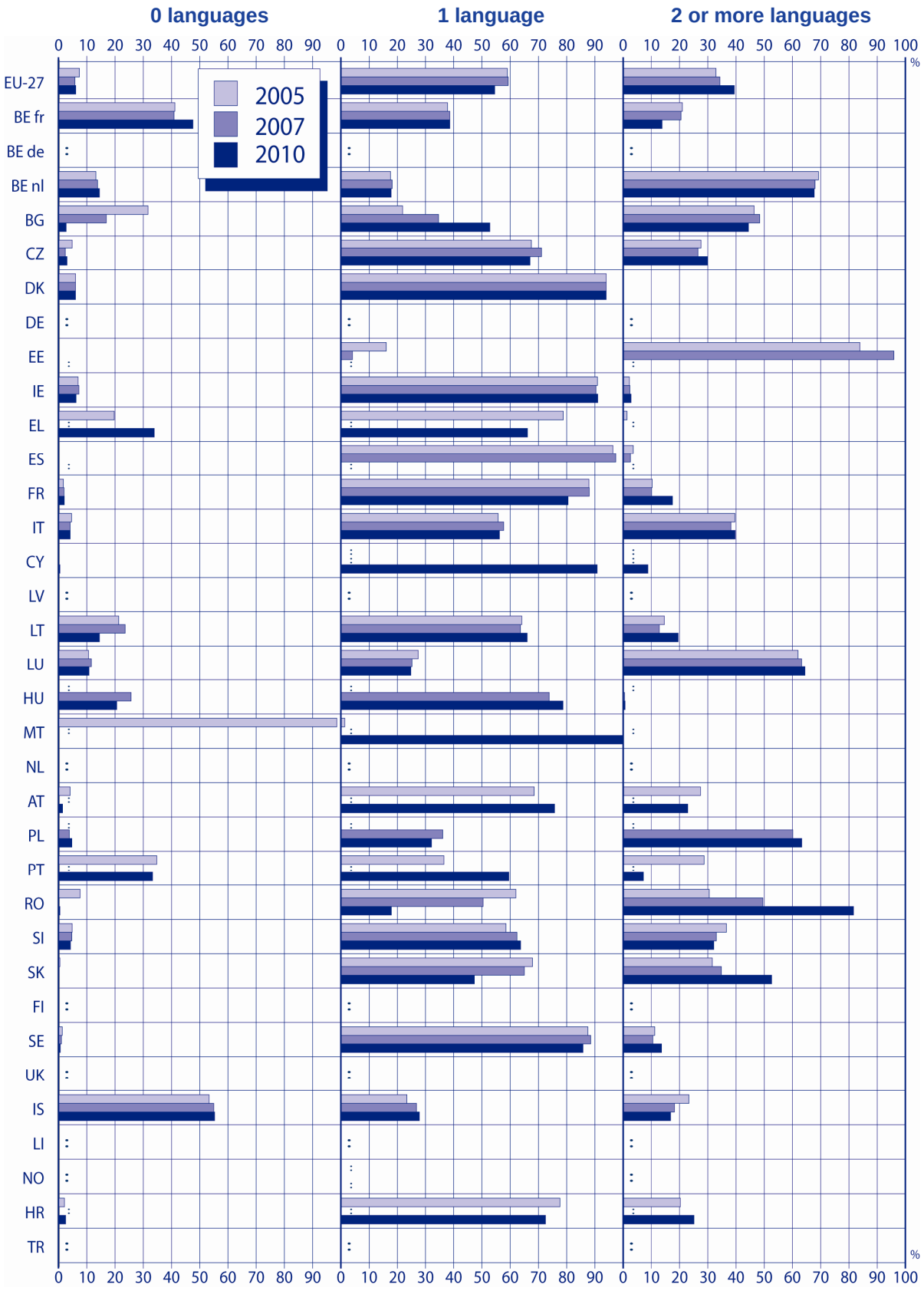
Source: Eurostat, UOE.

Figure C7b: Percentage of students learning 0, 1, 2 or more language(s) in general upper secondary education (ISCED 3), 2004/05, 2006/07, 2009/10



Source: Eurostat, UOE.

Figure C7c: Percentage of students learning 0, 1, 2 or more language(s) in pre-vocational/vocational upper secondary education (ISCED 3), 2004/05, 2006/07, 2009/10



Source: Eurostat, UOE.

Data (Figure C7b)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
0FL	2005	4.6	0.0	:	1.0	1.7	0.0	4.2	:	0.0	18.3	1.1	3.3	0.0	13.3	0.0	1.0	0.9	0.0
0FL	2007	2.5	0.0	:	1.8	0.4	0.0	0.0	:	0.5	18.8	:	3.9	0.0	1.5	0.0	1.5	1.0	0.0
0FL	2010	3.6	0.1	:	0.6	0.4	0.0	0.0	:	:	18.5	1.0	5.0	0.0	1.5	0.0	0.5	0.6	0.0
1 FL	2005	33.3	20.9	:	0.0	21.4	0.0	28.5	:	19.1	72.8	92.2	68.5	10.3	65.9	:	24.9	44.1	0.0
1 FL	2007	34.8	20.7	:	0.0	22.7	0.0	39.2	:	2.1	73.0	:	67.8	10.0	73.9	:	22.6	42.8	0.0
1 FL	2010	36.9	20.5	:	0.3	26.0	0.0	40.3	:	:	73.8	93.3	71.5	9.1	72.6	16.4	20.4	52.1	0.0
2 FL	2005	62.2	79.1	:	99.0	76.9	100.0	67.3	:	80.9	8.9	6.7	28.1	89.6	20.8	:	74.1	55.0	100.0
2 FL	2007	62.6	79.3	:	98.1	77.0	100.0	60.8	:	97.4	8.2	:	28.3	90.0	24.7	:	75.6	56.2	100.0
2 FL	2010	59.4	79.4	:	99.1	73.7	100.0	59.7	:	:	7.8	5.7	23.4	90.8	25.9	83.6	79.1	47.3	100.0

		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
0FL	2005	:	18.7	0.0	1.5	:	44.9	0.0	1.9	0.0	0.0	0.0	40.0	10.4	:	:	0.0	:
0FL	2007	1.0	3.0	0.0	:	0.8	:	0.0	1.4	0.0	0.0	0.0	51.4	14.5	:	:	:	:
0FL	2010	0.4	0.0	0.0	0.3	2.7	54.1	0.0	1.5	0.0	0.0	0.0	57.1	12.9	:	:	0.0	:
1 FL	2005	:	67.2	0.0	22.4	:	38.0	8.2	3.0	0.7	0.3	7.3	53.5	21.9	:	:	9.4	:
1 FL	2007	57.2	59.9	0.0	:	19.9	:	7.9	0.4	1.7	0.2	8.4	42.5	22.2	:	:	:	:
1 FL	2010	55.2	18.8	31.1	25.0	24.9	42.1	1.7	0.8	1.2	0.3	7.3	37.4	24.4	:	:	11.0	:
2 FL	2005	:	14.0	100.0	76.2	:	17.1	91.8	95.0	99.3	99.7	92.6	6.6	67.8	:	:	90.6	:
2 FL	2007	41.9	37.1	100.0	:	79.3	:	92.1	98.3	98.3	99.8	91.6	6.1	63.3	:	:	:	:
2 FL	2010	44.4	81.2	68.9	74.6	72.4	3.7	98.3	97.7	98.8	99.7	92.7	5.5	62.6	:	:	89.0	:

Data (Figure C7c)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
0FL	2005	7.4	41.2	:	13.2	31.7	4.8	6.0	:	0.0	6.9	19.7	0.0	1.7	4.6	0.0	:	21.3	10.6
0FL	2007	5.8	40.9	:	13.8	16.9	2.4	6.0	:	0.0	7.2	:	0.0	1.9	4.1	0.0	:	23.6	11.6
0FL	2010	6.1	47.6	:	14.5	2.7	3.0	6.0	:	:	6.2	33.9	:	2.0	4.1	0.5	:	14.5	10.8
1 FL	2005	59.0	37.8	:	17.6	21.9	67.5	94.0	:	16.1	90.9	78.8	96.4	87.9	55.7	:	:	64.1	27.4
1 FL	2007	59.3	38.6	:	18.2	34.6	71.1	94.0	:	4.1	90.4	:	97.4	88.0	57.7	:	:	63.6	25.2
1 FL	2010	54.5	38.6	:	17.8	52.8	67.0	94.0	:	:	91.0	66.1	:	80.5	56.2	90.8	:	66.0	24.8
2 FL	2005	32.9	21.0	:	69.2	46.4	27.6	0.0	:	83.9	2.2	1.4	3.6	10.3	39.6	:	:	14.6	62.0
2 FL	2007	34.3	20.5	:	68.0	48.4	26.5	0.0	:	95.9	2.4	:	2.6	10.1	38.2	:	:	12.8	63.2
2 FL	2010	39.4	13.8	:	67.7	44.4	30.0	0.0	:	:	2.8	0.0	:	17.5	39.7	8.8	:	19.5	64.4

		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK	IS	LI	NO	HR	TR
0FL	2005	:	98.6	:	4.1	:	34.8	7.6	4.8	0.5	:	1.3	:	53.3	:	:	2.1	:
0FL	2007	25.7	:	:	:	3.8	:	0.1	4.7	0.2	:	1.0	:	55.0	:	:	:	:
0FL	2010	20.6	0.0	:	1.4	4.7	33.3	0.5	4.2	0.1	:	0.6	:	55.3	:	:	2.5	:
1 FL	2005	:	1.4	:	68.5	:	36.5	62.0	58.5	67.9	:	87.5	:	23.4	:	:	77.6	:
1 FL	2007	73.8	:	:	:	36.1	:	50.4	62.4	65.0	:	88.5	:	26.8	:	0.0	:	:
1 FL	2010	78.7	100.0	:	75.7	32.1	59.5	17.9	63.7	47.3	:	85.8	:	27.8	:	:	72.5	:
2 FL	2005	:	0.0	:	27.4	:	28.7	30.5	36.6	31.6	:	11.2	:	23.3	:	:	20.3	:
2 FL	2007	0.5	:	:	:	60.1	:	49.5	33.0	34.8	:	10.5	:	18.2	:	:	:	:
2 FL	2010	0.7	0.0	:	22.9	63.3	7.2	81.6	32.1	52.6	:	13.6	:	16.8	:	:	25.1	:

Source: Eurostat, UOE.

IN THE MAJORITY OF COUNTRIES, THE SECOND MOST LEARNT FOREIGN LANGUAGE IN SECONDARY EDUCATION IS GERMAN OR FRENCH

In virtually all countries, English is the most widely learnt foreign language at ISCED levels 2 and 3, and has become increasingly so over several years (see Figure C10). At ISCED level 2, exceptions are Belgium (French and Flemish Communities) and Luxembourg.

In Belgium, students of the French and Flemish Communities preferably learn the official language of the other Community, namely Dutch and French. In the Flemish Community, it is even an obligation to learn French. In the French Community, students going to schools in Brussels must learn Dutch (see Figure B13). In Luxembourg, all students must first learn German and French. Although they are both official state languages, they are regarded as 'foreign' by the curriculum. At ISCED level 3, the situation is similar, with the exception of Belgium (French Community) where English, at this ISCED level, has become the most learnt foreign language. Also, in most countries, the percentage of students learning English is lower at ISCED level 3 than at ISCED level 2. More comments on students learning specific languages are available in Figure C9.

After English, French and German are the most widely learnt languages at ISCED level 2 and the position of German strengthens at ISCED level 3. German is particularly popular in several central and eastern European countries. French is more common in the countries of southern Europe, and especially the countries with languages deriving from Latin (Spain, Italy, Portugal and Romania), but also Greece and Cyprus, as well as in the German-speaking countries. In many countries, German also holds the position of the third most learnt language with French the fourth most learnt language.

Spanish occupies the third or fourth position in a significant number of countries, especially at ISCED level 3. France, Sweden and Norway are the only countries, where Spanish is the second most widely learnt language at ISCED levels 2 and 3.

Russian is the second most widely learnt language at ISCED levels 2 and 3 in Latvia and Lithuania where large communities of Russian speakers live. It also holds this position in Bulgaria at ISCED level 2 only. Russian is the third most widely learnt language in Poland and Slovakia at both levels and in the Czech Republic at ISCED level 2 and Bulgaria at ISCED level 3.

Italian holds the position of the third and fourth most learnt foreign language in several countries, especially at ISCED level 3. Italian is the second most learnt foreign language in Malta and the percentage of students learning it at ISCED level 2 is significant.

Swedish (or Finnish) in Finland and Danish in Iceland are mandatory languages for students (see Figure B13). As a consequence, a significant percentage of students learn them, especially at ISCED level 2.

Figure C8a: The most widely learnt foreign languages and the percentage of students who learn them, lower secondary education (ISCED 2), 2009/10

BE fr	NL	58.8	EN	38.8	DE	1.7			**HU**	EN	58.1	DE	35.2	SK	0.8	FR	0.5
BE de	:	:	:	:	:	:	:	:	**MT**	EN	100.0	IT	50.7	FR	15.0	DE	5.8
BE nl	FR	92.9	EN	46.2					**NL**	:	:	:	:	:	:	:	:
BG	EN	84.1	RU	21.5	DE	9.4	FR	4.1	**AT**	EN	99.6	FR	4.7	IT	2.7	ES	0.7
CZ	EN	100.0	DE	22.6	RU	3.7	FR	3.0	**PL**	EN	84.9	DE	38.4	RU	3.6	FR	1.7
DK	EN	100.0	DE	75.4	FR	9.2			**PT**	EN	74.6	FR	52.8	ES	12.6	DE	0.5
DE	EN	94.7	FR	25.3	ES	3.1	RU	1.3	**RO**	EN	96.7	FR	85.8	DE	9.5	ES	0.5
EE	:	:	:	:	:	:	:	:	**SI**	EN	100.0	DE	35.7	FR	2.6	IT	2.2
IE	FR	65.5	DE	20.1	ES	12.0	IT	0.7	**SK**	EN	83.0	DE	37.6	RU	8.3	FR	2.2
EL	EN	99.2	FR	48.0	DE	43.2			**FI**	EN	99.2	SV	91.9	DE	11.2	FI	6.1
ES	EN	98.7	FR	36.9	DE	2.5	PT	0.1	**SE**	EN	100.0	ES	38.7	DE	20.7	FR	15.5
FR	EN	97.9	ES	35.0	DE	14.9	IT	3.2	**UK**	:	:	:	:	:	:	:	:
IT	EN	100.0	FR	72.3	ES	18.8	DE	8.7	**IS**	EN	99.2	DA	96.1	ES	3.3	DE	2.0
CY	EN	99.9	FR	92.6	DE	1.8	IT	0.9	**LI**	:	:	:	:	:	:	:	:
LV	EN	96.9	RU	62.4	DE	12.4	FR	0.9	**NO**	EN	100.0	ES	30.1	DE	24.1	FR	13.4
LT	EN	95.7	RU	63.9	DE	14.3	FR	3.5	**HR**	EN	96.2	DE	40.8	IT	10.0	FR	1.3
LU	FR	100.0	DE	100.0	EN	53.7			**TR**	:	:	:	:	:	:	:	:

Figure C8b: The most widely learnt foreign languages and the percentage of students who learn them, pre-vocational/vocational and general upper secondary education (ISCED 3), 2009/10

BE fr	EN	64.4	NL	58.2	ES	4.4	DE	3.7	**HU**	EN	66.4	DE	43.1	FR	4.7	IT	3
BE de	:	:	:	:	:	:	:	:	**MT**	EN	100	IT	7.4	FR	3.5	ES	1.2
BE nl	FR	90.4	EN	81.8	DE	28.4	ES	1.3	**NL**	:	:	:	:	:	:	:	:
BG	EN	81.9	DE	29.5	RU	28.2	FR	11.4	**AT**	EN	98.8	FR	20.6	IT	9.6	ES	5.8
CZ	EN	84.6	DE	47.4	FR	7.5	RU	5.3	**PL**	EN	86.4	DE	57.5	RU	10.6	FR	6.3
DK	EN	81.5	DE	28.1	ES	12	FR	5.1	**PT**	EN	46.9	FR	6.4	ES	5.1	DE	0.5
DE	EN	61.9	FR	13.8	ES	9.5	IT	1.4	**RO**	EN	94.2	FR	84.2	DE	7.7	ES	1.1
EE	:	:	:	:	:	:	:	:	**SI**	EN	91.7	DE	45.9	IT	10.3	ES	4.5
IE	FR	60.6	DE	16.3	ES	11.4	IT	1.9	**SK**	EN	85.2	DE	60.4	RU	8.1	FR	7.5
EL	EN	83.7	FR	6	DE	2.1			**FI**	:	:	:	:	:	:	:	:
ES	:	:	:	:	:	:	:	:	**SE**	EN	99.6	ES	20.9	DE	13.2	FR	9.9
FR	EN	97.8	ES	47.6	DE	15.3	IT	5.4	**UK**	:	:	:	:	:	:	:	:
IT	EN	96	FR	26.7	DE	7.3	ES	5.8	**IS**	EN	60.9	DA	35.2	DE	17.6	ES	16.1
CY	EN	94.4	FR	35.7	IT	24.2	ES	13.8	**LI**	:	:	:	:	:	:	:	:
LV	EN	91.6	RU	44.6	DE	22.7	FR	2.9	**NO**	EN	47	ES	10.1	DE	8.7	FR	5.2
LT	EN	87.4	RU	31.4	DE	15.2	FR	2.9	**HR**	EN	87.7	DE	39.9	IT	14.4	FR	3.9
LU	FR	84.7	DE	79.4	EN	70.9	ES	2	**TR**	EN	84.9	DE	5.9	FR	0.6		

EN English **FR** French **DE** German **ES** Spanish **IT** Italian **RU** Russian
DA Danish **NL** Dutch **SV** Swedish **PT** Portuguese **SK** Slovak **FI** Finnish

Source: Eurostat, UOE.

Explanatory note

Only languages regarded as foreign languages in the curriculum drawn up by the central education authorities are included. Regional languages are included solely when the curriculum designates them as alternatives to foreign languages. Languages taught outside the curriculum as optional subjects are not included. The figure deals with the four most widely taught languages. They are classified in descending order in accordance with the percentage of students who learn them.

Country specific notes

Belgium, Bulgaria, Czech Republic, Estonia, Ireland, France, Italy, Luxembourg, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden and **Iceland**: For additional notes, see Figure C5.

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

In the great majority of countries, at least 90 % of students learn English at ISCED level 2 and ISCED level 3 (general education). At ISCED level 2, Belgium (French and Flemish Communities), Luxembourg and Hungary have a relatively low percentage of such students. In Belgium (Flemish Community and only Brussels in the French Community) and Luxembourg, students must learn (an)other language(s) before they can start learning English (see Figure B13), which might account for the relative lower percentages. At ISCED level 3, in general upper secondary education, less than 50 % of students learn English in Portugal and Norway. In these two countries, foreign language learning can be discontinued during that level, which might explain these relatively low averages. In prevocational/vocational upper secondary education (ISCED level 3 pre-vocational/vocational), the percentage of students learning English is generally lower than in general education (ISCED level 3 general) and does not reach 90 % in most countries. This can be partly explained by the fact that in pre-vocational/vocational programmes, students usually learn fewer foreign languages than in general programmes of education (see Figure C5).

German is quite popular in many central and eastern European countries. In addition to Luxembourg where it is a mandatory language, the percentage of students learning German is quite high (above 30 %) at both ISCED levels 2 and 3 (general and pre-vocational/vocational education) in Hungary, Poland, Slovenia, Slovakia and Croatia. In the Czech Republic, this percentage is relatively high at ISCED level 3 both in general and pre-vocational/vocational education. At this level, the figures are also quite high in Belgium (Flemish Community), Bulgaria, Denmark, Latvia and the Netherlands, but in general education only. At ISCED level 2, it is very high in Denmark where it reaches 75 %, and high in Greece (43.2 %). The EU average number of students learning German is higher at ISCED level 3 than at ISCED level 2.

In contrast to the average number of students learning German, the EU average of those learning French is higher at ISCED level 2 than at ISCED level 3. Many countries in which at least 30 % of students in lower secondary education and/or upper secondary education learn French come into one of the two following categories. The first includes countries with a romance language as an official state language (Spain, Italy, Portugal and Romania). The second category consists of countries in which French is a specific mandatory language as it is the case in Belgium (Flemish Community), Cyprus and Luxembourg (see Figure B13): these three education systems have the highest percentages (over 90 %) at ISCED level 2. In Cyprus, where learning French ceases to be compulsory in upper secondary education (ISCED level 3), the percentage is no higher than 40 % in general programmes of education and 6.8 % in pre-vocational/vocational programmes. The percentage of students learning French in Ireland ranges from 58.2 % to 65.9 %, depending on the level. In this country, French is the most learnt foreign language (see Figures C8a and b)

The percentage of students who learn English in secondary education is thus very high in all countries whether or not it is a mandatory language. In contrast, making German or French mandatory has a clear impact on the proportion of students who learn them. Indeed, only in countries where these languages are mandatory is this proportion equal to or greater than 90 %. However, Romania, where French is not a mandatory language, records a comparable percentage at both ISCED levels 2 and 3, in general and pre-vocational/vocational education.

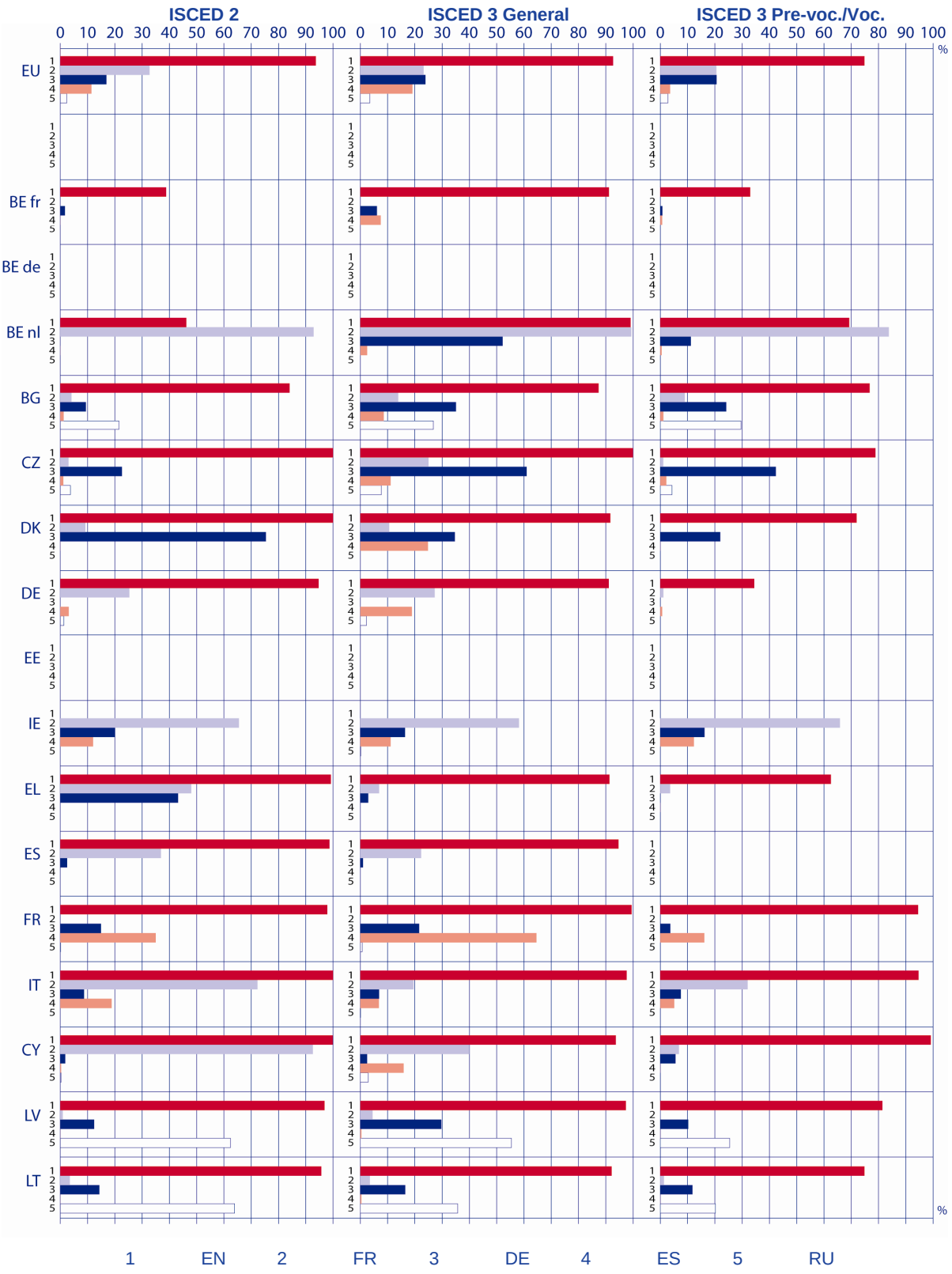
Spanish is taught essentially in general education at ISCED levels 2 and 3. In most cases, the percentage of students learning this language is lower than 20 % (and often even lower than 10 %). The Nordic countries and France are exceptions to this, namely, France (35 %), Sweden (38.7 %) and

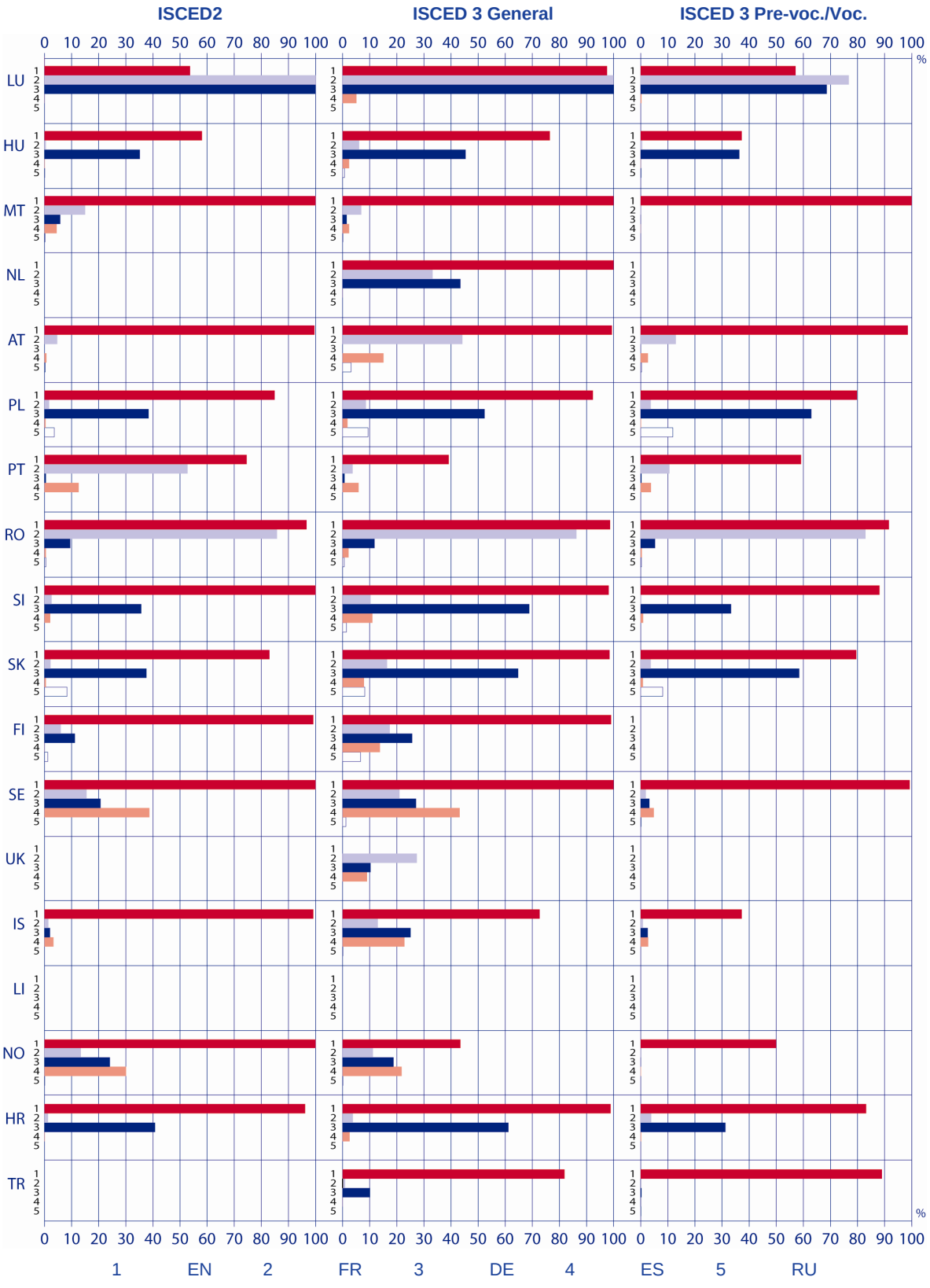
Norway (30.1 %) at ISCED level 2, and Denmark (24.8%), France (64.6 %), Sweden (43.2 %), Iceland (22.8%) and Norway (21.8%) at ISCED level 3 in general education.

Finally, Russian is taught in several central and eastern European countries, but also in Germany and Finland at lower and general upper secondary education (ISCED levels 2 and 3 (general)) as well as in Cyprus and Austria at ISCED level 3 in general education. The percentages are low except in the Baltic countries and Bulgaria. Russian is the second most learnt foreign language at all educational levels in the case of the Baltic countries, and at ISCED level 2 in Bulgaria's case (see Figure C8a and b). In the remaining countries, it is taught very little if at all.

As previously mentioned, the range of languages taught is broader in many countries, but they are generally learnt by smaller proportions of students (see Figure C11).

Figure C9: Percentage of students learning English, French, German, Spanish and Russian, secondary education (ISCED 2 and 3), 2009/10




ISCED2
ISCED 3 General
ISCED 3 Pre-voc./Voc.
0 10 20 30 40 50 60 70 80 90 100
%
LU
HU
MT
NL
AT
PL
PT
RO
SI
SK
FI
SE
UK
IS
LI
NO
HR
TR
1 2 3 4 5
1 EN 2 FR 3 DE 4 ES 5 RU

	ISCED 2					ISCED 3 General					ISCED 3 Pre-vocational/Vocational					
	EN	FR	DE	ES	RU		EN	FR	DE	ES	RU		EN	FR	DE	ES	RU
EU	93.7	32.7	16.9	11.4	2.4	EU	92.7	23.2	23.9	19.1	3.5	EU	74.9	20.6	20.7	3.6	2.8
BE fr	38.8	-	1.7	0.0	0.0	BE fr	91.2	-	6.1	7.5	0.0	BE fr	33.0	-	0.8	0.7	0.0
BE de	:	:	:	:	:	BE de	:	:	:	:	:	BE de	:	:	:	:	:
BE nl	46.2	92.9	0.0	0.0	0.0	BE nl	99.1	99.4	52.2	2.5	0.0	BE nl	69.3	83.8	11.2	0.5	0.0
BG	84.1	4.1	9.4	1.2	21.5	BG	87.4	13.9	35.1	8.6	26.8	BG	76.8	9.0	24.2	1.1	29.6
CZ	100.0	3.0	22.6	1.1	3.7	CZ	100.0	25.0	61.0	11.1	7.7	CZ	78.9	1.1	42.4	2.2	4.3
DK	100.0	9.2	75.4	0.0	0.0	DK	91.7	10.6	34.7	24.8	0.0	DK	72.0	0.0	22.0	0.0	0.0
DE	94.7	25.3	-	3.1	1.3	DE	91.1	27.3	-	18.9	2.3	DE	34.5	1.1	-	0.7	0.0
EE	:	:	:	:	:	EE	:	:	:	:	:	EE	:	:	:	:	:
IE	-	65.5	20.1	12.0	0.0	IE	-	58.2	16.4	11.1	0.2	IE	-	65.9	16.2	12.3	0.1
EL	99.2	48.0	43.2	:i	0.0	EL	91.4	6.9	2.9	:i	0.0	EL	62.6	3.6	0.0	0.0	0.0
ES	98.7	36.9	2.5	-	0.0	ES	94.7	22.3	1.0	-	0.0	ES	:	:	:	-	:
FR	97.9	-	14.9	35.0	0.1	FR	99.5	-	21.6	64.6	0.7	FR	94.6	-	3.7	16.2	0.0
IT	100.0	72.3	8.7	18.8	0.0	IT	97.7	19.5	6.9	6.8	0.1	IT	94.7	32.0	7.5	5.1	0.0
CY	99.9	92.6	1.8	0.3	0.3	CY	93.7	40.0	2.5	15.9	2.9	CY	99.2	6.8	5.6	0.0	0.0
LV	96.9	0.9	12.4	0.0	62.4	LV	97.4	4.5	29.7	0.4	55.4	LV	81.4	0.0	10.2	0.0	25.5
LT	95.7	3.5	14.3	0.0	63.9	LT	92.2	3.5	16.5	0.4	35.7	LT	74.9	1.3	11.8	0.0	20.2
LU	53.7	100.0	100.0	0.0	0.0	LU	97.6	100.0	100.0	5.1	0.0	LU	57.1	76.8	68.7	0.3	0.0
HU	58.1	0.5	35.2	0.1	0.1	HU	76.5	6.1	45.4	2.4	0.7	HU	37.3	0.5	36.4	0.0	0.1
MT	100.0	15.0	5.8	4.5	0.2	MT	100.0	6.9	1.5	2.4	0.1	MT	100.0	0.0	0.0	0.0	0.0
NL	:	:	:	:	:	NL	100.0	33.2	43.5	0.0	0.0	NL	:	:	:	:	:
AT	99.6	4.7	-	0.7	0.3	AT	99.4	44.2	-	15.1	3.1	AT	98.6	13.0	-	2.7	0.3
PL	84.9	1.7	38.4	0.4	3.6	PL	92.4	8.6	52.4	1.8	9.4	PL	79.8	3.7	63.0	0.1	11.9
PT	74.6	52.8	0.5	12.6	0.0	PT	39.2	3.7	0.7	5.9	0.0	PT	59.2	10.6	0.3	3.8	0.0
RO	96.7	85.8	9.5	0.5	0.5	RO	98.7	86.3	11.8	2.2	0.6	RO	91.6	82.9	5.3	0.4	0.3
SI	100.0	2.6	35.7	2.1	0.0	SI	98.2	10.3	68.9	11.0	1.4	SI	88.1	0.2	33.4	0.9	0.0
SK	83.0	2.2	37.6	0.5	8.3	SK	98.5	16.4	64.8	7.9	8.2	SK	79.6	3.7	58.5	0.8	8.1
FI	99.2	6.0	11.2	0.0	1.2	FI	99.1	17.4	25.7	13.8	6.6	FI	:	:	:	:	:
SE	100.0	15.5	20.7	38.7	0.0	SE	100.0	21.0	27.1	43.2	1.2	SE	99.3	1.9	3.2	4.8	0.1
UK	-	:	:	:	:	UK	-	27.4	10.3	9.0	0.0	UK	-	:	:	:	:
IS	99.2	1.4	2.0	3.3	0.0	IS	72.7	13.0	25.1	22.8	0.1	IS	37.3	0.8	2.6	2.8	0.0
LI	:	:	:	:	:	LI	:	:	:	:		LI	:	:	:	:	:
NO	100.0	13.4	24.1	30.1	0.1	NO	43.5	11.2	18.8	21.8	0.1	NO	50.0	0.0	0.0	0.1	0.0
HR	96.2	1.3	40.8	0.1	0.0	HR	98.9	3.8	61.2	2.6	0.0	HR	83.2	3.9	31.3	0.2	0.0
TR	-	-	-	-	-	TR	81.9	0.9	10.1	0.0	0.0	TR	89.0	0.1	0.3	0.0	0.1

Source: Eurostat, UOE.

Explanatory note

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

Country specific notes

EU, Belgium, Bulgaria, Czech Republic, Estonia, Ireland, France, Italy, Luxembourg, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom and **Iceland**: For additional notes, see Figure C5.

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

Since 2004/05, the percentage of students learning English has not varied much in the majority of countries, both at ISCED levels 2 and 3. When significant variations occur, they mostly show an increase which is particularly visible (more than 10 percentage points) in Italy, at ISCED level 2, and in several Central and Eastern European countries such as Poland and Croatia at ISCED level 2; in Latvia, Lithuania and Romania at ISCED level 3; and Bulgaria, the Czech Republic and Slovakia at both levels. Malta shows the highest increase at ISCED level 3 (63.8 percentage points).

The EU average percentage of students learning French has remained more or less unchanged since 2004/05 in most countries. However, at ISCED level 2, three countries stand out: Malta and Portugal where the percentage of students learning French decreases considerably (27.4 and 35.3 percentage points respectively), and Italy which shows a significant increase (26 percentage points). The variation in Greece is also not negligible as the decrease equals 11.4 percentage points. At ISCED level 3, major variations are found in Portugal and the United Kingdom where decreases in percentages amount to 15.9 and 12.6 percentages points respectively and Romania where the percentage of students learning French increases by 16.4 percentage points.

The EU averages in the percentage of students learning German have also barely changed since 2004/05 both at ISCED levels 2 and 3. However, most countries, especially at ISCED level 3, show a slight decrease in this percentage, with the most noticeable one in Denmark at ISCED level 2 (14.7 percentage points). The most significant increases range from 7.5 to 8.7 percentage points and are found at ISCED level 2 in Greece, Slovenia and Croatia.

Explanatory note (Figure C10)

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

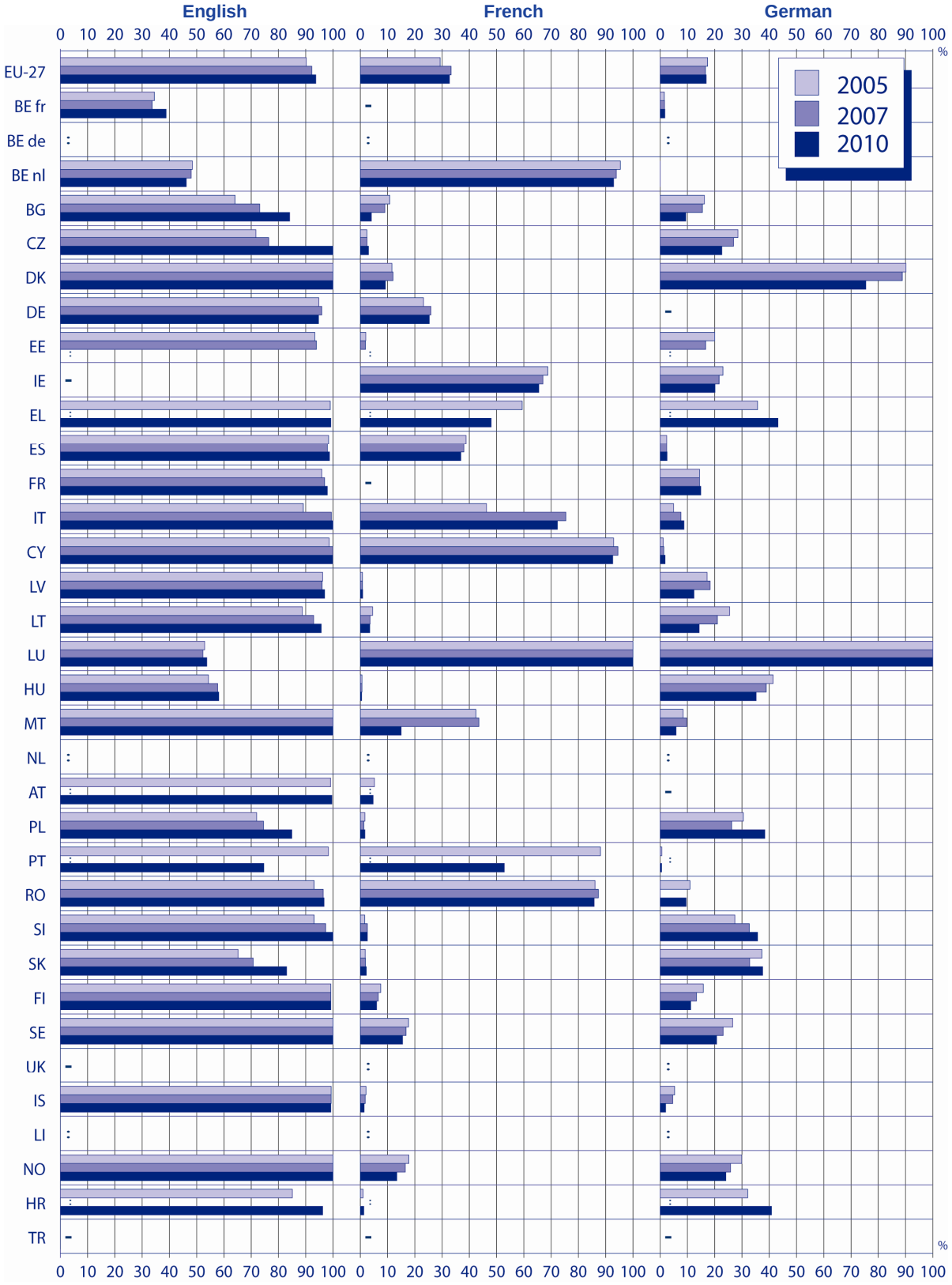
Data (Figure C10a)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
EN	2005	90.2	34.5	:	48.4	64.1	71.7	100.0	94.8	93.3	-	99.0	98.4	95.9	89.1	98.6	96.2	88.7	52.9
EN	2007	92.2	33.7	:	48.0	73.1	76.4	100.0	95.9	93.9	-	:	97.9	96.9	99.4	99.9	96.0	92.9	52.3
EN	2010	93.7	38.8	:	46.2	84.1	100.0	100.0	94.7	:	-	99.2	98.7	97.9	100.0	99.9	96.9	95.7	53.7
FR	2005	29.3	-	:	95.4	10.8	2.4	11.6	23.2	2.0	68.8	59.4	38.8	-	46.3	92.9	0.8	4.5	100.0
FR	2007	33.3	-	:	93.9	9.0	2.5	12.0	25.9	1.9	67.0	:	38.0	-	75.4	94.5	0.8	3.6	100.0
FR	2010	32.7	-	:	92.9	4.1	3.0	9.2	25.3	:	65.5	48.0	36.9	-	72.3	92.6	0.9	3.5	100.0
DE	2005	17.4	1.5	:	0.0	16.2	28.5	90.1	-	20.0	23.0	35.7	2.4	14.4	4.9	1.1	17.2	25.5	100.0
DE	2007	16.6	1.6	:	0.0	15.5	26.9	88.8	-	16.7	21.6	:	2.4	14.4	7.6	1.3	18.3	21.0	100.0
DE	2010	16.9	1.7	:	0.0	9.4	22.6	75.4	-	:	20.1	43.2	2.5	14.9	8.7	1.8	12.4	14.3	100.0

		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK		IS	LI	NO	HR	TR
EN	2005	54.3	100.0	:	99.1	72.0	98.3	93.1	93.1	65.2	99.2	100.0	-		99.3	:	100.0	85.1	-
EN	2007	57.7	100.0	:	:	74.5	:	96.4	97.3	70.7	99.2	100.0	-		99.3	:	100.0	:	-
EN	2010	58.1	100.0	:	99.6	84.9	74.6	96.7	100.0	83.0	99.2	100.0	-		99.2	:	100.0	96.2	-
FR	2005	0.6	42.4	:	5.2	1.7	88.1	86.1	1.6	1.8	7.5	17.7	:		2.1	:	17.8	1.0	-
FR	2007	0.6	43.5	:	:	1.3	:	87.3	2.6	1.9	6.6	16.8	:		1.8	:	16.5	:	-
FR	2010	0.5	15.0	:	4.7	1.7	52.8	85.8	2.6	2.2	6.0	15.5	:		1.4	:	13.4	1.3	-
DE	2005	41.4	8.4	:	-	30.5	0.6	10.9	27.4	37.3	15.8	26.6	:		5.3	:	29.9	32.1	-
DE	2007	38.9	9.7	:	-	26.2	:	0.0	32.7	32.8	13.3	23.1	:		4.6	:	25.8	:	-
DE	2010	35.2	5.8	:	-	38.4	0.5	9.5	35.7	37.6	11.2	20.7	:		2.0	:	24.1	40.8	-

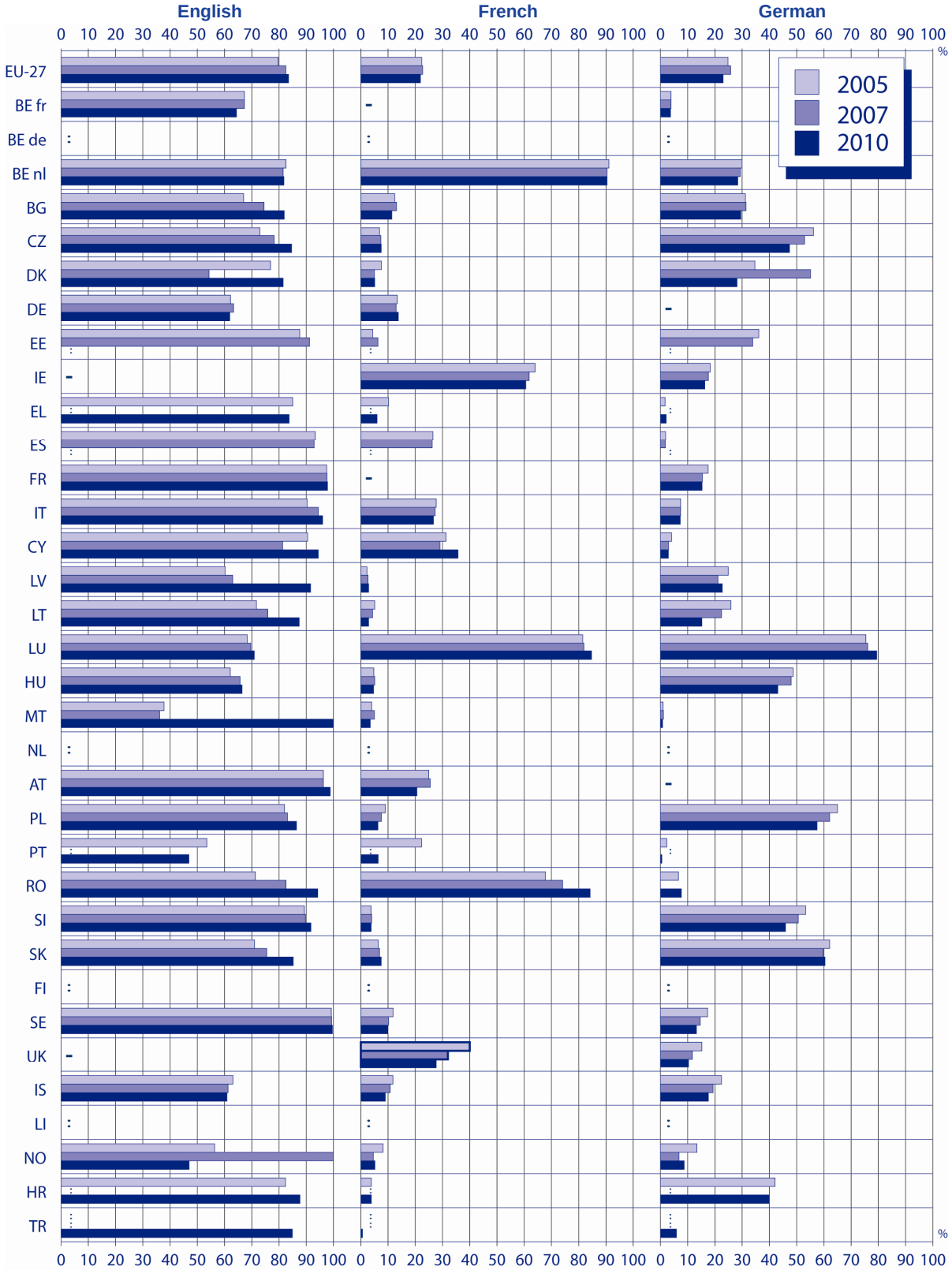
Source: Eurostat, UOE.

Figure C10a: Trends in the percentage of students learning English, German and French in lower secondary education (ISCED 2), in 2004/05, 2006/07, 2009/10



Source: Eurostat, UOE.

Figure C10b: Trends in the percentage of students learning English, German and French in pre-vocational/vocational and general upper secondary education (ISCED 3), in 2004/05, 2006/007, 2009/10



Source: Eurostat, UOE.

Data (Figure C10b)

		EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
EN	2005	79.7	67.3	:	82.6	67.0	73.0	76.9	62.2	87.6	-	85.0	93.3	97.5	90.3	90.5	60.2	71.7	68.3
EN	2007	82.5	67.3	:	81.5	74.5	78.2	54.3	63.3	91.2	-	:	92.9	97.6	94.4	81.3	63.0	75.9	69.6
EN	2010	83.5	64.4	:	81.8	81.9	84.6	81.5	61.9	:	-	83.7	:	97.8	96.0	94.4	91.6	87.4	70.9
FR	2005	22.4	-	:	91.1	12.5	6.9	7.6	13.4	4.4	64.0	10.2	26.5	-	27.7	31.3	2.3	5.1	81.5
FR	2007	22.7	-	:	90.4	13.1	7.4	5.0	13.0	6.3	61.8	:	26.2	-	27.3	29.1	2.7	4.3	81.9
FR	2010	21.9	-	:	90.4	11.4	7.5	5.1	13.8	:	60.6	6.0	:	-	26.7	35.7	2.9	2.9	84.7
DE	2005	24.8	3.9	:	30.0	31.2	56.2	34.7	-	36.1	18.3	1.7	1.9	17.5	7.4	4.1	24.9	25.9	75.4
DE	2007	25.8	3.9	:	29.3	31.4	52.9	55.1	-	33.9	17.6	:	1.8	15.4	7.4	3.0	21.1	22.4	76.1
DE	2010	23.0	3.7	:	28.4	29.5	47.4	28.1	-	:	16.3	2.1	:	15.3	7.3	2.9	22.7	15.2	79.4
		HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK		IS	LI	NO	HR	TR
EN	2005	62.1	37.8	:	96.3	82.0	53.5	71.3	89.3	71.0	:	99.2	-		63.1	:	56.4	82.4	:
EN	2007	65.7	36.2	:	96.3	83.1	:	82.6	89.7	75.5	:	99.3	-		61.3	:	100.0	:	:
EN	2010	66.4	100.0	:	98.8	86.4	46.9	94.2	91.7	85.2	:	99.6	-		60.9	:	47.0	87.7	84.9
FR	2005	4.8	4.0	:	25.0	9.0	22.3	67.8	3.8	6.4	:	11.9	40.0		11.8	:	8.2	3.9	:
FR	2007	5.1	5.0	:	25.5	7.6	:	74.1	4.0	6.9	:	10.2	32.0		10.8	:	4.6	:	:
FR	2010	4.7	3.5	:	20.6	6.3	6.4	84.2	3.8	7.5	:	9.9	27.4		9.0	:	5.2	3.9	0.6
DE	2005	48.7	1.0	:	-	65.0	2.3	6.6	53.3	62.1	:	17.3	15.2		22.4	:	13.4	42.1	:
DE	2007	48.0	1.1	:	-	62.1	:	0.0	50.6	59.8	:	14.6	11.7		19.3	:	6.8	:	:
DE	2010	43.1	0.8	:	-	57.5	0.5	7.7	45.9	60.4	:	13.2	10.3		17.6	:	8.7	39.9	5.9

Source: Eurostat, UOE.

Country specific notes (Figure C10)

EU, Belgium, Bulgaria, Czech Republic, Estonia, Ireland, Italy, Luxembourg, Hungary, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom and **Iceland**: For additional notes, see Figure C5.
France: Language learning data cover students only in institutions monitored by the Ministry of Education. Estimated coverage is 80-90 % of total enrolment figures at ISCED level 3. 2005-2007 data cover the French Metropolitan area only. With regard to ISCED 3 pre-vocational, 32 % of the student population is excluded (paramedical and social education programmes).
Malta: A break in the series occurred in 2010.
Netherlands: A break in the series occurred in 2009 due to changes in the curriculum.
Austria: The reference date is the end of the school year. As a consequence, the data set does not include school leavers during the school year. A break in the series occurred in 2009. Until 2009, the indicators were based on estimated data.
Portugal: In 2008, the coverage of ISCED level 2 programmes has been changed.

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

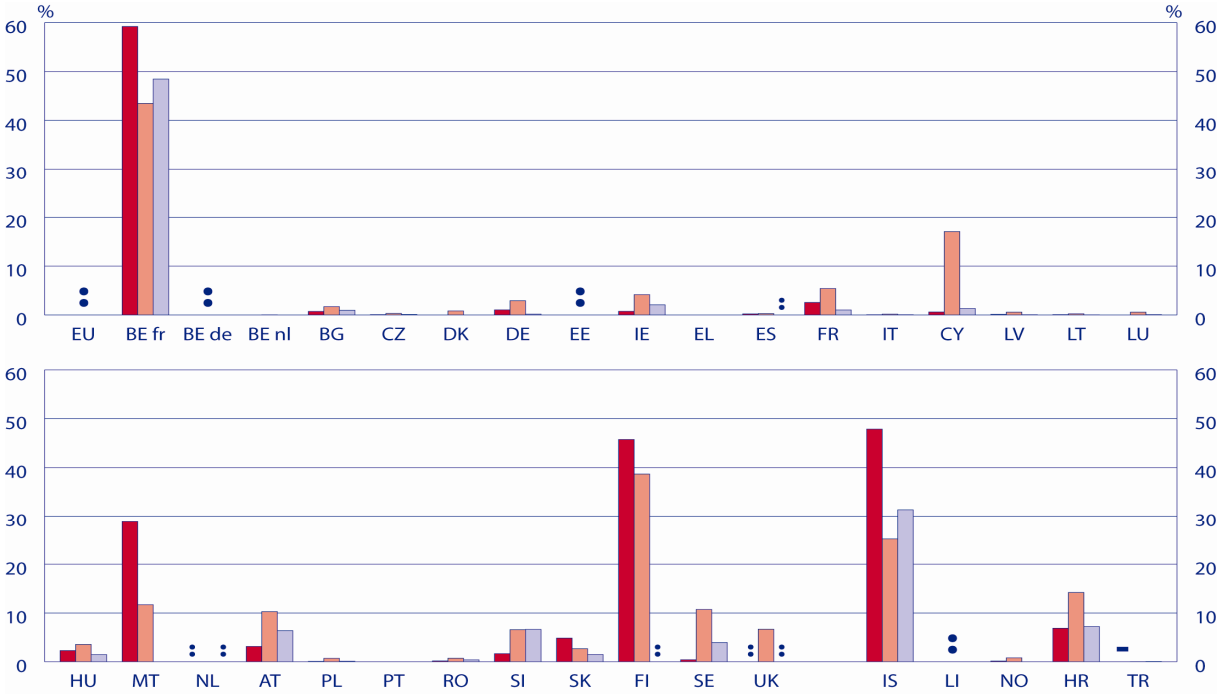
In most countries, languages other than English, French, German, Spanish and Russian account for a very small proportion of all languages learnt. In other words, in the great majority of European countries, the languages students learn are almost exclusively the major European languages.

In Belgium (French Community), Finland and Iceland, the proportion of students learning other languages is over 25 % at ISCED levels 2 and 3 (general and pre-vocational/vocational education). This reflects a situation in which students learn a specific mandatory language (see Figure B13). This language is Swedish (Finnish for Swedish-speaking students) in Finland and Danish in Iceland. In Belgium (the French Community), a considerable number of students learn Dutch, one of Belgium's three official state languages (see Figure A1) and a specific mandatory language in some parts of the Community (in Brussels).

In Malta, the percentage of students learning other languages is also relatively high, especially at ISCED level 2. In this country, in which the cultural influence of Italy is highly significant, many students learn Italian (see Figure C8).

Some differences exist between educational levels and, at ISCED level 3, between general and pre-vocational/vocational education. The proportion of students learning languages other than the five mentioned above is higher at ISCED level 3 and particularly in general education. The relatively higher percentages in Cyprus, Austria, Sweden and Croatia can certainly be explained by the significant proportion of students learning Italian.

Figure C11: Foreign languages other than German, English, Spanish, French and Russian learnt by students in secondary education (ISCED levels 2 and 3), as a percentage of all languages learnt at this level, 2009/10



	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
ISCED 2	:	59.2	:	0.0	0.7	0.1	0.0	1.1	:	0.7	:i	0.2	2.6	0.0	0.6	0.1	0.1	0.0
ISCED 3 gen	:	43.5	:	0.0	1.7	0.3	0.8	2.9	:	4.2	:i	0.3	5.4	0.2	17.1	0.6	0.2	0.6
ISCED 3 voc	:	48.5	:	0.0	1.0	0.1	0.0	0.2	:	2.1	0.0	:	1.0	0.0	1.3	0.0	0.0	0.1

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK		IS	LI	NO	HR	TR
ISCED 2	2.3	28.8	:	3.1	0.1	0.0	0.2	1.7	4.9	45.8	0.4	:		47.9	:	0.1	6.9	-
ISCED 3 gen	3.5	11.7	0.0	10.3	0.7	0.0	0.7	6.6	2.7	38.7	10.7	6.7		25.2	:	0.8	14.2	0.0
ISCED 3 voc	1.5	0.0	:	6.4	0.1	0.0	0.4	6.6	1.5	:	3.9	:		31.3	:	0.0	7.2	0.0

Source: Eurostat, UOE.

Explanatory note

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

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

Country specific note

Belgium, Bulgaria, Czech Republic, Estonia, Ireland, France, Italy, Luxembourg, Hungary, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom and **Iceland**: For additional notes, see Figure C5.

D

TEACHERS

ACROSS EUROPE, GENERALIST AND SPECIALIST TEACHERS SHARE THE RESPONSIBILITY FOR TEACHING FOREIGN LANGUAGES IN PRIMARY EDUCATION

In primary education, one teacher, i.e. a generalist teacher, usually has responsibility for a particular class and teaches lessons in all or most subjects (EACEA/Eurydice, 2009). In many countries, foreign languages are, however, taught by someone other than the class teacher. Consequently, the profile of the teachers responsible for the delivery of foreign language classes often varies within and across countries.

In around half of all European countries, general recommendations for primary education applicable to foreign language teaching or special recommendations covering this field, refer to only one specific type of teacher – generalist, specialist or semi-specialist. While the generalist model is the most common, six countries (Bulgaria, Greece, Spain, Portugal, Slovakia and Turkey) have entrusted foreign language teaching to subject specialists (i.e. teachers qualified to teach either two different subjects, one of which is a foreign language; or, one or more foreign languages). In Denmark, foreign languages are taught by semi-specialist teachers (i.e. teachers qualified to teach a group of at least three different subjects).

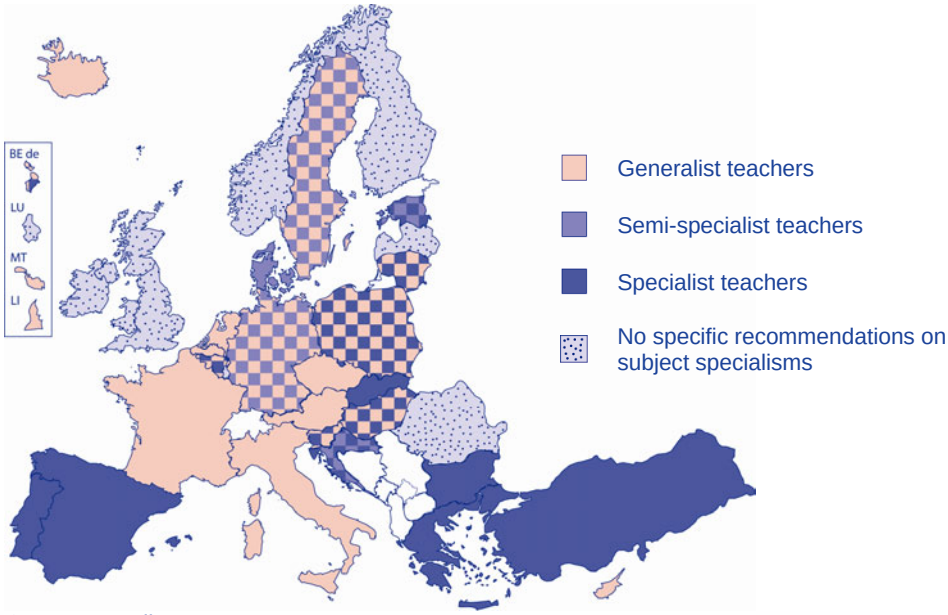
In ten countries, recommendations refer to two types of teacher, but the combination differs from one country to another (i.e. generalist and specialist teachers, generalist and semi-specialist teachers, and/or semi-specialist and specialist teachers). To further complicate the picture, the same types of teacher do not necessarily teach in all stages of primary education. For example, in Poland generalist teachers may only teach in the first three grades of primary education; to teach a foreign language they must gain additional qualifications. In the upper grades of primary education, however, foreign languages must be taught by specialist teachers.

Usually, the general guidelines and recommendations on the degree of subject specialisation foreign language teachers should have in primary education do not have to be rigidly followed and schools have some autonomy in this respect. For example, in the Czech Republic, France, Italy, the Netherlands and Liechtenstein, it is expected that foreign languages in primary education are taught by generalist teachers, but in practice, they are also taught by subject specialists or de facto specialist/semi-specialist teachers (i.e. generalist teachers with good foreign language skills who teach foreign languages in several classes). This often arises because not all generalist teachers have acquired competences and/or a qualification in this area. In Turkey, foreign languages should ideally be taught by specialist teachers, but due to the shortage of foreign language specialists, they are sometimes taught by generalist teachers.

In Ireland, Latvia, Luxembourg, Romania, Finland, the United Kingdom and Norway, there are no recommendations on the degree of subject specialisation for foreign language teachers, consequently, practice varies. In some of these countries, generalist teachers predominate (e.g. in Luxembourg, the United Kingdom and Norway), while elsewhere, specialist teachers are more common (e.g. in Romania and Latvia).

In general, it seems that a lack of qualified foreign language teachers is often a matter of concern in primary education. This may be because children now learn foreign languages at an earlier age (see Figure B2) and education systems have not yet fully adapted to these changes. A number of measures have been taken across Europe to address the shortage of foreign language teachers in primary education. These actions include programmes for upgrading the qualifications of generalist teachers as well as revising the content of initial teacher education for prospective primary education teachers.

Figure D1: Recommendations on the degree of subject specialisation for foreign language teachers in primary education, 2010/11



Source: Eurydice.

Explanatory note

Only general, mainstream education is covered by the figure (i.e. special classes with extended teaching of foreign languages are not taken into account).

For a definition of '**generalist teacher**'; '**semi-specialist teacher**' (of foreign languages) and '**specialist teacher**' (of foreign languages), see the Glossary, Statistical Databases and Bibliography section.

Country specific note

Spain: In November 2011, a royal decree was passed stipulating that language specialist teachers may be asked to teach subjects until now only taught by general teachers. Therefore, as from 2011/12, foreign language teachers in primary education are classified as semi-specialist teachers.

IN SECONDARY EDUCATION, FOREIGN LANGUAGE TEACHERS ARE TYPICALLY SUBJECT SPECIALISTS

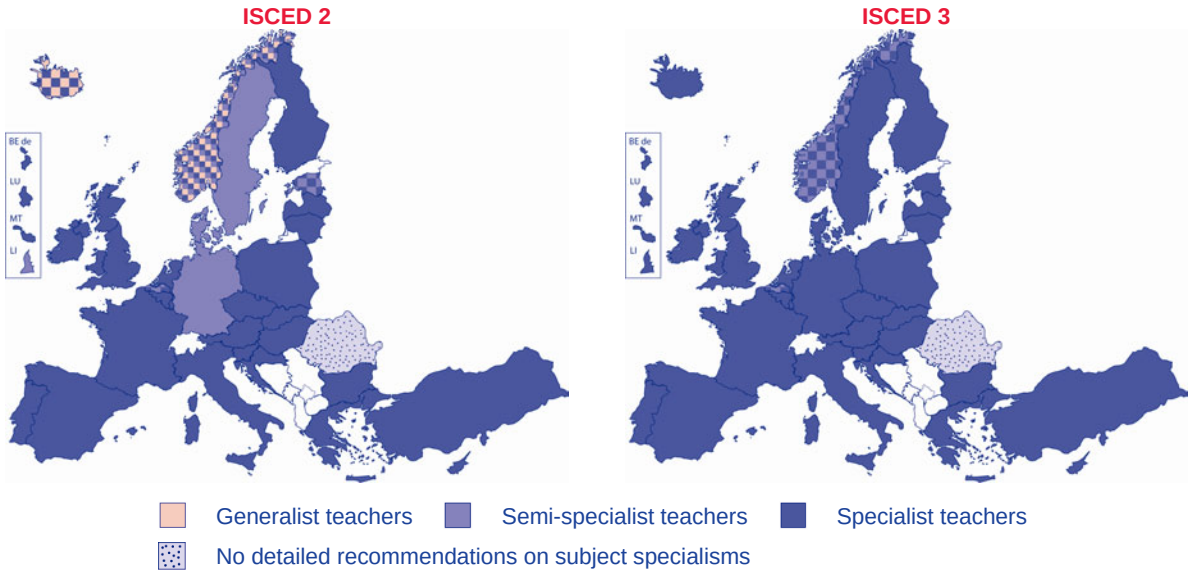
In all European countries except Romania, there are official recommendations regarding the degree of subject specialisation required to teach foreign languages in general lower and upper secondary education. In most countries, at these levels of education, languages are taught by specialist teachers.

Although the specialist teacher model predominates at both ISCED levels under consideration, the situation in lower secondary education is slightly more varied. Here, in some education systems, foreign languages are taught by semi-specialist teachers (Denmark, Germany, Sweden and Liechtenstein), specialist and semi-specialist teachers (Flemish Community of Belgium and Estonia) or generalist and specialist teachers (Iceland). In Norway, they are taught by any of the three types of teacher (i.e. generalist, specialist and semi-specialist teachers).

In upper secondary education, foreign languages are taught by specialist teachers across almost all of Europe, with the exception of the Flemish Community of Belgium and Norway, where semi-specialists may also teach foreign languages alongside specialist teachers.

Specialist foreign language teachers may be trained to teach two different subjects, which may include a foreign language; or they may be dedicated foreign language teachers and teach no other subjects (see Figure D3 for more information).

Figure D2: Recommendations on the degree of subject specialisation for foreign language teachers in general lower and upper secondary education, 2010/11



Source: Eurydice.

Explanatory note

For a definition of '**generalist teacher**'; '**semi-specialist teacher**' (of foreign languages) and '**specialist teacher**' (of foreign languages), see the Glossary, Statistical Databases and Bibliography section.

Country specific note

United Kingdom (ENG/WLS/NIR): Regulations on teacher recruitment require only that teachers must have the single category Qualified Teacher Status (eligibility to teach in Northern Ireland). However, routes for intending secondary teachers are subject-specific.

THE MAJORITY OF COUNTRIES OFFER TEACHERS THE OPTION TO SPECIALISE IN ANOTHER SUBJECT ALONGSIDE A FOREIGN LANGUAGE

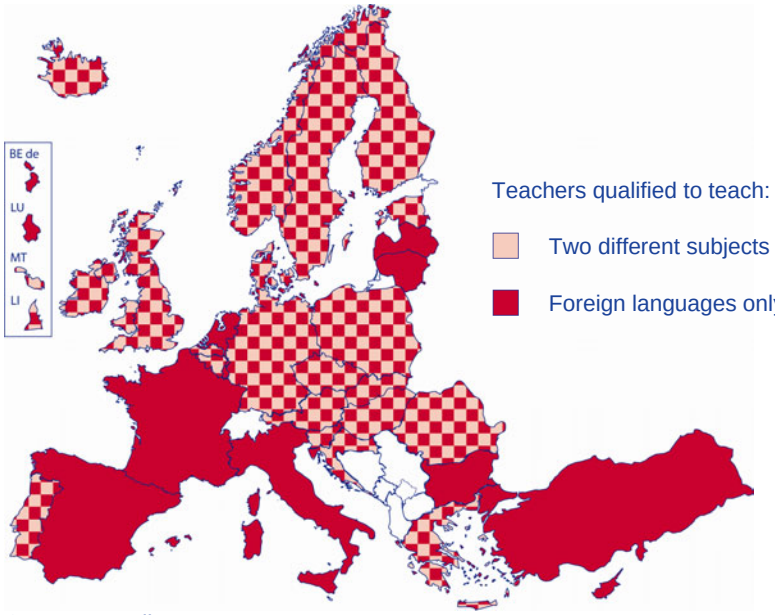
Figures D1 and D2 covering the degree of subject specialisation for those who deliver foreign language classes have shown that specialist foreign language teachers mainly teach in lower and upper secondary education, although there are also countries where they teach in primary education. The present indicator focuses on the subjects that specialist foreign language teachers are qualified to teach, regardless of the level of education in which they work.

In around two-thirds of European countries, specialist foreign language teachers teach either foreign languages only, or, they teach two subjects, one of which is a foreign language. This is partly due to the fact that, in a number of countries, there are no specific recommendations on subject specialisms and prospective teachers may choose any subject specialism or subject combination, from those offered by higher education institutions.

In 11 education systems, specialist foreign language teachers are qualified to teach foreign languages only (i.e. one or more foreign languages). This group includes seven countries (Cyprus, Spain, France, Italy, Luxembourg, the Netherlands and Turkey) where specialist foreign language teachers are qualified to teach only one foreign language and no other subject.

The general picture is that specialist foreign language teachers in the majority of countries are given the option to qualify to teach not only a foreign language (or foreign languages) but also another subject. This may be seen as a favourable pre-condition for the implementation of content and language integrated learning (CLIL), in which non-language subjects are taught in a foreign language (for more information on CLIL, see the Glossary, Statistical Databases and Bibliography section).

Figure D3: Subjects that specialist foreign languages teachers are qualified to teach in primary and general secondary education, 2010/11



Source: Eurydice.

Explanatory note

Where both types of subject specialist are indicated, existing recommendations either refer to both types of specialist foreign language teacher, or there are no specific recommendations on subject specialisms for foreign language teachers and therefore actual practice as indicated by central authorities is shown.

For a definition of '**specialist teacher**' (of foreign languages), see the Glossary, Statistical Databases and Bibliography section.

IN SOME COUNTRIES MORE THAN 50 % OF FOREIGN LANGUAGE TEACHERS ARE QUALIFIED TO TEACH A NON-LANGUAGE SUBJECT ALONGSIDE FOREIGN LANGUAGES

Within the framework of the European Survey on Language Competences (ESLC), fully qualified foreign language teachers were asked to indicate which subjects they were qualified to teach. The results show that in the majority of participating countries, foreign language teachers have various qualification profiles: some are qualified to teach foreign languages only, while others are also qualified to teach non-language subjects alongside foreign languages. However, it must be noted that the proportion of teachers with each profile varies from one country to another, and in some countries one qualification profile clearly predominates.

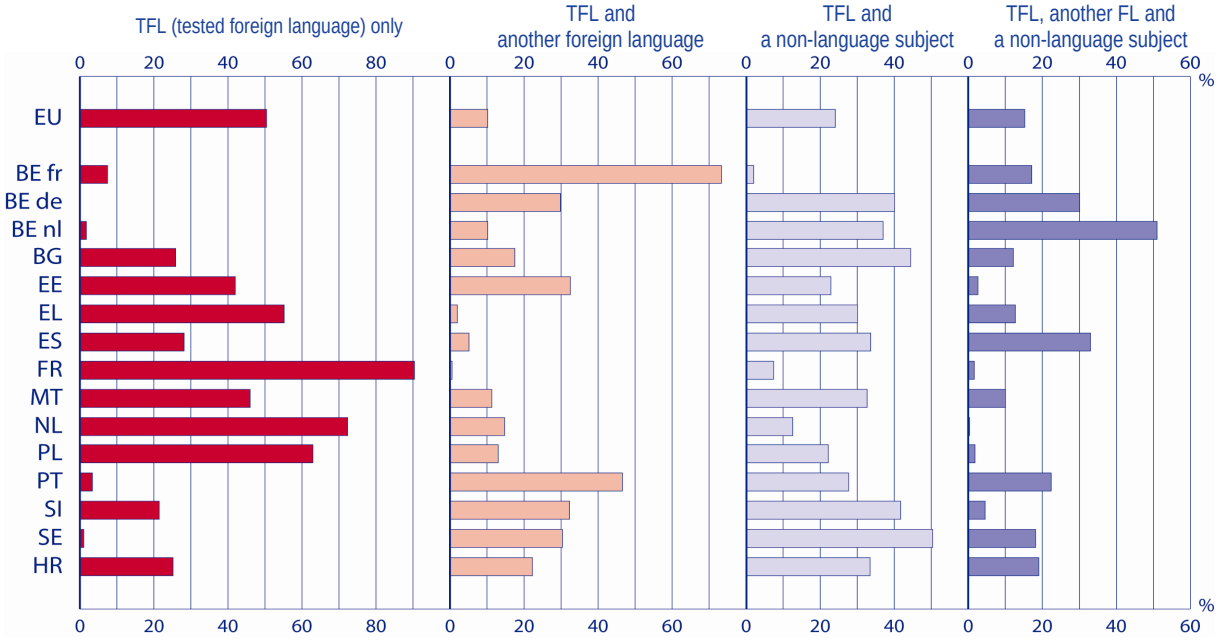
In the French Community of Belgium, Estonia, France, the Netherlands and Poland, more than 70 % of foreign language teachers are qualified to teach foreign languages only. Among these countries, France is characterised by a particularly high proportion of teachers (90.4 %) who are qualified to teach only one foreign language. This qualification profile also clearly predominates in the Netherlands and Poland (72.3 % and 63.0 % respectively). In contrast, in the French Community of Belgium most foreign language teachers (73.3 %) are qualified to teach two foreign languages.

In seven education systems (German-speaking and Flemish Communities of Belgium, Bulgaria, Spain, Portugal, Sweden and Croatia), more than 50 % of foreign language teachers are qualified to teach a non-language subject alongside foreign languages. In the context of these countries, Sweden has the highest proportion of foreign language teachers who are qualified to teach one foreign language and a non-language subject (50.4 % of teachers reported this profile), whereas in the

Flemish Community of Belgium most foreign language teachers (51.0 %) are qualified to teach two foreign languages and a non-language subject.

The comparison between teachers' responses and the information on regulatory frameworks provided under Figure D3 shows that in the majority of education systems under consideration, according to both indicators, foreign language teachers can have diverse qualification profiles in terms of their subject specialisation. Nevertheless, as already pointed out, in these education systems one qualification profile sometimes predominates over others. With regard to the countries where, according to Figure D3, foreign language teachers are qualified to teach only foreign languages and no other subjects, the two data sets are less consistent. The data in Figures D3 and D4 correspond only in respect to France and the Netherlands, where the majority of foreign language teachers are qualified to teach only one foreign language and no other subject. However, in the German-speaking Community of Belgium, Bulgaria and Spain, the self-reported qualification profiles of foreign language teachers seem to be more heterogeneous than those indicated under the previous figure. This can partly be explained by the fact that Figure D3 mainly covers the current recommendations, whereas Figure D4 takes into account the answers of teachers of all ages, regardless of the particular recommendations in force when they undertook their initial teacher education.

- **Figure D4: Percentage distribution of foreign language teachers according to subjects they are qualified to teach, 2010/11**



TFL = Tested foreign language	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
TFL	50.4	7.5	0.0	1.8	25.9	42.0	55.2	28.1	90.4	46.0	72.3	63.0	3.4	21.4	1.1	25.2
TFL and another foreign language	10.2	73.3	29.8	10.2	17.5	32.5	2.0	5.1	0.6	11.3	14.7	13.0	46.6	32.3	30.4	22.3
TFL and a non-language subject	24.1	2.0	40.1	37.0	44.4	22.9	30.1	33.7	7.4	32.7	12.6	22.2	27.7	41.7	50.4	33.5
TFL, another foreign language and a non-language subject	15.3	17.2	30.1	51.0	12.2	2.6	12.7	33.1	1.6	10.1	0.3	1.8	22.4	4.6	18.2	19.1

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 22 of the Teacher ESLC Questionnaire. It only includes the answers of fully qualified teachers. The figure groups teachers' answers as follows: the category 'tested language only' includes the questionnaire category 'target language', the category 'another foreign language' includes the questionnaire category 'one or more other foreign languages (including ancient languages)', the category 'non-language subject' includes the questionnaire categories 'mathematics', 'one or more science subjects, e.g. physics', 'one or more human and society

subjects, e.g. history', 'one or more culture and arts subjects, e.g. music, art history', 'questionnaire language', 'one or more vocational skills subjects', 'sports'. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.
Respondents in each country were teachers teaching the first tested language. In almost all participating countries, this language was English, except in Belgium (Flemish and German-speaking Communities) where it was French.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

INITIAL TEACHER EDUCATION OF SPECIALIST AND SEMI-SPECIALIST FOREIGN LANGUAGE TEACHERS USUALLY LASTS FOUR OR FIVE YEARS

In all European countries, the initial teacher education of lower and upper secondary specialist and semi-specialist teachers of foreign languages is provided at tertiary level, usually within programmes lasting four or five years in total; there are only a few countries where the initial education of foreign language teachers lasts only three years. The training period is longest in Italy where it last six years.

In around half of all European countries, a Bachelor's degree is needed to teach foreign languages; while in the remaining countries a Master's degree is required. In some countries, prospective foreign language teachers must hold a qualification building on the Bologna degree-structure. For example, in the United Kingdom, those intending to teach foreign languages must first obtain a Bachelor's degree lasting four years, and then a teaching qualification lasting one year (therefore, the cumulative duration of studies is five years). Similarly, in the Flemish Community of Belgium, prospective upper secondary foreign language teachers need to achieve a Master's degree lasting at least four years, followed by a teacher training programme lasting one year.

In six countries (Belgium, Denmark, Estonia, the Netherlands, Romania and Sweden), the duration of initial teacher education and/or the type of qualification needed depends on the level at which prospective foreign language teachers are intending to teach. In Belgium and Romania, the initial teacher education of future lower secondary foreign language teachers lasts three years and leads to a Bachelor's level qualification, whereas those intending to teach in upper secondary education must follow the initial teacher education programme lasting five years and leading to a Master's level qualification. A similar situation can be observed in Denmark, Estonia and the Netherlands, with the only difference being that the initial teacher education of lower secondary foreign language teachers lasts four years. In Sweden, both lower and upper secondary foreign language teachers must hold a Master's degree, but its duration varies: it is four-and-half years in the case of future lower secondary teachers, and five years in the case of those intending to teach at upper secondary level.

A unique situation exists in Austria at lower secondary education, where the duration of initial teacher education and the type of degree needed to teach foreign languages depends on the type of school in which teachers are intending to teach. Those planning to teach in *allgemein bildende höhere Schule* (i.e. academically-oriented schools covering lower and upper secondary education) are required to complete longer initial education than those intending to teach in *Hauptschule* (i.e. lower secondary schools).

The figure does not provide specific information for primary education, but where the category of specialist or semi-specialist teachers applies (for more details, see Figure D1); the initial education of these teachers commonly follows the same pattern as for the same category of teacher at lower secondary level. In Spain, however, teacher education programmes for those intending to teach foreign languages in primary education are one year shorter than programmes for lower and upper secondary foreign language teachers.

Figure D5: Minimum duration and level of initial teacher education of specialist or semi-specialist foreign language teachers in general secondary education, 2010/11

Figure D5a: Lower secondary education

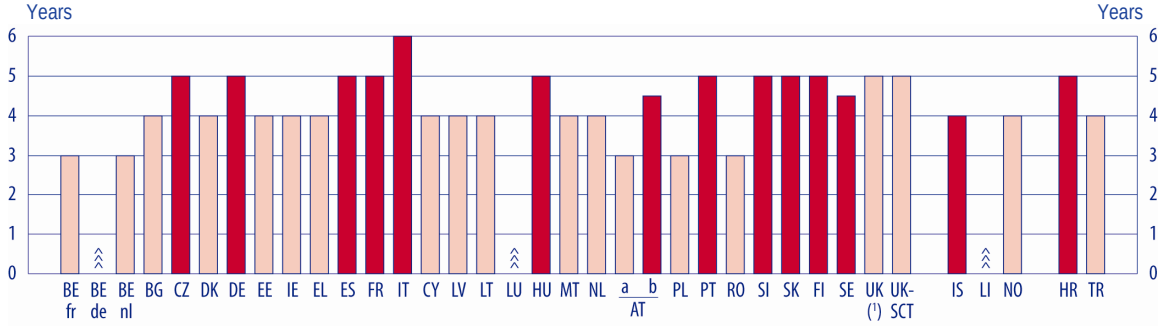
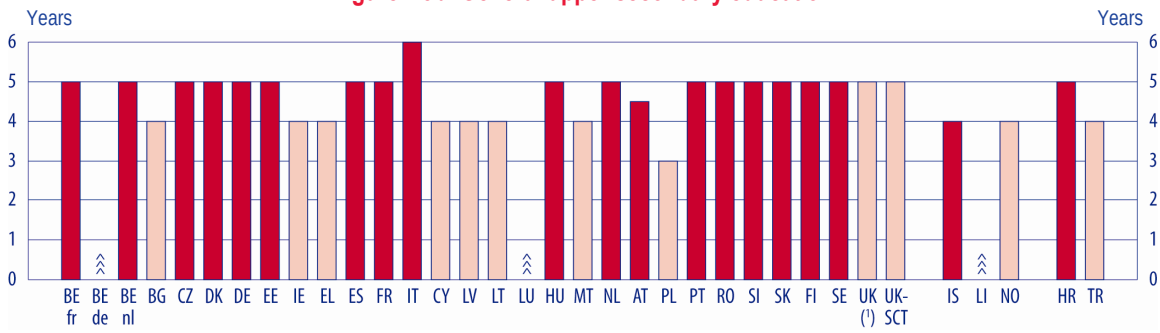


Figure D5b: General upper secondary education



Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

The figure only covers the main model(s) of the initial teacher education for foreign language teachers. It provides information on the minimum degree level needed to teach foreign languages and the minimum cumulative duration (in years) of initial teacher education.

For a definition of '**semi-specialist teacher**' (of foreign languages) and '**specialist teacher**' (of foreign languages), see the Glossary, Statistical Databases and Bibliography section.

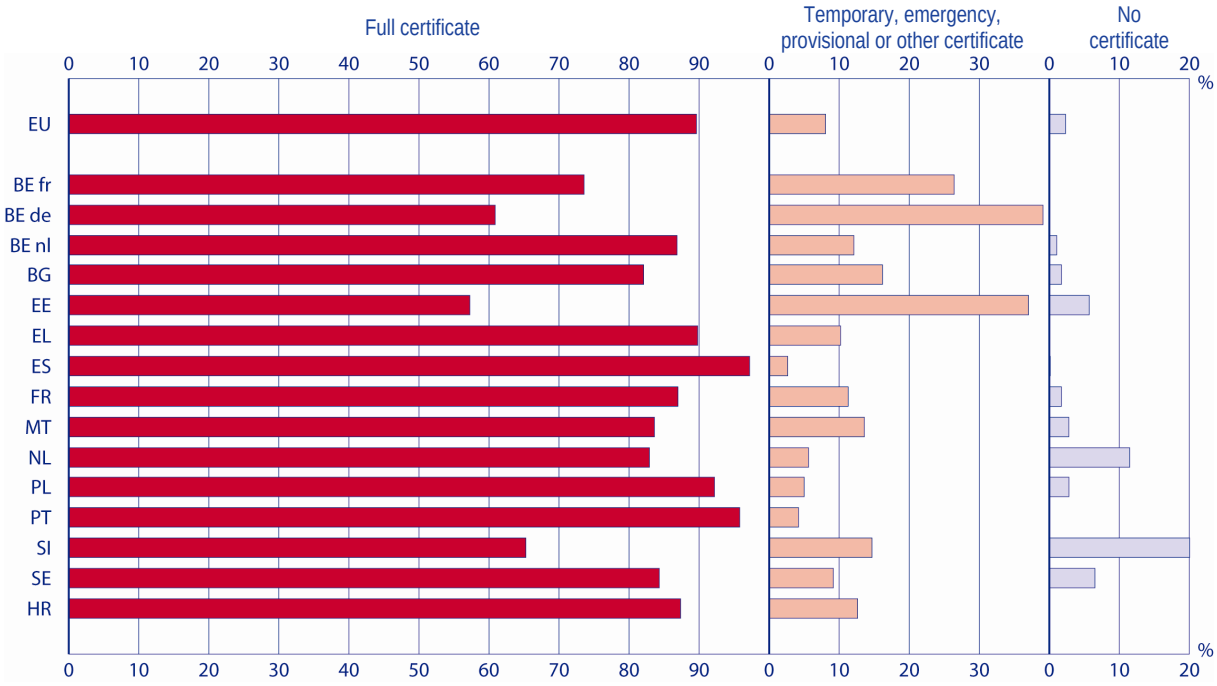
Country specific notes

Belgium (BE de): Most teachers practicing at lower and upper secondary level (ISCED 2 and 3) are trained in the French Community of Belgium.
Italy: After obtaining a specialist degree in a foreign language (or foreign languages), prospective teachers undergo a compulsory 6th year of active traineeship before becoming formally qualified.
Luxembourg: Specialist foreign language teachers teaching in lower and upper secondary education follow their initial teacher education abroad and are required to achieve a Master's degree in the country of the target language.
Austria: a) *Hauptschule* b) *allgemein bildende höhere Schule*. At *Neue Mittelschule* (New Secondary School; 10 to 14-year-olds), teaching is provided jointly by teams of teachers who hold certificates in academic secondary school education and teachers who hold certificates in general secondary school education.
United Kingdom (ENG/WLS/NIR): The academic qualification PGCE is awarded at a minimum of Bachelor's level but may include some Master's level study that can contribute to a Master's degree.
Liechtenstein: Prospective teachers are trained abroad, mostly in Austria or Switzerland.

THE GREAT MAJORITY OF FOREIGN LANGUAGE TEACHERS ARE FULLY QUALIFIED

Within the European Survey on Language Competences (ESLC), foreign language teachers were asked to indicate the extent to which they were qualified to teach languages. Data covering 15 education systems show that the proportion of teachers who report themselves as being fully qualified varies between 57.3 % in Estonia and 97.2 % in Spain. In the majority of education systems – 11 systems – more than 80 % of teachers self-reported that they were fully qualified to teach the language in which students were tested as part of the survey.

Figure D6: Percentage distribution of foreign language teachers according to the type of certificate/qualification, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Full certificate	89.6	73.6	60.9	86.8	82.1	57.3	89.8	97.2	87.0	83.6	82.9	92.2	95.8	65.3	84.3	87.4
Temporary, emergency, provisional or other certificate	8.1	26.4	39.1	12.1	16.2	37.0	10.2	2.7	11.3	13.6	5.6	5.0	4.2	14.7	9.2	12.6
No certificate	2.3	0.0	0.0	1.1	1.7	5.7	0.0	0.1	1.7	2.8	11.5	2.8	0.0	20.0	6.5	0.0

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 19 of the Teacher ESLC Questionnaire. The categories in the figure reflect those on the ESLC questionnaire, with a slight adjustment for the category 'temporary, emergency, provisional or other certificate', which includes the questionnaire categories 'temporary or emergency certification', 'provisional certificate, e.g. newly qualified teacher', 'other certificate'. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were teachers teaching the first tested language. In almost all participating countries, this language was English, except in Belgium (Flemish and German-speaking Communities) where it was French.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Estonia: Teachers falling under the category 'Temporary, emergency, provisional or other certificate' mainly correspond to those who hold a full initial qualification in teaching a foreign language other than English, and have obtained an additional 'requalification' certificate in teaching the English language.
Slovenia: The high percentage of unqualified foreign language teachers could be explained by the terminology used within the ESLC questionnaire: While the questionnaire was referring to 'certificate', in the context of Slovenia, the terms 'certificate' and 'qualification' have slightly different meanings. Therefore, the participating teachers could have misinterpreted the question.

Foreign language teachers who do not hold a full certificate often posses a temporary, emergency, provisional or other certificate. This may, for instance, concern newly qualified teachers undertaking their induction phase or fully qualified teachers of various subjects who obtained a 'requalification' certificate in the target foreign language. The highest proportion of teachers with 'temporary, emergency, provisional or other certificate' can be observed in the French and German-speaking Communities of Belgium and Estonia, where, respectively, 26.4 %, 39.1 % and 37.0 % of teachers reported this qualification profile. On the other hand, in Spain, the Netherlands, Poland and Portugal, only up to 6 % of foreign language teachers indicated the same profile.

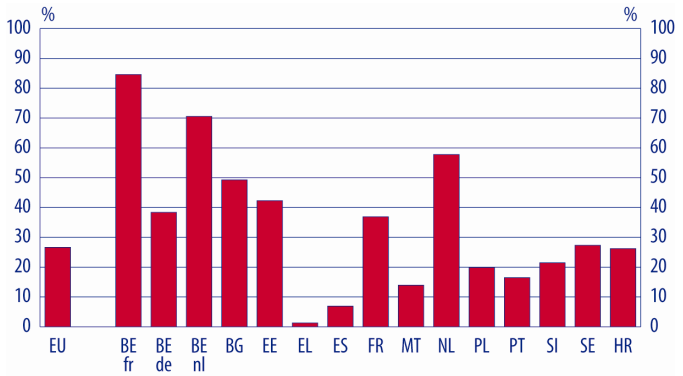
The survey also reveals the proportion of teachers who do not hold any certificate to teach the tested language. Data indicate that in six education systems – the French and German-speaking Communities of Belgium, Greece, Spain, Portugal and Croatia – the proportion of unqualified foreign language teachers is nil or almost nil. At the other end of the spectrum are the Netherlands and Slovenia, where 11.5 % and 20.0 % of teachers, respectively, self-reported that they did not hold any certificate to teach the tested language.

ON AVERAGE, AROUND 25 % OF STUDENTS ATTEND A SCHOOL WHERE THE SCHOOL HEAD EXPERIENCES DIFFICULTIES IN FILLING FOREIGN LANGUAGE TEACHER POSITIONS

The percentage of students attending a school where the school head reported having difficulties in filling teaching vacancies or covering for absent teachers of the tested language varies quite a lot between countries participating in the 2011 ESLC. In the majority, it ranges from around 20 % to 40 %. Belgium (French and Flemish Communities), Bulgaria and the Netherlands are above this range while Greece, Spain, Malta and Portugal are below it.

The difference between the two countries showing the highest and lowest percentages is particularly striking: In Belgium (French Community), 84.6 % of students attend a school where the school head claimed s/he experienced such difficulties while in Greece the figure is only 1.3 %.

Figure D7: Percentage of students attending a school where the school head reported having difficulties in filling teaching vacancies or covering for absent teachers of the tested foreign language during the past five years, 2010/11



EU	BE fr	BE de	BE nl	BG	EE	EL	ES
26.6	84.6	38.4	70.5	49.3	42.3	1.3	6.9
FR	**MT**	**NL**	**PL**	**PT**	**SI**	**SE**	**HR**
36.9	14.0	57.8	19.9	16.5	21.5	27.3	26.2

Explanatory note

The indicator is based on answers to Question 11 of the Principals (school heads) ESLC Questionnaire.

Respondents in each country were school heads whose school was sampled for the first tested foreign language. In almost all participating countries, this language was English, except in Belgium (Flemish and German-speaking Communities) where it was French. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

Source: ESLC 2011.

IN MOST COUNTRIES, TEACHERS DO NOT NEED ADDITIONAL QUALIFICATIONS TO PROVIDE 'CONTENT AND LANGUAGE INTEGRATED LEARNING' (CLIL)

In most European countries, there are schools that offer the content and language integrated learning (CLIL) model whereby some, or all, non-language subjects are taught through a foreign language (this type of CLIL is referred to as CLIL type A (for more information, see the Glossary, Statistical Databases and Bibliography section)). However, despite the fact that this model of learning exists in almost all countries, in the majority, it is provided in only a small number of schools (see Annex 2).

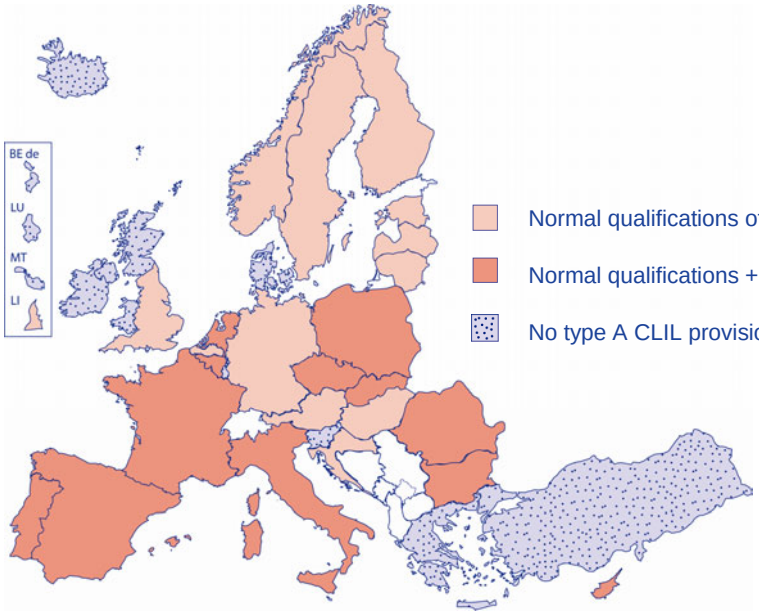
Figure D8 focuses on the qualification requirements for teaching using the CLIL model. It shows that in around two-thirds of countries, the qualifications normally required for teaching are sufficient – only a dozen countries recommend or require teachers to have special or additional qualifications.

In the majority of countries where regulations/recommendations on special qualifications for CLIL exist, they usually refer to knowledge of the target language. Teachers are either required to possess an academic degree in the target language (alongside the degree in the subject they are intending to teach) or they have to provide evidence that they have sufficient knowledge of the target language. The level of foreign language competence required is often expressed in terms of the Council of Europe's Common European Framework of Reference for Languages (for more details on the CEFR, see Figure E15), the minimum level corresponding either to level B2 or to level C1. In addition, recommendations may also refer to specific language certificates/examinations, which can be used as evidence of adequate knowledge of the target language (e.g. the State Language Examination in Slovakia).

In a few countries, the special requirements go beyond the knowledge of the target foreign language. This applies, for instance, in France, where prospective CLIL teachers have to pass an oral examination where candidates must show they can use the target foreign language in the context of the subject to be taught. Similarly, in Cyprus, Italy, the Netherlands and Romania, prospective teachers must take a course covering CLIL teaching methods and approaches. It must be noted, however, that in the case of the Netherlands, this requirement has not been laid down by central government, but results from an agreement of schools in the CLIL network.

Among the countries where no special qualification requirements apply to teaching in CLIL, one country – Lithuania – is currently considering a recommendation that would require prospective CLIL teachers to provide evidence of foreign language skills corresponding to at least level B2 of CEFR. Several other countries have indicated that even when there are no formal additional requirements for teaching in CLIL, it is commonly expected that prospective CLIL teachers should provide evidence of their proficiency in the target foreign language.

Figure D8: Qualifications required to work in schools using the CLIL (type A) model in primary and/or general secondary education, 2010/11



Explanatory note

For a definition of '**CLIL type A and B**', see the Glossary, Statistical Databases and Bibliography section.

Source: Eurydice.

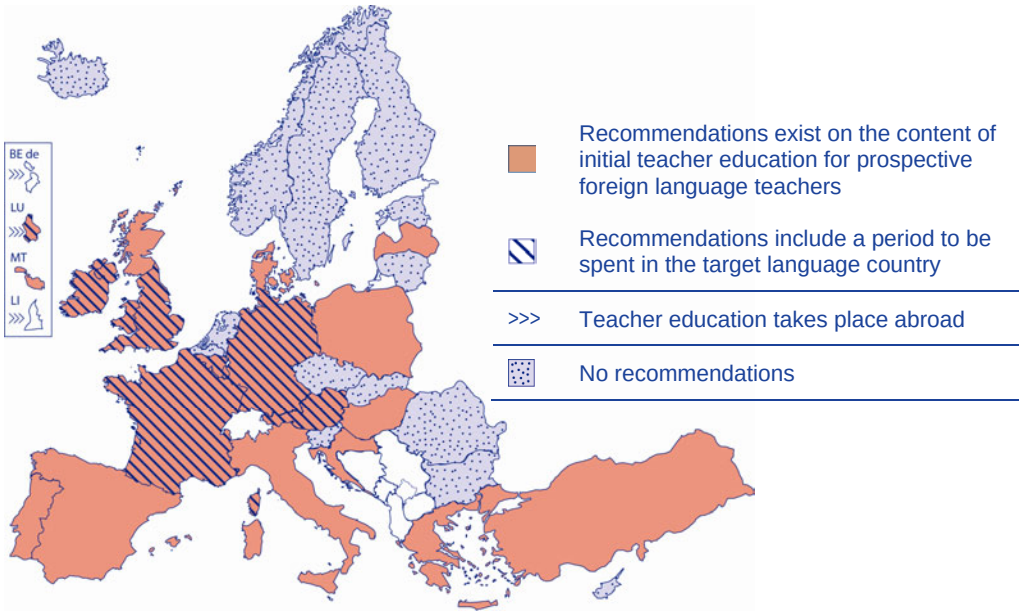
	Type of additional qualifications required
BE fr	Qualification obtained in the target language, or a certificate (awarded on the basis of an examination) proving thorough knowledge of the language.
BG	Certificate proving thorough knowledge of the target language (applies only to teachers who do not hold an academic degree in the target language).
CZ	Knowledge of the target language corresponding to at least level C1 of CEFR (applies only to teachers who do not hold an academic degree in the target language).
ES	Certificate and/or examination proving thorough knowledge of the target language. The minimum level required is usually B2 of CEFR, but there are some variations across the Autonomous Communities.
FR	Special oral exam associating the foreign language and the subject to be taught.
IT	One-year university course in CLIL (60 credits).
CY	Training programme for teaching through CLIL offered by the Ministry of Education.
NL	Completion of a course in CLIL teaching methods/approaches and language proficiency corresponding to at least level B2 of CEFR.
PL	Certificate showing proficiency at a minimum of level B2 of CEFR (applies only to teachers who do not hold an academic degree in the target language). Regulations include a list of language certificates that are considered to be equal to level B2 of CEFR.
PT	Training programme offered by the Ministry of Education in cooperation with institutions representing target languages.
RO	Training course in teaching non-language subjects through the target language (for those qualified to teach non-language subjects and the target language as separate disciplines) or a training course in teaching subjects other than the target language (for those qualified to teach only the target language).
SK	The State Language Examination in the target language (applies only to teachers who do not hold an academic degree in the target language).

Source: Eurydice.

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

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

Figure D9: Existence of recommendations on the content of initial teacher education and the period spent in the target language country, 2010/11



Source: Eurydice.

Explanatory note

Where recommendations on the content of initial teacher education for at least one type of foreign language teacher (i.e. generalist teachers, specialist teachers or semi-specialist teachers), the country is classified under the category **Recommendations exist**.

Where foreign language teachers spend a period of time in a country or region in which the language to be taught (target language) is spoken, this may include time spent in a school (as an assistant), at a university (attending courses), or on work placements. The aim is to give student teachers direct contact with the language they will teach and the culture of the country concerned.

Recommendations on the programme content can cover various aspects, including theoretical courses on the teaching of foreign language(s), in-school foreign language teaching placements or a period spent in the country of the target language. This indicator focuses on the last aspect and it shows that only a few education systems (the French Community of Belgium, France, Germany, Ireland, Luxembourg, Austria and the United Kingdom) have recommendations specifying that prospective foreign language teachers, specialist teachers in particular, should spend a certain period in the target language country before completing their teaching qualification.

The duration of this period varies from one country to another. The longest period is recommended in the United Kingdom, where those who wish to become teachers of foreign languages must follow a one-year professional training programme preceded by a four-year Bachelor's degree, which includes a year in the target language country. In Ireland, in order to be accepted by the Teaching Council for registration (which enables an individual to teach in state-funded schools), prospective foreign language teachers in lower and upper secondary education must spend at least three months in the

target language country. A slightly shorter duration – at least two weeks or one month respectively – is recommended in the French Community of Belgium and in Germany. However, it must be noted that in the French Community of Belgium, the recommendation applies only to certain categories of foreign language teachers, namely lower secondary teachers of Germanic languages. In France and Austria, central authorities do recommend that specialist foreign language teachers spend a certain period in the target language country, but the duration is not specified.

Finally, the situation in Luxembourg is unique as prospective foreign language teachers undertake their initial teacher education abroad and the regulations specify that they must study in the target language country.

THE DEGREE OF CROSS-BORDER MOBILITY OF FOREIGN LANGUAGE TEACHERS DIFFERS GREATLY ACROSS EUROPE

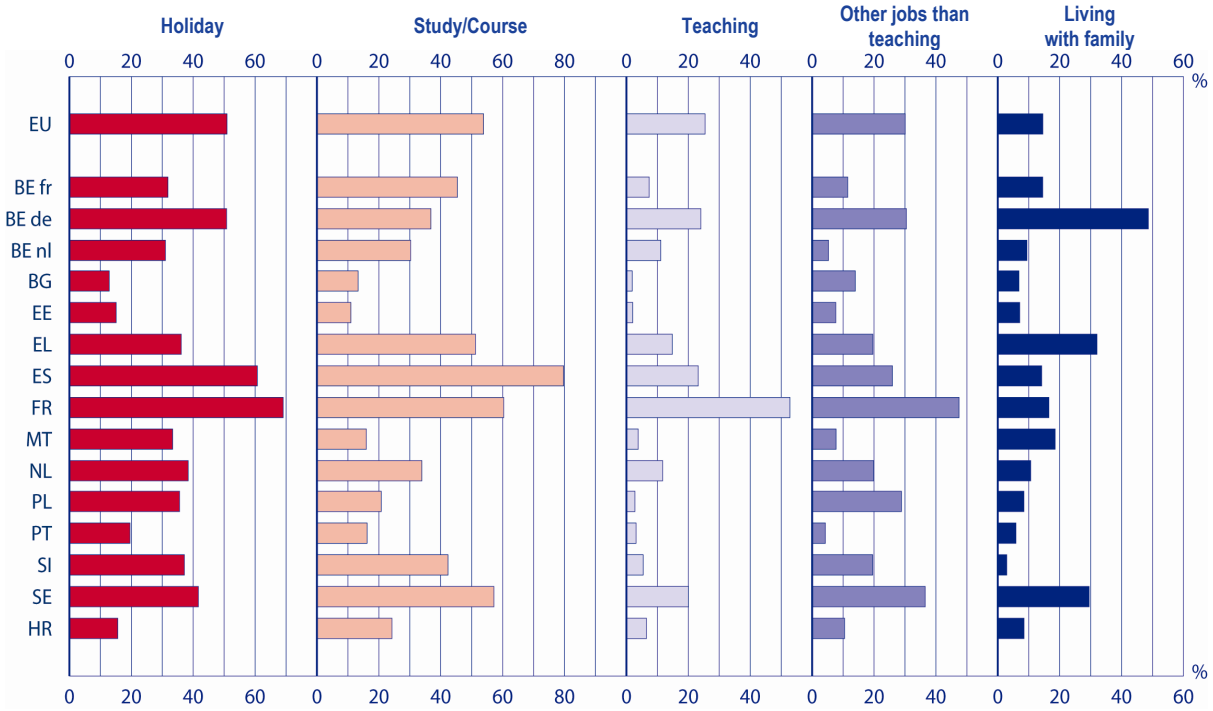
The cross-border mobility of foreign language teachers can be seen as an important element of their professional development. The contextual teacher questionnaire of the European Survey on Language Competences (ESLC) collected information on the extent to which foreign language teachers had spent at least one month in a country where the language they teach is spoken. It also provides details on the purpose of teachers' cross-border mobility.

Data indicate that in the majority of participating countries, holidays and courses of study are the two most common reasons for foreign language teachers staying at least one month in target language countries. With regard to both purposes, France and Spain have the highest levels of cross-border mobility. In these countries, 69.1 % and 60.7 % respectively of foreign language teachers had spent a long-term holiday in their target language country, and 60.4 % and 79.7 % had participated in a course or period of study of at least a month. At the other end of the spectrum are Bulgaria and Estonia, with 12.9 % and 15.1 % respectively for holidays and 13.3 % and 11.0 % for participation in courses of study.

The figure also shows that crossing borders to gain teaching experience in target language countries is not very common for foreign language teachers; in most ESLC participating countries, the figure does not exceed 10 %. France is the only country where more than half of the teachers participating in the survey had taught for more than one month in the target language country. Cross-border teacher mobility is also relatively high in the German-speaking Community of Belgium (24.0 %), Spain (23.2 %) and Sweden (20.1 %). However, it is interesting to note that in all education systems except the German-speaking Community of Belgium and France, a slightly higher proportion of teachers indicated that they had spent more than one month in the target language country for the purpose of jobs 'other than teaching'. The most significant gap between teaching and jobs 'other than teaching' can be observed in Poland (around 26 percentage points) as well as in Bulgaria, Slovenia and Sweden (around 12, 14 and 17 percentage points respectively).

Finally, in the majority of countries for which data are available, only up to 20 % of foreign language teachers indicated that they had already spent more than one month in the target language country 'living with their family'. The proportion is higher only in the German-speaking Community of Belgium, Greece and Sweden (48.6 %, 32.1 % and 29.5 % respectively).

Figure D10: Percentage of foreign language teachers who have already stayed more than one month in the target language-speaking country according to the purpose of their cross-border mobility, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Holiday	50.9	31.8	50.8	31.0	12.9	15.1	36.1	60.7	69.1	33.4	38.4	35.6	19.6	37.1	41.7	15.6
Study/Courses	53.8	45.4	36.8	30.3	13.3	11.0	51.2	79.7	60.4	16.0	33.9	20.8	16.2	42.3	57.2	24.2
Teaching	25.4	7.3	24.0	11.1	1.9	2.0	14.8	23.2	52.8	3.8	11.7	2.7	3.1	5.4	20.1	6.5
Jobs other than teaching	30.1	11.5	30.5	5.3	13.9	7.7	19.6	25.9	47.5	7.7	19.9	28.8	4.3	19.6	36.6	10.5
Living with family	14.6	14.5	48.6	9.4	6.8	7.1	32.1	14.2	16.5	18.5	10.6	8.4	5.9	2.9	29.5	8.5

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 12 of the Teacher ESLC Questionnaire. The figure represents the proportion of teachers who indicated that they have already stayed at least once for more than one month in the target language country for a 'holiday', 'study or a course', 'teaching', 'other jobs than teaching' and 'living with family'. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were teachers teaching the first tested language. In almost all participating countries, this language was English, except in Belgium (Flemish and German-speaking Communities) where it was French.

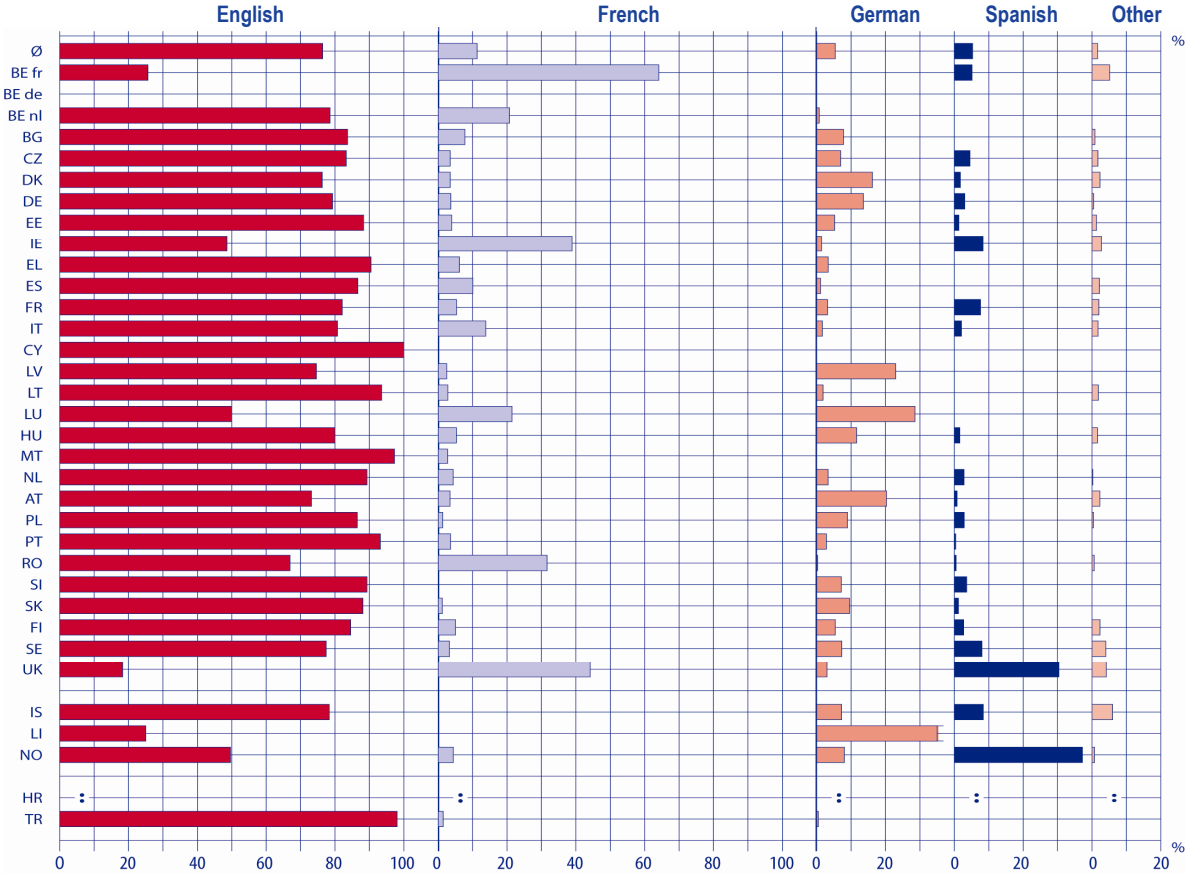
For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

ENGLISH IS THE MOST POPULAR LANGUAGE FOR IN-SERVICE TRAINING ACTIVITIES UNDERTAKEN AS PART OF THE COMENIUS PROGRAMME

Continuing professional development plays a vital role in providing teachers with the knowledge and skills necessary for their teaching career. Since 2007, the European Commission has been supporting the in-service training of teachers through the Comenius sub-programme of the Lifelong Learning Programme (LLP). This sub-programme includes a specific action – Comenius In-Service Training – devoted supporting the professional development of teachers and other school education staff. The objective of the Comenius In-Service Training action is the improvement of the European dimension of teacher education as well as the quality of pedagogical approaches and school management by enabling teachers and other school education staff to undertake training of up to six weeks in a country other than the one in which the participant normally works.

The figure indicates that English is by far the most popular teaching language for activities undertaken under the Comenius In-Service Training action. In 2009, on average, the vast majority of grants awarded (76.4 %) were for courses taught in English, compared to only around 11 % in French and around 5 % in both German and Spanish. Only a negligible percentage of in-service training activities were undertaken in other languages (1.6 % for all other languages grouped together).

Figure D11: Percentage distribution of approved applications for in-service teacher training under the Comenius In-Service Training action according to the course language, applications submitted under call 2009



Source: European Commission, Directorate-General for Education and Culture (School Education, Comenius).

Data (Figure D11)

	Ø	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
English	76.4	25.6	0.0	78.6	83.6	83.3	76.3	79.3	88.3	48.6	90.4	86.6	82.1	80.7	100.0	74.6	93.5	50.0
French	11.3	64.1	0.0	20.7	7.8	3.5	3.5	3.7	3.9	38.9	6.2	10.0	5.3	13.8	0.0	2.5	2.8	21.4
German	5.4	0.0	0.0	0.7	7.8	7.0	16.2	13.6	5.2	1.4	3.4	1.1	3.1	1.6	0.0	23.0	1.9	28.6
Spanish	5.3	5.1	0.0	0.0	0.0	4.5	1.7	3.0	1.3	8.3	0.0	0.0	7.6	2.1	0.0	0.0	0.0	0.0
Other	1.6	5.1	0.0	0.0	0.9	1.7	2.3	0.5	1.3	2.8	0.0	2.2	2.0	1.8	0.0	0.0	1.9	0.0
	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK		IS	LI	NO	HR	TR
English	80.0	97.3	89.3	73.2	86.5	93.2	66.9	89.3	88.1	84.6	77.5	18.3		78.3	25.0	49.6	:	98.1
French	5.3	2.7	4.3	3.4	1.3	3.6	31.6	0.0	1.2	5.0	3.3	44.2		0.0	0.0	4.4	:	1.4
German	11.6	0.0	3.3	20.3	9.0	2.8	0.3	7.1	9.5	5.4	7.3	3.0		7.2	75.0	8.0	:	0.5
Spanish	1.6	0.0	2.8	0.8	2.8	0.4	0.5	3.6	1.2	2.7	8.0	30.4		8.4	0.0	37.2	:	0.0
Other	1.6	0.0	0.3	2.3	0.4	0.0	0.7	0.0	0.0	2.3	4.0	4.2		6.0	0.0	0.7	:	0.0

Source: European Commission, Directorate-General for Education and Culture (School Education, Comenius).

Explanatory note

The figure shows the percentage of courses in accordance with the course language.

Data covers teachers and other school education staff, but there is evidence indicating that 83 % of participants were teachers (source: European Commission, DG EAC). However, it is impossible to further distinguish between foreign language teachers and other teachers.

The total number of grants per country and language varies widely and this limits the comparability of data between countries. The following table provides information on the number of approved applications for each country:

BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
39	0	140	116	287	173	1091	77	72	178	1324	1139	731	49	122	108	14
HU	**MT**	**NL**	**AT**	**PL**	**PT**	**RO**	**SI**	**SK**	**FI**	**SE**	**UK**	**IS**	**LI**	**NO**	**HR**	**TR**
190	37	392	261	702	249	765	56	84	259	275	865	83	4	137	:	414

During the reference period Croatia did not participate in the Lifelong Learning Programme.

The country-level analysis shows that in Cyprus, in 2009, all grant beneficiaries opted for training in English. The percentages were also very high – over 90 % – in Greece, Lithuania, Malta, Portugal and Turkey. At the other end of the spectrum are the French Community of Belgium, the United Kingdom and Liechtenstein, where only up to 26 % of teachers participated in a training activity delivered in the English language.

In the majority of countries, the participation rates in in-service training activities provided in the French language are below 10 %. The exceptions are the French Community of Belgium (64.1 % of training was undertaken in French), the United Kingdom (44.2 %), Ireland (38.9 %), Romania (31.6 %), the Flemish Community of Belgium and Luxembourg (both around 21 %), Italy (13.8 %) and Spain (10 %).

German is quite popular as a medium for training among educational staff from Liechtenstein (75 %), Luxembourg (28.6 %), Latvia (23.0 %), Austria (20.3 %), Denmark (16.2 %) and Germany (13.6 %). However, the percentages are generally low amongst teachers from other countries.

Almost everywhere in Europe, fewer than 5 % of teachers choose to participate in courses taught in Spanish, with the exception of staff from Norway (37.2 %), the United Kingdom (30.4 %), Ireland, France, Sweden, Iceland (all around 8 %) and the French Community of Belgium (5.1 %).

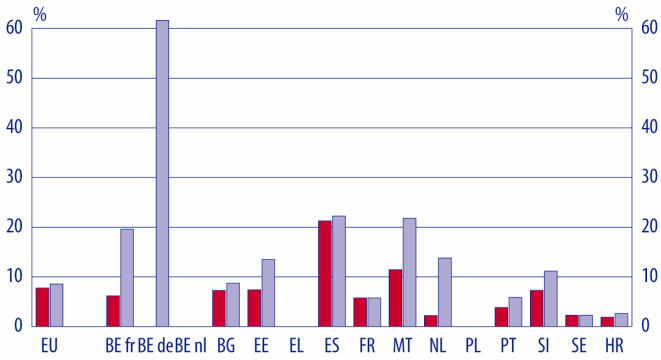
On the whole, the languages chosen for the Comenius In-Service Training action follow the pattern observed for languages learnt by pupils (see Figures C3 and C8), where English is the foreign language most often learned in Europe, followed by French and German.

IN MOST COUNTRIES, THERE ARE FEW GUEST TEACHERS OF FOREIGN LANGUAGES

The percentage of students attending schools where the school head reported having hosted at least one guest teacher of the tested language from abroad for at least one month in their school in the previous school year is below 10 % in nearly all the countries participating in the 2011 ESLC. The exceptions are Spain and Malta where the percentages reach 21.2 % and 11.4 % respectively. In Belgium (German-speaking and Flemish Communities), Greece and Poland, no students were attending schools where the school head reported hosting such guest teachers.

When considering the total number of guest teachers in all subjects in schools, percentages vary more substantially between countries: in Belgium (French Community), Spain and Malta, around 20 % of students attend schools where the school head claimed they had hosted such guest teachers – the figure is well above 50 % in the German-speaking Community of Belgium, while in the Flemish Community of Belgium, Greece and Poland, the percentage is nil.

Figure D12: Percentages of students attending schools where the school head reported having hosted at least one guest teacher from abroad for at least 1 month in the previous school year, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES
Guest teacher of the tested language	7.8	6.2	0.0	0.0	7.3	7.4	0.0	21.3
All guest teachers	8.6	19.6	61.6	0.0	8.7	13.5	0.0	22.2

	FR	MT	NL	PL	PT	SI	SE	HR
Guest teacher of the tested language	5.8	11.4	2.2	0.0	3.8	7.3	2.3	1.9
All guest teachers	5.8	21.8	13.8	0.0	5.9	11.2	2.3	2.6

Explanatory note

The indicator is based on answers to Question 18 of the Principals (school heads)' ESLC Questionnaire. School heads' answers have been categorised into two groups: Those who say they have had no guest teachers and those who say they have had at least one guest teacher. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were school heads whose school was sampled for the first tested foreign language. In almost all participating countries, this language was English, except in Belgium (Flemish and German-speaking Communities) where it was French.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

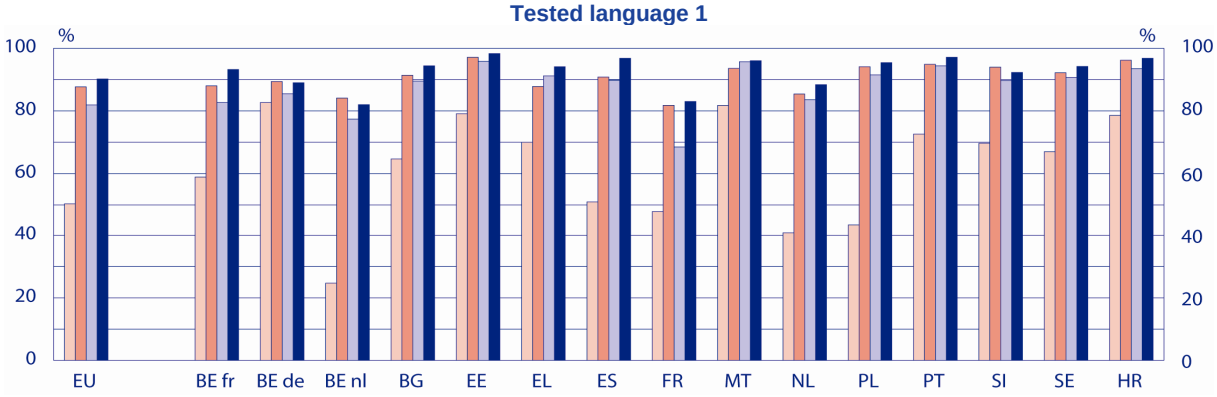
Source: ESLC 2011.

STUDENTS LARGELY CONSIDER ENGLISH TO BE MORE USEFUL THAN OTHER FOREIGN LANGUAGES FOR THEIR FUTURE EDUCATION AND WORK

The European Survey on Language Competence (ESLC) indicates that the association between students' perception of the usefulness of learning the tested languages and their language proficiency is positive (European Commission/SurveyLang, 2012). In the survey, students were asked to express their views on the utility of foreign languages for the following purposes: personal life, future education, future work and getting a good job. The analysis of students' replies enables a comparison to be made of their perception of the usefulness of the tested languages in their country in relation to these four purposes.

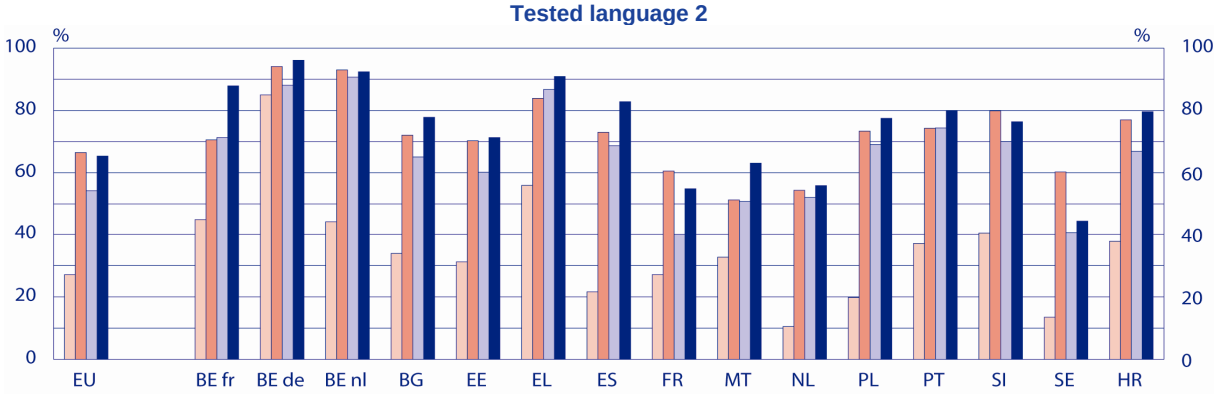
Figure E1: Percentage of students who consider it useful to learn the tested languages for various purposes, 2010/11

Tested language 1



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Personal life	50.4	58.9	82.7	24.7	64.7	79.1	70.0	51.0	47.6	81.8	40.8	43.3	72.6	69.7	67.0	78.6
Future education	87.7	88.0	89.4	84.1	91.4	97.1	87.8	90.8	81.8	93.6	85.4	94.1	94.9	94.0	92.2	96.2
Future work	81.9	82.7	85.5	77.4	89.5	95.8	91.2	89.8	68.5	95.7	83.6	91.5	94.4	89.7	90.7	93.5
Getting a good job	90.2	93.2	89.0	82.0	94.4	98.3	94.1	96.8	83.0	96.0	88.4	95.4	97.1	92.3	94.2	96.8

Tested language 2



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Personal life	27.1	44.7	85.0	44.0	33.9	31.2	56.0	21.6	27.1	32.7	10.5	19.8	37.1	40.4	13.5	37.8
Future education	66.5	70.6	94.1	93.0	72.1	70.3	83.9	73.0	60.6	51.3	54.4	73.4	74.3	79.9	60.3	77.0
Future work	54.3	71.3	88.1	90.7	65.1	60.2	86.7	68.7	40.0	50.8	52.1	69.1	74.4	70.1	40.5	66.9
Getting a good job	65.4	87.9	96.1	92.4	77.8	71.3	90.9	82.8	54.9	63.1	55.9	77.5	79.8	76.4	44.2	79.6

For personal life | For future education | For future work | For getting a good job

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 33 of the Student ESLC Questionnaire. 'Useful' refers to two of the four options presented in the questionnaire, i.e. 'quite useful' and 'very useful'. The first tested foreign language was English in all countries except in Belgium (Flemish and German-speaking Communities) where it was French. The second tested language was German in Belgium (French Community), Bulgaria, Estonia, the Netherlands, Poland, Slovenia and Croatia; English in Belgium (Flemish and German-speaking Communities); French in Greece, Spain and Portugal; Spanish in France and Sweden and Italian in Malta. Depending on countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

When considering the differences between the two tested languages, values that are statistically significantly ($p<.05$) different are indicated in bold.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

The profile of students' perception of the usefulness of foreign languages is rather similar across European countries. The great majority of students consider English to be useful for their future education and work – more than 80 % for future work (except in France) – and even more when it comes to getting a good job; showing that students value English for getting not only a job, but for getting a good job.

Conversely, English plays a less significant role in students' personal life: only 50.4 % of them claim that it is important for this purpose. Malta stands out with around 82 % of students who recognise the usefulness of English for personal life. This higher percentage is due to the status of English as the second official language of the country.

The other tested languages are perceived as noticeably less useful than English in the majority of European countries. Nevertheless, a similar ranking is observed with regards to the four purposes analysed.

STUDENTS ARE EXPOSED MORE OFTEN TO ENGLISH THROUGH DIFFERENT TYPES OF MEDIA THAN TO OTHER FOREIGN LANGUAGES

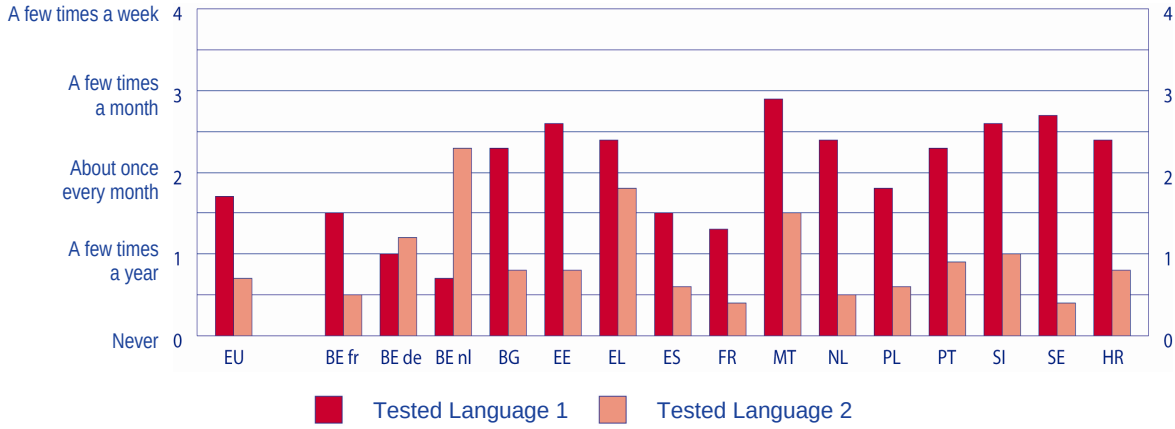
The European Survey on Language Competence (ESLC) indicates that there is a positive relationship between students' exposure to foreign languages through traditional and new media and their language proficiency (European Commission/SurveyLang, 2012). In this survey, students were asked how frequently they come into contact with foreign languages through different types of media such as books, magazines, music, movies, television, computer games and websites. The analysis of students' answers enables a comparison of their exposure to the two tested languages.

In nine countries, students claim that they come in contact with English through different media between once every month and a few times a month, which is significantly higher than the European average. Malta shows the highest result (up to a few times a month) due to its specific linguistic situation, since English is the second official language of the country (see Figure A1).

Students' contact with English is always more frequent than with any other languages. The difference is especially great in Bulgaria, Estonia, the Netherlands and Sweden. This is also the case in Belgium (Flemish and German-speaking Communities), where students' contact with English is even more frequent than with French, one of the three state languages of the country. Only in Greece and Malta, are students exposed to the second tested language (French and Italian respectively) through different media comparatively more often than in other countries.

Moreover, it is interesting to note that students' exposure to English is generally higher in relatively small European countries. Presumably, media in these countries provide less translation into their national languages than in bigger countries such as Spain, France and Poland.

Figure E2: Frequency of exposure to the two tested foreign languages through different media, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Target Language 1	1.68	1.52	1.04	0.70	2.27	2.60	2.37	1.47	1.32	2.95	2.36	1.80	2.34	2.63	2.68	2.41
Target Language 2	0.67	0.53	1.24	2.26	0.79	0.82	1.78	0.63	0.43	1.46	0.49	0.60	0.90	1.01	0.45	0.84

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 31 of the Student ESLC Questionnaire. The index corresponds to the means of all respondents' scores. These scores have been calculated by adding up the values of a five-point scale (0-4), given by each respondent to each of the nine items of Question 31 and by dividing the result by nine. These five levels respectively correspond to 'Never', 'A few times a year', 'About once every month', 'A few times a month' and 'A few times a week'. Thus, an index of 2 means that on average, students say they come into contact with the tested languages about once every month. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

The first tested foreign language was English in all countries except in Belgium (Flemish and German-speaking Communities) where it was French. The second tested language was German in Belgium (French Community), Bulgaria, Estonia, the Netherlands, Poland, Slovenia and Croatia; English in Belgium (Flemish and German-speaking Communities); French in Greece, Spain and Portugal; Spanish in France and Sweden and Italian in Malta. Depending on countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3.

When considering the differences between the two tested languages, values are statistically significantly ($p<.05$) different in all cases.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

WHEN SPEAKING IN CLASS, STUDENTS USE THE TARGET LANGUAGE LESS OFTEN THAN THEIR TEACHERS

The use of the target language in the classroom has been the subject of numerous pieces of research in the field of foreign language teaching. The European Survey on Language Competence (ESLC) has underlined that a greater use of the target language in lessons by both teachers and students is positively associated with test outcomes (European Commission/SurveyLang, 2012).

The analysis of students' replies shows that the use of the first tested language by teachers and students in class varies somewhat between European countries. When participating in class, there is a common tendency for students to use the target language less often than their teachers. In some countries, the gap between the use of the language by teachers and students is significantly large. This is the case in Belgium (German-speaking Community), Spain and Malta. This difference is rather small in Estonia, France, the Netherlands, Slovenia and Sweden.

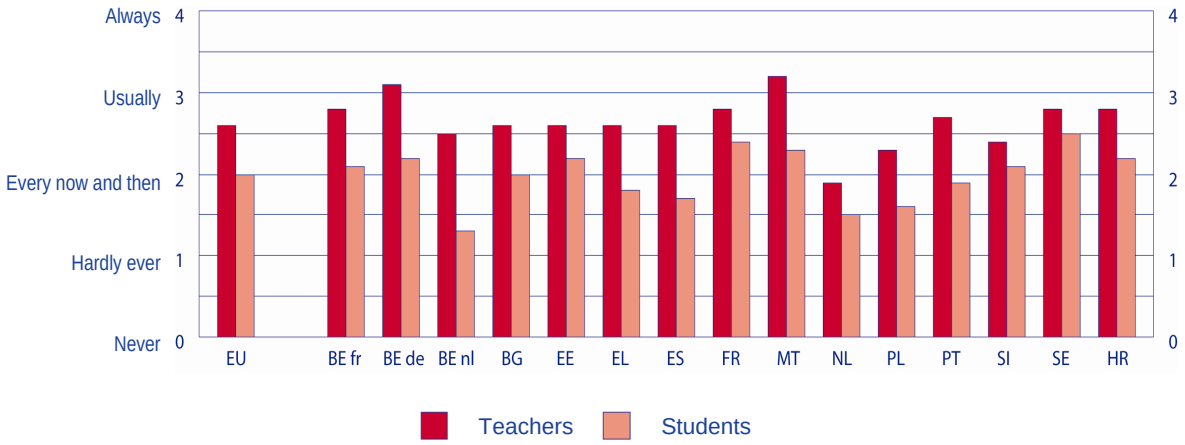
On average, according to students in the participating countries, their teachers communicate in the target language quite frequently. Two education systems stand out though, namely Belgium (German-

speaking Community) and Malta where the first tested language is used the most often. In these two education systems, the tested language (French and English respectively) is used as a language of instruction from a very early age.

European students claim using the target language to communicate with the teacher or other students every now and then. Two countries stand out, however: Belgium (Flemish Community) where the target language is less often used by students in class, and Sweden, where it is used more often than in other countries.

Finally, in some countries where teachers use the target language quite often (above the European average), the students also do so. This is particularly the case in France and Sweden.

Figure E3: Frequency of use of the first tested language in the classroom by teachers and students, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Teachers	2.61	2.78	3.11	2.46	2.62	2.58	2.63	2.60	2.84	3.22	1.94	2.31	2.73	2.39	2.83	2.78
Students	1.98	2.15	2.24	1.35	2.02	2.17	1.80	1.74	2.37	2.28	1.52	1.62	1.91	2.08	2.51	2.16

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Questions 49 and 50 of the Student ESLC Questionnaire. The index corresponds to the means of all respondents' scores. These scores have been calculated by adding up the values of a five-point scale (0-4), given by each respondent to the two items of question 49 (and three items of question 50) and by dividing the result by two. These five levels respectively correspond to 'Never', 'Hardly ever', 'Every now and then', 'Usually' and 'Always'. Thus, an index of 2 means that on average, students say that say that they and their teachers speak the tested language every now and then in the classroom. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were students learning the first tested language. In almost all participating countries, the first tested language was English, except in Belgium (Flemish and German-speaking Communities) where it was French. Depending on the countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

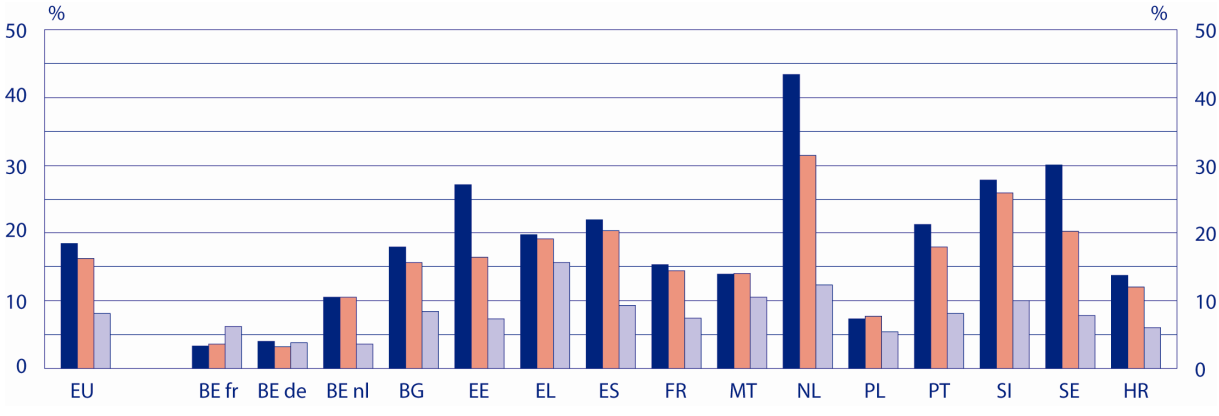
ACCORDING TO THE GREAT MAJORITY OF STUDENTS, ICT IS NOT REGULARLY USED DURING LANGUAGE LESSONS IN MOST COUNTRIES

In the majority of countries participating in the 2011 ESLC and for which data are available, the percentage of students who say they regularly use ICT (i.e. internet or computer programmes or language laboratory) during their language lessons does not reach 20 %. The Netherlands and, to a lesser extent, Slovenia show greater percentages, at least for two of the three mentioned new technologies.

When these three new technologies are compared, the internet is the one which, according to students, is the most regularly used (18.4 % on average in the participating countries). However, differences in internet use between countries are quite substantial: the lowest percentages are found in Belgium (French and German-speaking Communities) with respectively 3.3 % and 4 %, and the highest in the Netherlands with 43.4 %.

In most countries, there are no major differences between the percentages of pupils who say that the internet is regularly used and those who say that computer programmes are regularly used, except in Estonia, the Netherlands and Sweden. On average, in the participating countries, this percentage reaches 16.2 %. The percentage of students who say they quite regularly use a language laboratory is generally lower. It is equal or inferior to 10 % in all countries with the exception of Greece (15.6 %) and the Netherlands (12.3 %).

Figure E4: Percentages of students who say that ICT is regularly used during their language lessons, 2010/11



	EU	BE fr	BE nl	BE de	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Internet	18.4	3.3	10.5	4.0	17.9	27.2	19.7	21.9	15.3	13.9	43.4	7.3	21.2	27.9	30.1	13.7
Computer programmes	16.2	3.6	10.5	3.2	15.6	16.4	19.1	20.3	14.4	14.0	31.5	7.7	17.9	26.0	20.2	12.0
Language laboratory	8.1	6.2	3.6	3.8	8.4	7.3	15.6	9.3	7.4	10.5	12.3	5.4	8.1	10.0	7.8	6.0

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 51 of the Student ESLC Questionnaire. 'Regularly' refers to two of the five options presented in the questionnaire, i.e. 'a few times a month' and '(almost)' every lesson. 'Language lessons' refers to English lessons in all countries, except in Belgium (Flemish and German-speaking Communities), where it refers to French lessons. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

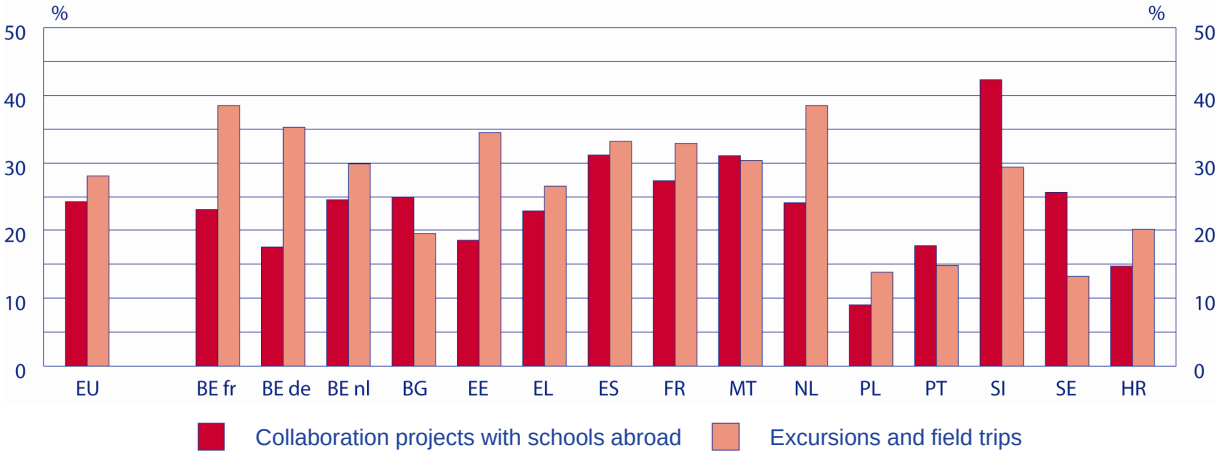
Respondents in each country were students learning the first tested language. In almost all participating countries, the first tested language was English, except in Belgium (Flemish and German-speaking Communities) where it was French. Depending on the countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

LESS THAN ONE THIRD OF STUDENTS HAVE RECENTLY PARTICIPATED IN EXTRA-CURRICULAR FOREIGN LANGUAGE ACTIVITIES

Student mobility and intercultural exchanges are some of the central elements of modern education policy, especially with respect to foreign language acquisition. Integration of these activities into language learning outside the traditional class context gives sense to the practice of foreign language speaking, it presents new learning opportunities, contributes to students' intercultural experiences as well as raising their awareness of other languages and cultures.

Figure E5: Percentage of students who, in the last three years, have participated in school activities related to foreign language learning, 2010/11



	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
Collaboration with schools abroad	24.3	23.0	17.5	24.6	25.0	18.5	22.8	31.2	27.4	31.1	24.0	9.0	17.7	42.3	25.7	14.7
Excursions and field trips	28.1	38.5	35.3	29.9	19.5	34.5	26.6	33.2	32.9	30.4	38.5	13.8	14.8	29.4	13.2	20.1

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 46 of the Student ESLC Questionnaire. The figure represents the proportion of students who indicated that in the past three years, they had already participated at least once in the mentioned activities. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were students learning the first tested language. In almost all participating countries, the first tested language is English, except in Belgium (Flemish and German-speaking Communities) where it was French. Depending on the countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

At school level, mobility and intercultural communication may be introduced to extra-curricular activities related to foreign language learning in various ways. The European Survey on Language Competence (ESLC) 2011 covered students' participation in collaboration projects with schools abroad as well as in excursions and field trips. On average, in participating countries, around 25 % of students have recently participated in these types of extra-curricular activities related to foreign language learning. In Spain and Malta, the participation is relatively high: over 30 % of students claim to have taken part in such activities. Conversely, in Poland and Portugal less than 18 % had taken advantage of these opportunities.

According to students, they generally take part more often in excursions and field trips related to foreign language learning than collaborate in projects with schools abroad. The difference is especially great in Belgium (German-speaking Community), Estonia and the Netherlands. In the first country, for example, 35 % of students claim to have participated in excursions and trips while only 17 % have taken part in projects with schools in other countries. Conversely, in Bulgaria, Slovenia and Sweden, students have recently participated more often in collaborative projects with a school abroad. For instance, in Slovenia, the number of students having taken part in such projects during the last three years exceeds 40 %.

TWO MAIN MODELS OF SUPPORT FOR IMMIGRANT CHILDREN LEARNING THE LANGUAGE OF INSTRUCTION AS A SECOND LANGUAGE

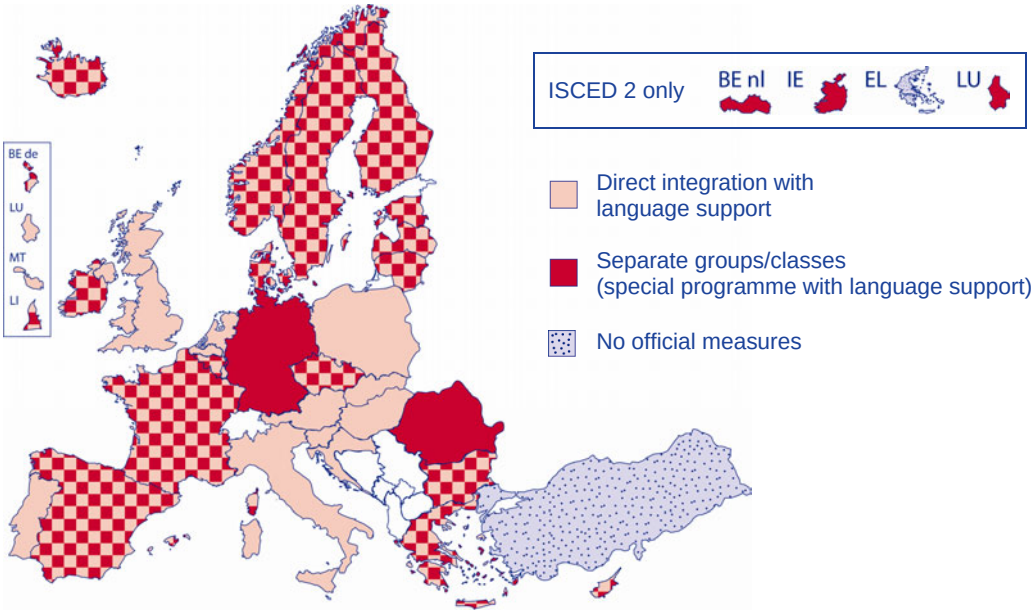
In order to support the integration of immigrant children into the education system, particularly those learning the language of instruction as a second language, most European countries make special provision to meet their particular needs. Only Turkey does not provide such assistance during compulsory education, while in Greece official recommendations on language support for immigrant children apply only to primary education.

The prevailing model of provision for immigrant children learning the language of instruction as a second language is direct integration into mainstream classes but with additional language support. However, in around half of the countries examined, this model exists in combination with a second model, which entails providing separate groups or classes for immigrant children for a limited period. Germany and Romania are the only countries where the latter model is the only one used throughout the entire period of full-time compulsory education.

Although predominant at both educational levels, direct integration with additional assistance in the language of instruction is slightly more common in primary education. In Belgium (the Flemish Community) and Luxembourg, it is replaced at lower secondary level by the separate class model. In Ireland, where both models are in use at primary level, the preference at lower secondary level is also for separate classes.

In some countries, regional, local or school authorities are entitled to use their autonomy in order to decide on the best ways to meet local needs and circumstances as, for example, in Spain, the Netherlands and the United Kingdom. For this reason, even though the direct integration model prevails in the United Kingdom, it cannot be considered as the only model of support for immigrant children learning English as a second language.

Figure E6: Models of provision for immigrant children learning the language of instruction as a second language in primary and lower secondary education, 2010/11



Source: Eurydice.

Explanatory note

Only the types of support specified in official documents emanating from the central (or top-level) authorities for education are included.

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

Direct integration with language support indicates that immigrant children join the normal class for their age group (or a lower class, depending on circumstances) in mainstream education. They follow the normal curriculum intended for all students but language support is provided on an individual basis for each immigrant student during normal school hours.

Separate groups/classes may be provided for immigrant students who are learning the language of instruction as a second language. These students are grouped separately from their peers for a limited period (ranging from a few weeks to one or two school years) so that they can receive special tuition tailored to their needs with a view to eventual integration into mainstream classes. However, they may start attending some lessons in the appropriate mainstream classes as soon as they are deemed ready.

Immigrant children: Children who attend school in a country other than their country of origin, or the country of origin of their parents or grandparents. These terms of reference encompass several legally distinct situations, including those of refugees, asylum seekers, children of migrant workers, children of third country nationals with long-term residential status, children of workers from third countries who are not long-term residents, children who are irregularly resident and children of immigrant origin who do not necessarily benefit from legal provisions relating specifically to education. This definition does not take account of linguistic minorities that have settled in countries for over two generations.

Country specific notes

Czech Republic: Schools are not obliged to provide assistance with learning the Czech language to students from non-EU countries integrated within mainstream classes but, in practice, special support is offered. For students from the EU, regional authorities organise free preparatory language classes.
Austria: Only in rare cases, and with the consent of the relevant authority, is it possible to set up special classes for students who are newcomers to the country.

THE ANNUAL TAUGHT TIME FOR FOREIGN LANGUAGES INCREASES SIGNIFICANTLY FROM THE START OF LOWER SECONDARY EDUCATION IN MOST COUNTRIES

In about two-thirds of European countries, central education authorities issue recommendations on taught time for the grades in which foreign language teaching is provided during full-time compulsory education. In six countries, however, schools enjoy some autonomy in deciding on the distribution of taught time for foreign languages: in Estonia, Poland, Finland, Iceland and Norway, the recommended taught time is given for each educational cycle, while in Sweden a global figure is recommended for the whole period of compulsory education. In Belgium (Flemish Community), the Netherlands and the United Kingdom, official recommendations on taught time apply to all curriculum subjects together; consequently, schools have the flexibility to decide how they allocate the time to teaching individual subjects according to their particular circumstances.

Where the teaching of the first foreign language starts early (see Figure B1), the taught time devoted to it during the first years is often shorter than in the countries where teaching starts at a later stage. Indeed, in several countries (e.g. Bulgaria, Spain, France, Italy, Lithuania, Liechtenstein and Croatia) where the first foreign language is taught from the first or second grade, the amount of taught time in the first year of teaching ranges between 29 and 54 hours per year. Where the first foreign language is introduced in grade 4 or 5, (i.e. Belgium (French Community), Denmark, Cyprus, Hungary, Portugal, Slovenia and Turkey), the annual amount of taught time varies between 47 and 83 hours during the first year of teaching.

In Belgium (German-speaking Community), Luxembourg and Malta, however, learning a foreign language starts very early with very high levels of taught hours. In these countries, the first foreign language pupils learn rapidly becomes a language of instruction. Hence, they need to acquire high levels of language skills very quickly in order to be effectively taught non language subjects through their first foreign language. In Luxembourg, the second foreign language, which is introduced in the second grade, also becomes a language of instruction.

Explanatory note (Figure E7)

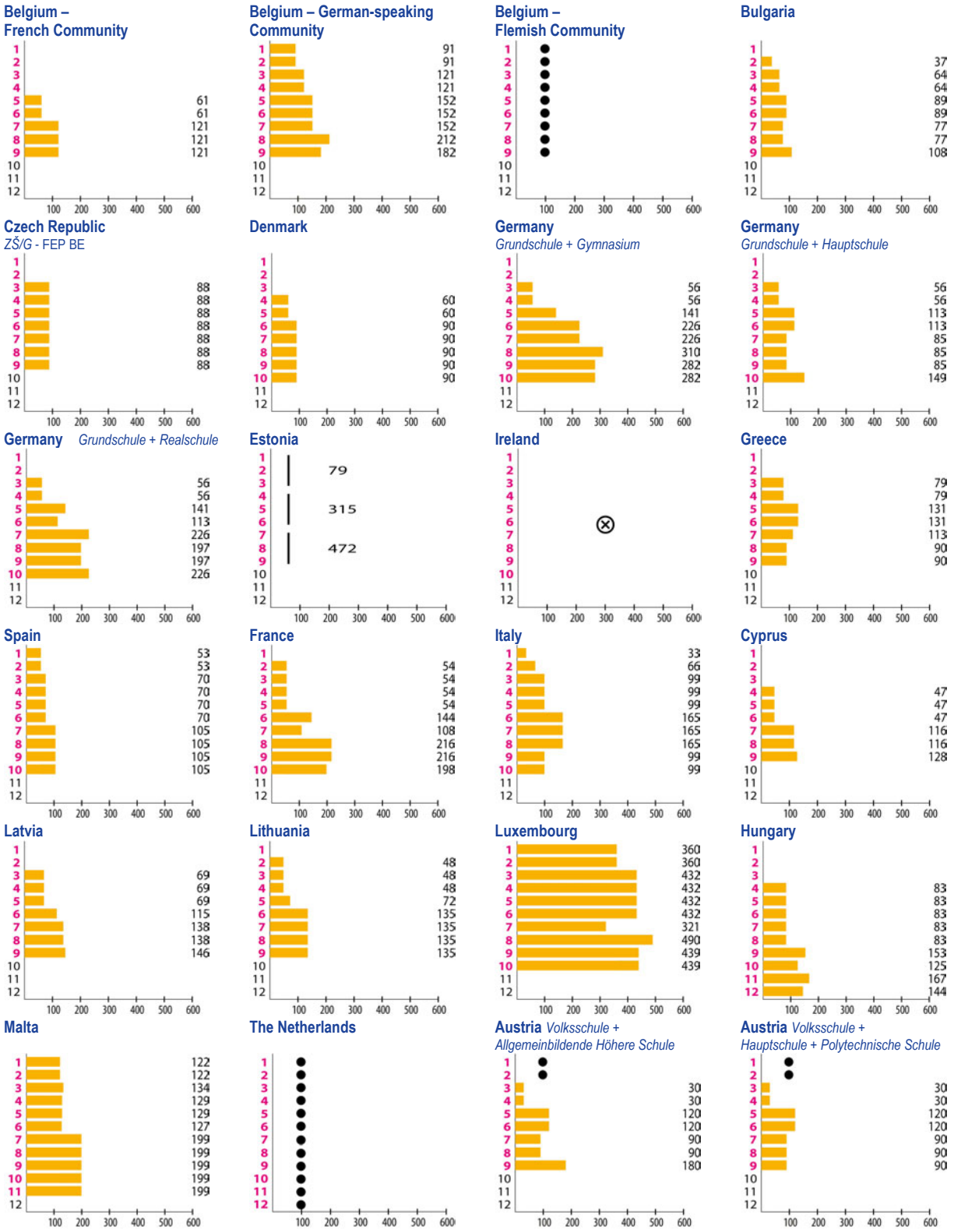
The figure shows the minimum number of exact hours (60 minutes) devoted to the compulsory teaching of all foreign languages during full-time compulsory general education based on national minimum recommendations in the curriculum for the indicated reference year. For more details on annual minimum taught time allocated separately to the first and other foreign languages and for detailed calculation methods, see *Recommended annual taught time in full-time compulsory education in Europe, 2010/11* (EACEA/Eurydice, 2011).

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

Grades in full-time compulsory general education correspond to different ages depending on the country. For information regarding the correspondence between pupils' notional age and the grades, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

For a definition of '**flexible time allocation**', see the Glossary, Statistical Databases and Bibliography section.

Figure E7: Recommended minimum annual taught time for foreign languages as compulsory subjects in full-time compulsory general education, 2010/11



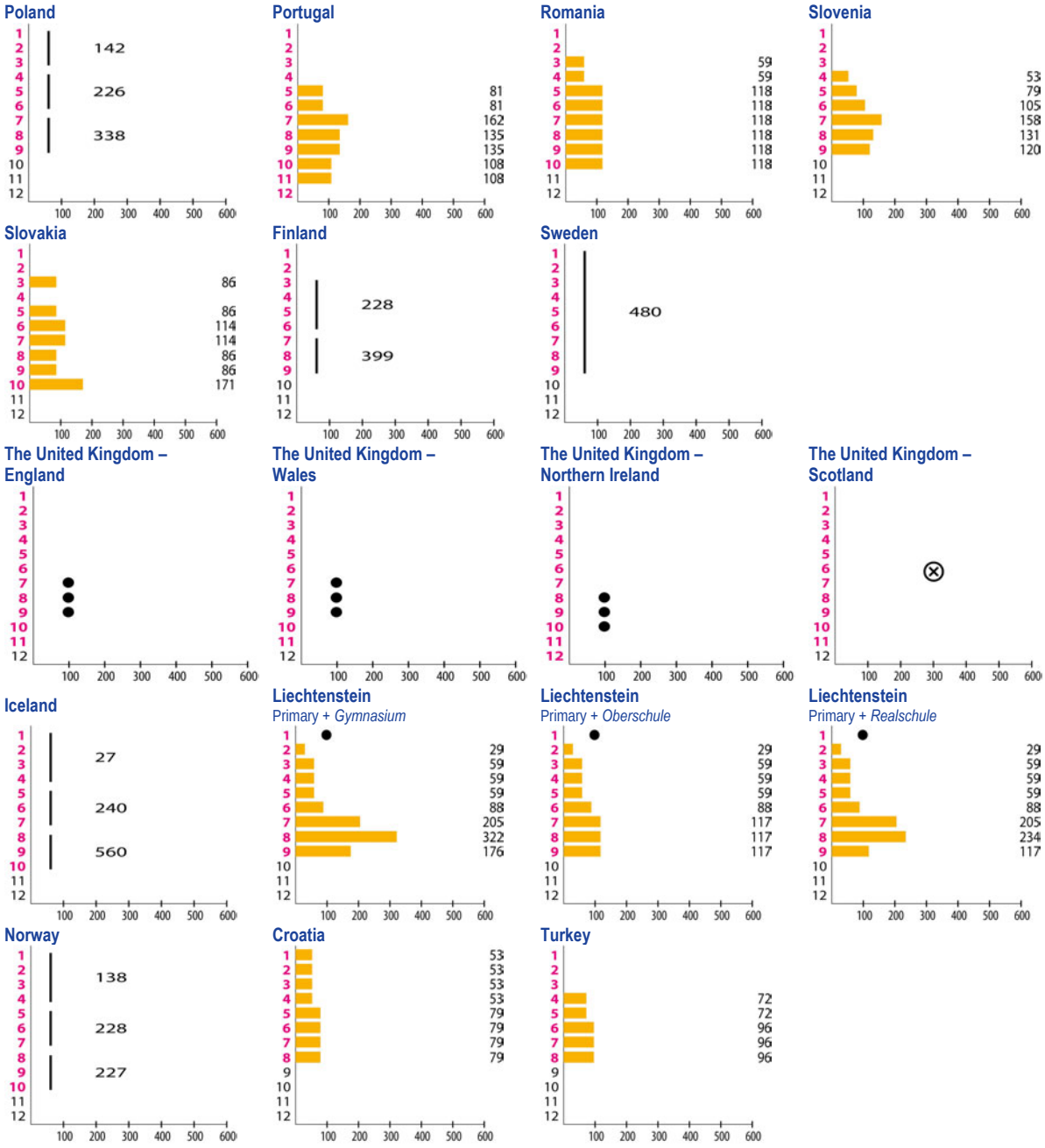
● Flexible time allocation

| x Number of hours recommended for distribution over particular school years

n : Full-time compulsory general education

⊗ No compulsory foreign languages

Horizontal axis: Number of hours per school year **Vertical axis:** Grades



Source: Eurydice.

Country specific notes

Belgium (BE fr): The data provided concern only the French-speaking part of Wallonia (see Figure B2).
Czech Republic: FEP BE stands for Framework Educational Programme for Basic Education.
France: The second foreign language in grade 9 is not mandatory for the 5.5 % of students who take a professional induction course *(découverte professionnelle)*.
Austria: In the first two years of primary education, foreign languages are compulsory and are taught through CLIL-provision; 30 annual teaching hours are allocated for this purpose. In this figure, the data for the *Allgemeinbildende Höhere Schule* (AHS) covers the *Realgymnasium*-type of the *AHS*. In the *Gymnasium* type of the *AHS*, the annual taught time in grades 7, 8 and 9 is 240, 180 and 270 hours respectively.
Slovakia: The whole duration of the provision indicated is eight years although it is not fully implemented in grade 4 of primary education or in grades 8 and 9 of lower secondary education.
Liechtenstein: In the first year of primary education, foreign languages are taught through CLIL-type provision; 29 annual teaching hours are allocated for this purpose.

In countries where students study only one foreign language as a compulsory subject, the annual number of taught hours for the subject generally increases as they progress through school; this occurs in Belgium (French Community), Denmark, Spain, Liechtenstein *(Oberschule)*, Croatia and Turkey. These annual hours rarely exceed 120 in the last year of full-time compulsory education.

In countries where students study two foreign languages as compulsory subjects, the taught time for foreign languages increases, and sometimes substantially so, with the introduction of the second language (see Figure B1). This is the case in Greece, France, Cyprus, Italy, Latvia, Hungary, Malta, Romania and Portugal. For instance, as soon as the teaching of the second language begins, the recommended annual time for foreign languages is doubled in France, Cyprus and Romania. The amount of hours allocated for two foreign languages varies significantly across countries ranging from 90 in Greece to 234 in Liechtenstein *(Realschule)*.

It is worth noting that in some countries, where only one foreign language is compulsory, the annual amount of time allocated may exceed the annual amount of time for two languages in other countries. For example, in the last year of full-time compulsory education (grade 9), 117 annual hours are allocated to one foreign language in Liechtenstein *(Oberschule)* whereas, only 90 hours are allocated for two languages in Greece.

As might be expected, in the few countries where students have to learn three foreign languages at some point during full-time compulsory education, the annual amount of time devoted to teaching languages is the highest. This is the case in Luxembourg where all students in grade 9 must learn German, French and English. In Germany and Liechtenstein, only students attending the *Gymnasium* must learn three languages: in grade 8, these languages are allocated 310 and 322 hours per year respectively.

IN GENERAL, ONLY MINOR CHANGES TO THE RECOMMENDED TAUGHT TIME FOR FOREIGN LANGUAGES HAVE BEEN INTRODUCED OVER THE LAST FIVE YEARS

During the last decade, in both primary and full-time compulsory secondary general education, where recommendations exist on taught time for compulsory foreign languages, the differences between countries remain substantial.

In 2010/11, in primary education, the average taught time based on the recommended minimum per notional year varies between 20-27 hours in Belgium (French Community), Cyprus, Hungary, Portugal and Slovakia, and 70-79 hours in Greece and Italy. At secondary level, the figures range between 53 in Sweden and 244 in Germany *(Gymnasium)*.

Luxembourg and Malta have the highest recommended number of taught hours for foreign languages due to their specific linguistic situations; Luxembourg recommends 408 hours for primary and 423 for secondary education, whereas in Malta the figures are 127 and 199 respectively.

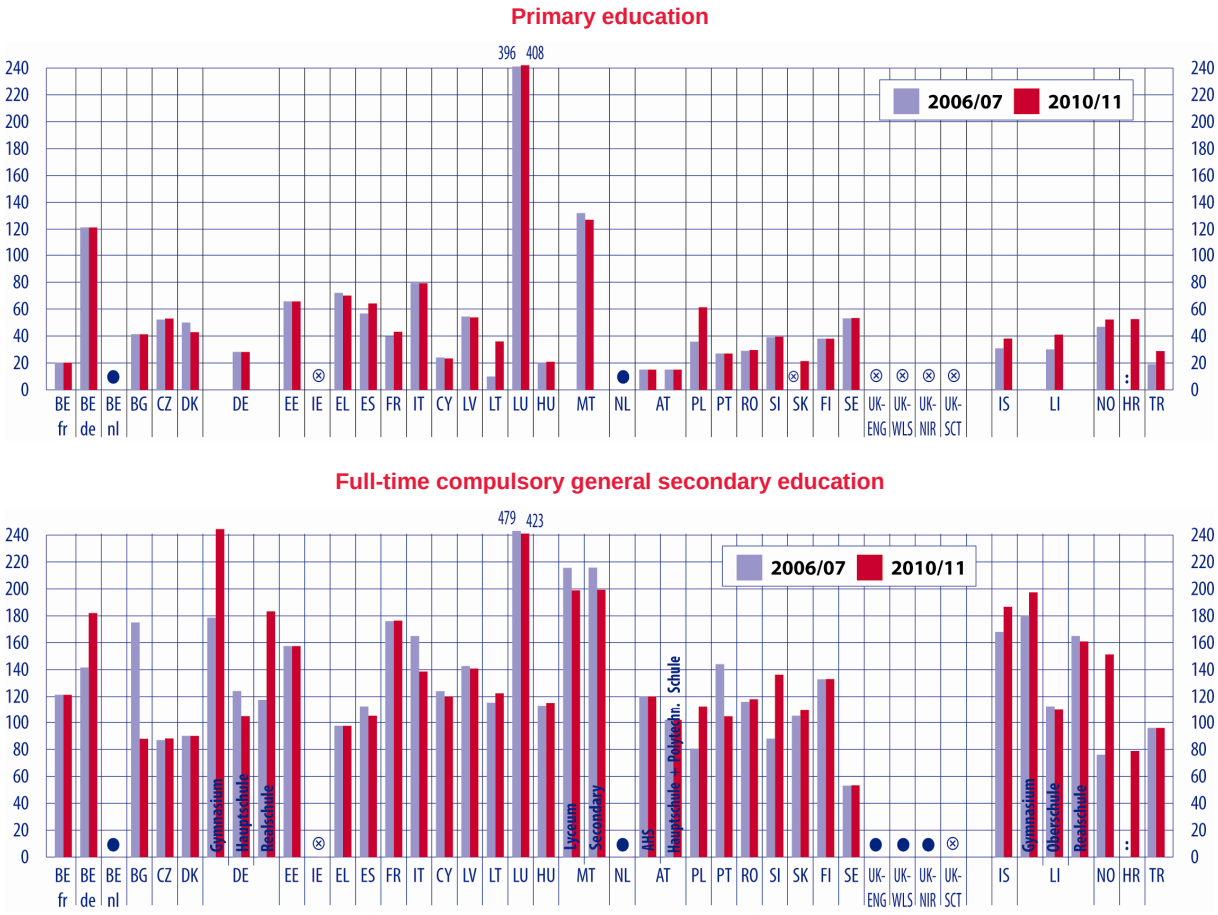
Between 2006/07 and 2010/11, the majority of European countries modified the recommended annual number of hours for foreign languages in primary and/or secondary education only slightly. Generally these changes are not directly linked to the organisation of foreign language teaching but to the fluctuation in the number of school days (e.g. Czech Republic, Latvia, Hungary and Malta) or to significant structural changes in education systems (i.e. Denmark, Italy and Portugal). In a few countries (e.g. Belgium (French Community), Estonia, Austria, Finland and Sweden), the recommended taught time has remained unchanged at both levels.

Nevertheless, some countries have introduced significant changes to the taught time devoted to foreign languages, which do stem from a change in foreign language teaching arrangements (see

Figures B1 and B2). Thus, Poland, Liechtenstein and Iceland have allocated a greater amount of taught hours to foreign languages in both primary and secondary education. This increase is directly linked to the reforms which have extended the compulsory learning of foreign languages in these countries (see Figure B2). In a few others, the growth is observed only at one level of education. For instance, Lithuania and Turkey have dedicated more teaching provision for foreign languages at primary level, while Belgium (German-speaking Community), Germany (*Gymnasium* and *Realschule*) and Slovenia have prescribed more time for general secondary education only.

The annual amount of time spent on foreign languages has been significantly reduced only in Bulgaria in secondary education. This decrease is due to the completion of a pilot project (1997-2007) which introduced the teaching of a second foreign language during five years starting from grade 5 (11-year-olds). Currently, the second language is compulsory only in grade 9 (15-year-olds).

Figure E8: Trends in the recommended minimum number of hours of compulsory foreign language teaching during a notional year in primary and full-time compulsory general secondary education, 2006/07 and 2010/11



● Compulsory subject with flexible time allocation ⊗ No compulsory foreign languages

Source: Eurydice.

Explanatory note

The figure shows the recommended minimum number of exact hours (60 minutes) devoted to the compulsory teaching of foreign languages in primary and full-time compulsory general secondary education based on national minimum recommendations in the curriculum for each reference year. For detailed calculation methods, see *Recommended annual taught time in full-time compulsory education in Europe 2010/11,* (EACEA/Eurydice, 2011).

To obtain a **notional year**, the total teaching load in hours for primary and full-time compulsory secondary education has been divided by the number of years corresponding to the duration of each education level.

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

For a definition of '**flexible time**', see the Glossary, Statistical Databases and Bibliography section.

	Primary		Full-time compulsory general secondary			Primary		Full-time compulsory general secondary	
	2006/07	2010/11	2006/07	2010/11		2006/07	2010/11	2006/07	2010/11
BE fr	20	20	121	121	**NL**	●	●	●	●
BE de	121	121	142	182	**AT -** *Volkschule*	15	15		
BE nl	●	●	●	●	**AT -** *AHS*			120	120
BG	41	41	175	88	**AT -** *Hauptschule & PTS*			102	102
CZ	52	53	87	88	**PL**	36	61	81	113
DK	50	43	90	90	**PT**	27	27	144	105
DE - *Grundschule*	28	28			**RO**	29	30	116	118
DE - *Gymnasium*			179	244	**SI**	39	39	88	136
DE - *Hauptschule*			124	105	**SK**	⊗	21	105	109
DE - *Realschule*			118	183	**FI**	38	38	133	133
EE	66	66	158	158	**SE**	53	53	53	53
IE	⊗	⊗	⊗	⊗	**UK-ENG/WLS/NIR**	⊗	⊗	●	●
EL	72	70	98	98	**UK-SCT**	⊗	⊗	⊗	⊗
ES	57	64	113	105					
FR	40	43	176	176	**IS**	31	38	168	187
IT	79	79	165	139	**LI -** *Primarschule*	30	41		
CY	24	23	124	120	**LI -** *Gymnasium*			180	197
LV	54	54	143	141	**LI -** *Oberschule*			113	110
LT	10	36	115	122	**LI -** *Realschule*			165	161
LU	396	408	479	423	**NO**	47	52	76	151
HU	20	21	113	115					
MT - Primary	132	127							
MT - *Lyceum*			216	199	**HR**	:	53	:	79
MT - Secondary			216	199	**TR**	19	29	96	96

● Compulsory subject with flexible time allocation ⊗ No compulsory foreign languages : Not available

Source: Eurydice.

Country specific notes

Belgium (BE fr), France, Austria and **Liechtenstein**: See Figure E7.
Belgium (BE de): The previous edition (EACEA/Eurydice, 2008) made a distinction between public-sector schools and grant-aided private schools at secondary level. The actual figure shows the amount of time per notional year in public-sector schools for 2006/07 while the one in grant-aided private schools was 162 hours per notional year both in primary and full-time general secondary education.
Denmark: Between 2006/07 and 2010/11, the recommended taught time was not modified. The decrease in taught time in primary education is due to the fact that the pre-primary year in the *Folkeskole* became compulsory.
Italy: Between 2006/07 and 2010/11, the recommended taught time was not modified. The decrease in taught time is due to the extension of full-time compulsory general secondary education from three to five years.
Portugal: Between 2006/07 and 2010/11, the recommended taught time was not modified. The decrease is due to the fact that full-time compulsory general secondary education has been extended from three to six years but foreign language learning is not compulsory throughout these additional years of schooling.
Romania: The previous edition (EACEA/Eurydice, 2008) made a distinction between *Gimnaziu + Liceu* and *Gimnaziu + Şcoala de arte şi meserii* at secondary level. The actual figure shows the amount of time per notional year in *Gimnaziu + Liceu* in 2006/07 while the one in *Gimnaziu + Şcoala de arte şi meserii* was 97 hours per notional year in secondary education.
Sweden: Taught time for languages is allocated for the whole of full-time compulsory general education (see Figure E7).
Turkey: Although formally there is no ISCED level 2 in the Turkish education system, for purposes of comparison with other countries, grades 1-5 can be treated as ISCED level 1 and grades 6-8 can be treated as ISCED level 2.

THE COUNTRIES WITH THE LONGEST DURATION OF FOREIGN LANGUAGE TEACHING DO NOT NECESSARILY HAVE THE HIGHEST TAUGHT TIME

Two factors which greatly affect foreign language teaching are the recommended minimum number of taught hours and the duration in terms of school years that the provision lasts (see Figure B2). With respect to the first compulsory foreign language, these variables differ substantially from one country to another. By looking at them in parallel, the distribution of taught time for the first compulsory foreign language can be analysed.

Analysing the data across the years of compulsory education reveals that although some countries teach the first foreign language for the same number of years, they differ very markedly in terms of the total amount of taught time allocated to the subject. For instance, over the eight years of provision in Romania and Germany, the total taught time devoted to the first language is 472 hours in Romania and 790 in Germany *(Realschule)*. In the same way, across 10 years of foreign language teaching, the official curriculum in Italy demands a total of 891 hours for the first language while Norway requires 593 hours.

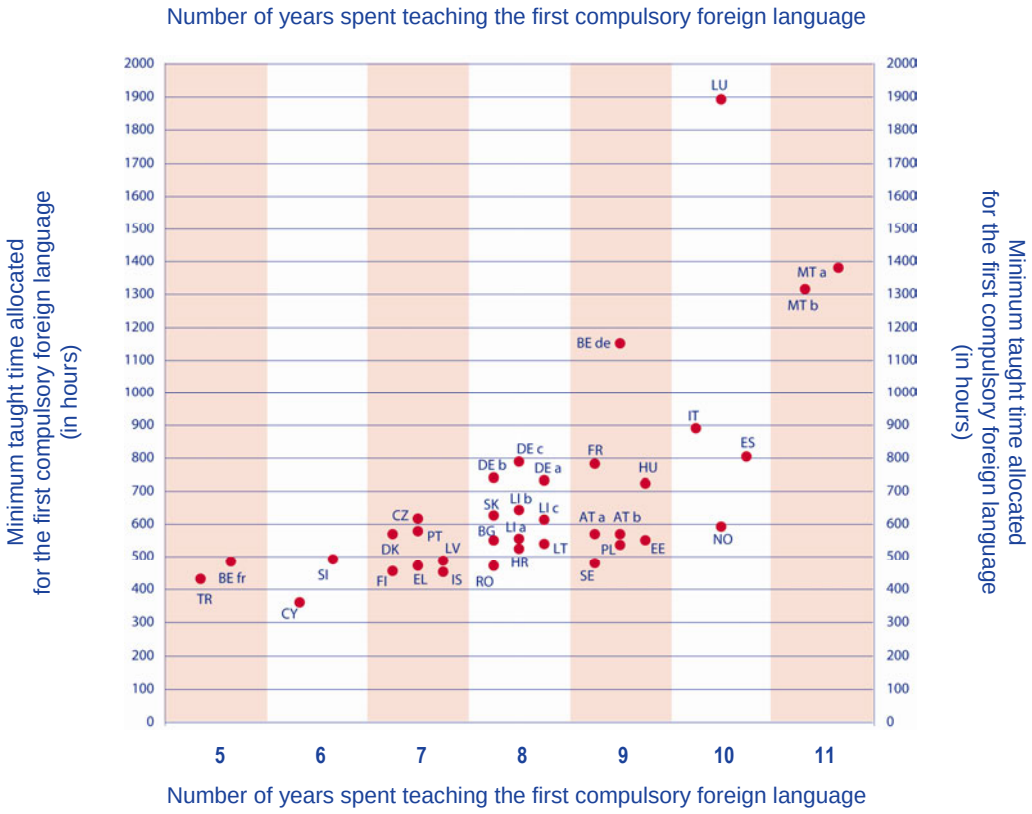
Conversely, the countries that allocate a similar total amount of taught time may do so over a significantly different number of years. For example, in six education systems, namely Belgium (French Community), Greece, Latvia, Romania, Slovenia and Sweden, between 472 and 492 hours of teaching are recommended for the first foreign language and this provision lasts between five and nine years.

Some of the differences may also stem from the fact that not all countries teach the same number of languages and, in this figure, only the teaching of the first foreign language is shown. Indeed, where there is only one compulsory foreign language there may be more curriculum time available for its teaching. For example, in Spain, where there is only one compulsory foreign language, the indicated taught time is 805 hours spread across 10 years. In contrast, in Romania, 472 hours are recommended for the first language over eight years and 354 hours for the second language over six years.

In Belgium (German-speaking Community), Luxembourg and Malta, bearing in mind the multi-lingual nature of their societies and education systems, the taught times allocated are the highest across Europe (see Figure E7). The official curricula in these three educational systems, prescribe more than 1 100 hours over a period of nine years in the German-speaking Community, 10 in Luxembourg and 11 in Malta.

In Belgium (Flemish Community) and the United Kingdom (England, Wales and Northern Ireland), official recommendations do not define the number of hours to be spent on foreign language teaching but only the number of years over which foreign languages are taught. Therefore, educational institutions in these countries are free to allocate taught hours to all subjects including foreign languages. In the Netherlands, even greater autonomy is given to schools with regard to the allocation of taught time, since neither the number of taught hours nor the duration of provision is prescribed.

Figure E9: Relationship between the minimum taught time recommended for the first compulsory foreign language and the number of years over which this provision is spread during full-time compulsory general education, 2010/11



Source: Eurydice.

	Number of years	Minimum taught time		Number of years	Minimum taught time
BE_fr	5	485	**NL**	●	●
BE_de	9	1153	**AT** *Volksschule + AHS* (a)	9	570
BE_nl	10	●	**AT** *Volksschule + Hauptschule & PTS* (b)	9	570
BG	8	551	**PL**	9	537
CZ	7	617	**PT**	7	579
DK	7	570	**RO**	8	472
DE *Grundschule + Gymnasium* (a)	8	733	**SI**	6	492
DE *Grundschule + Hauptschule* **(b)**	8	741	**SK**	8	627
DE *Grundschule + Realschule* (c)	8	790	**FI**	7	456
EE	9	551	**SE**	9	480
IE	⊗	⊗	**UK-ENG/WLS/NIR**	3	●
EL	7	473	**UK-SCT**	⊗	⊗
ES	10	805			
FR	9	783			
IT	10	891	**IS**	7	453
CY	6	361	**LI** *Primarschule + Gymnasium* (a)	8	556
LV	7	488	**LI** *Primarschule + Oberschule* (b)	8	644
LT	8	540	**LI** *Primarschule + Realschule* (c)	8	614
LU	10	1893	**NO**	10	593
HU	9	724			
MT Primary + *Lyceum* (a)	11	1381	**HR**	8	525
MT Primary + Secondary (b)	11	1316	**TR**	5	432

● Compulsory subject with flexible time allocation ⊗ No compulsory foreign languages

Source: Eurydice.

Explanatory note (Figure E9)

For detailed calculation methods, see Recommended annual taught time in full-time compulsory education in Europe 2010/11, (Eurydice/EACEA, 2011).

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

For a definition of **'flexible time', see** the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE fr), Austria, Slovakia and **Liechtenstein**: see Figure E7.
Estonia, Finland and **Sweden**: As the age at which pupils begin to learn the first compulsory foreign language varies, the earliest possible age is taken into account.
France: The second foreign language in grade 9 is not mandatory for the 5.5 % of students who take a professional induction course *(découverte professionelle).* In grade 10, 198 teaching hours are allocated to both first and second foreign languages and schools are entitled to distribute these between languages to suit their needs. In order to establish comparisons, this taught time has been equally divided between the first and second foreign languages.

THE FIRST FOREIGN LANGUAGE GENERALLY COMMANDS THE LARGEST SHARE OF THE TIMETABLE AVAILABLE FOR LANGUAGE TEACHING

In the vast majority of European countries, two foreign languages are included in the curriculum during compulsory full-time education. In all these countries, except Estonia, Greece, Latvia, Luxembourg and Iceland, the second language is introduced at secondary level. A third foreign language is compulsory for all students within full-time compulsory education only in Luxembourg; whereas in Germany and Liechtenstein a third language is only compulsory for *Gymnasium* students (see Figures B1 and B4).

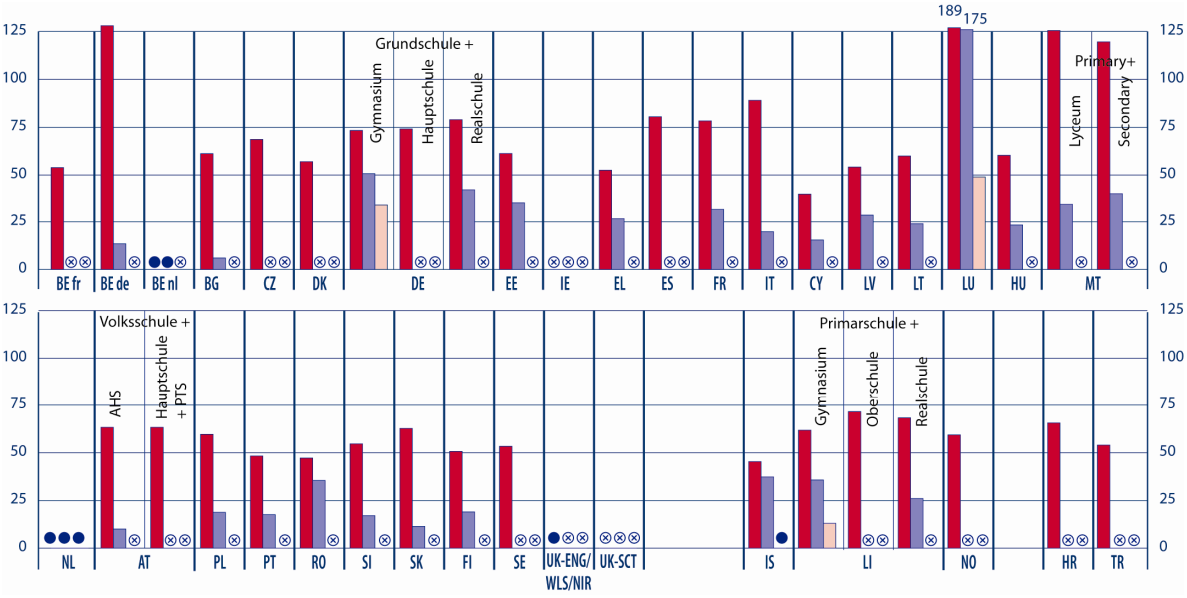
Where two languages are taught as compulsory subjects, the total amount of time devoted to the second language in a notional year is always less than the first. This may be explained by the fact that, in all the countries concerned, the provision of the second foreign language starts later and lasts fewer years than the first.

In some countries, the difference in taught time between the two languages is very great as, for instance, in Bulgaria, Italy, Austria *(AHS: Realgymnasium)* and Poland. In these countries, the first language starts being taught when pupils are between six and eight years old, while the second language is introduced four or more years later. In all these countries, the teaching of the second language in full-time compulsory general education lasts only a few years: three years in Italy and Poland and one year in Bulgaria and Austria.

Conversely, in the countries where the teaching of two foreign languages is compulsory from an earlier age (10-11) and therefore lasts five or six years, the difference in allocated hours between the first and the second language is generally much lower. This is the case, for instance, in Germany (in the *Gymnasium*), Estonia, Greece, Romania and Iceland where the recommended hours for the second language represent more than half of the time recommended for the first language.

In Belgium (German-speaking Community) and Malta, where the first foreign language is used as a language of instruction, the difference in teaching hours allocated to the first and second foreign languages is considerable. In contrast, in the case of Luxembourg, where both German and French are languages of instruction, the difference between the two is insignificant. However, the difference between the second and the third languages is larger, since the third language is not used as a language of instruction.

Figure E10: Minimum recommended taught time per notional year for teaching the first, second and third foreign languages as compulsory subjects in full-time compulsory general education, 2010/11



	First	Second	Third		First	Second	Third
BE_fr	54	⊗	⊗	**NL**	●	●	●
BE_de	128	14	⊗	**AT** *Volksschule + AHS*	63	10	⊗
BE_nl	●	●	⊗	**AT** *Volksschule + Hauptschule & PTS*	63	⊗	⊗
BG	61	6	⊗	**PL**	60	19	⊗
CZ	69	⊗	⊗	**PT**	48	18	⊗
DK	57	⊗	⊗	**RO**	47	35	⊗
DE *Grundschule + Gymnasium*	73	51	34	**SI**	55	17	⊗
DE *Grundschule + Hauptschule*	74	⊗	⊗	**SK**	63	11	⊗
DE *Grundschule + Realschule*	79	42	⊗	**FI**	51	19	⊗
EE	61	35	⊗	**SE**	53	⊗	⊗
IE	⊗	⊗	⊗	**UK-ENG/WLS/NIR**	●	⊗	⊗
EL	53	27	⊗	**UK-SCT**	⊗	⊗	⊗
ES	81	⊗	⊗				
FR	78	32	⊗				
IT	89	20	⊗	**IS**	45	37	●
CY	40	15	⊗	**LI** *Primarschule + Gymnasium*	62	36	13
LV	54	29	⊗	**LI** *Primarschule + Oberschule*	72	⊗	⊗
LT	60	24	⊗	**LI** *Primarschule + Realschule*	68	26	⊗
LU	189	175	49	**NO**	59	⊗	⊗
HU	60	23	⊗				
MT Primary + *Lyceum*	126	34	⊗	**HR**	66	⊗	⊗
MT Primary + Secondary	120	40	⊗	**TR**	54	⊗	⊗

Source: Eurydice.

Explanatory note

See Figure E8.

Countries specific notes

Belgium (BE fr), Austria and **Liechtenstein**: See Figure E7.
France: See Figure E9.

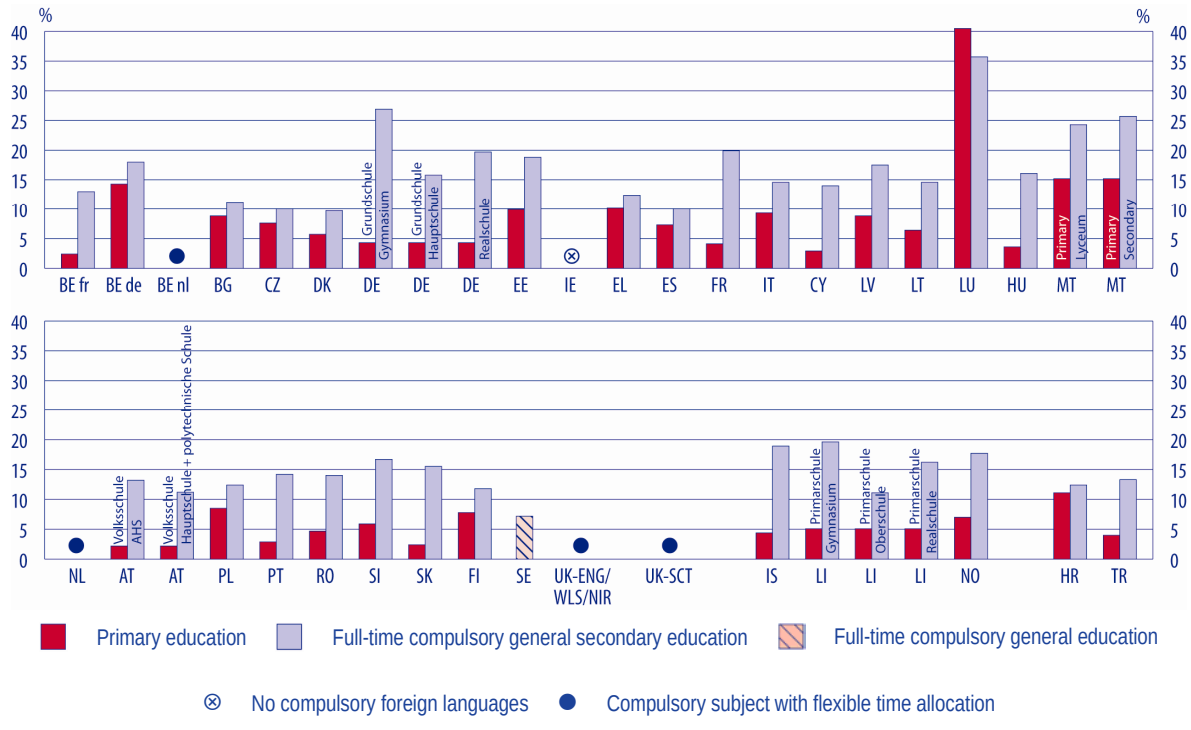
THE RELATIVE SHARE OF TAUGHT TIME ALLOCATED TO FOREIGN LANGUAGE TEACHING IS SIGNIFICANTLY HIGHER IN COMPULSORY SECONDARY EDUCATION

In all countries except Luxembourg, the relative share of time allocated to foreign languages in relation to the total taught time is much higher in secondary than in primary education. Apart from this general trend, the variations between countries are considerable at both levels. These differences may be attributable to structural factors such as the number of years in primary and full-time compulsory secondary education, the number of mandatory languages in compulsory education as well as the starting age for learning foreign languages (see Figures B2 and B3).

In primary education, compulsory foreign language teaching represents around 10 % of total taught time except for Estonia, Greece and Croatia. In Belgium (German-speaking Community), Luxembourg and Malta, it accounts for 14.3 %, 40.5 % and 15.2 % respectively due to their particular circumstances with respect to languages (see Figure B2). In some countries, or regions within countries, namely Belgium (French Community), Cyprus, Portugal and Slovakia, the proportion of total taught time devoted to foreign language teaching is even less than 3 %.

In secondary education, the percentage of time prescribed for foreign languages fluctuates between 10 % and 36 % depending on the country concerned. Two groups of countries stand out however. Students in the Czech Republic, Denmark and Spain learn foreign languages for up to 10 % of total taught time, while in Germany *(Realschule)*, Estonia, France, Iceland and Liechtenstein *(Gymnasium)*, foreign languages occupy around 20 % of taught time. This proportion reaches around 27 % of the total taught time in Germany *(Gymnasium)* and Malta, and goes over 40 % in Luxembourg.

Figure E11: Minimum time allocated to foreign languages as a compulsory subject, as a proportion of total taught time in primary and full-time compulsory general secondary education, 2010/11



Source: Eurydice.

Data (Figure E11)

	Primary	Compulsory general secondary		Primary	Compulsory general secondary
BE fr	2.4	13.0	**NL**	●	●
BE de	14.3	18.0	**AT** *Volksschule + AHS*	2.2	13.2
BE nl	●	●	**AT** *Volksschule + Hauptschule & PTS*	2.2	11.2
BG	8.8	11.2	**PL**	8.5	12.4
CZ	7.6	10.0	**PT**	2.9	14.2
DK	5.7	9.7	**RO**	4.7	14.0
DE *Grundschule + Gymnasium*	4.3	26.9	**SI**	5.9	16.7
DE *Grundschule + Hauptschule*	4.3	15.8	**SK**	2.4	15.5
DE *Grundschule + Realschule*	4.3	19.7	**FI**	7.8	11.8
EE	9.9	18.8	**SE**	7.2	
IE	⊗	⊗	**UK-ENG/WLS/NIR**	⊗	●
EL	10.1	12.4	**UK-SCT**	⊗	⊗
ES	7.3	10.0			
FR	4.1	19.9			
IT	9.3	14.6	**IS**	4.4	18.9
CY	2.9	14.0	**LI** *Primarschule + Gymnasium*	5.1	19.6
LV	8.8	17.5	**LI** *Primarschule + Oberschule*	5.1	11.1
LT	6.4	14.6	**LI** *Primarschule + Realschule*	5.1	16.2
LU	40.5	35.7	**NO**	7.0	17.7
HU	3.6	16.1			
MT Primary + *Lyceum*	15.2	24.3	**HR**	11.1	12.4
MT Primary + Secondary	15.2	25.7	**TR**	4.0	13.3

Source: Eurydice.

Explanatory note

Figure E11 shows the relation between the time allocated to the teaching of foreign languages as compulsory subjects and the total amount of taught time for the whole of primary and full-time compulsory general education. The calculation has been based on the minimum number of exact hours (60 minutes) recommended at national level.

For detailed calculation methods see *Recommended annual taught time in full-time compulsory education in Europe 2010/11,* (Eurydice/EACEA, 2011).

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

For a definition of '**flexible time**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Belgium (BE fr), Austria and **Liechtenstein**: See Figure E7.
Sweden and **Turkey**: See Figure E8.

FEW COUNTRIES ESTABLISH SPECIFIC CLASS SIZE NORMS FOR FOREIGN LANGUAGE TEACHING

Around two-thirds of European countries have regulations or official recommendations on the maximum number of students in a class regardless of the subject taught; these normally apply to both primary and full-time compulsory general secondary education. It must be borne in mind, however, that official specifications do not necessarily correspond to actual average class sizes, which may be larger or smaller than the recommended figure (see Figure E13).

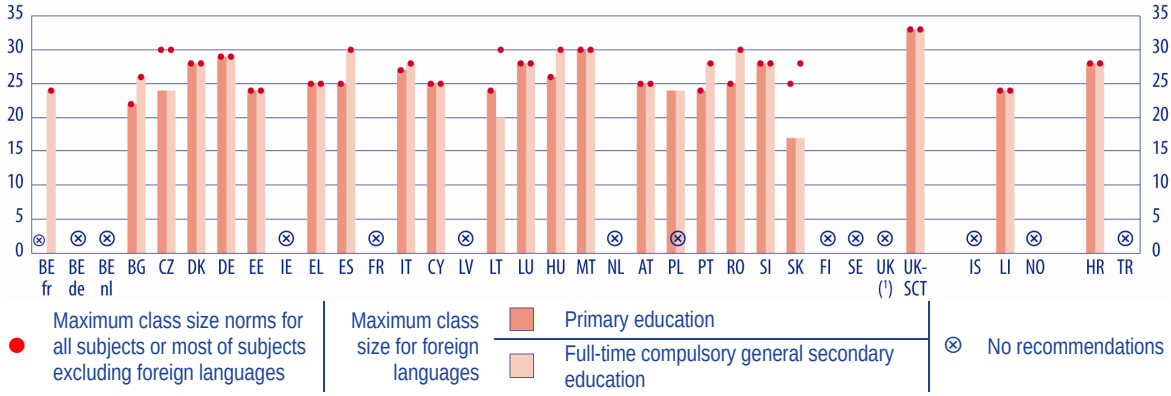
In general, class size requirements do not differentiate between foreign languages and other curriculum subjects. However, few countries do prescribe smaller class sizes for foreign languages, namely the Czech Republic, Lithuania, Poland and Slovakia. Nevertheless, it should be noted that, in several other countries, schools have autonomy in this area which means that they may reduce or increase the number of students per class for language teaching.

General class size norms (which also apply to foreign language classes in most countries) vary significantly from one country to the next. However, across Europe, the maximum number of students per class does not exceed 33 students – the limit in the United Kingdom (Scotland). In around one third of countries, the class size norms in primary and general secondary education are identical. In the six countries where they differ (Bulgaria, Spain, Italy, Hungary, Portugal and Romania), the maximum number of students per class is always higher at secondary level than at primary level. The difference between educational levels varies between one and five students per class.

In the four countries with specific recommendations for foreign language classes, the norms have been established for both primary and general secondary education, except in Lithuania where such norms exist only for secondary education (20 students). Slovakia has the lowest class size norm for foreign language classes (17 students) whereas the Czech Republic and Poland have the highest (24 students).

Since 2008, reforms in several countries have resulted in a reduction in the general class size limits. In Austria, the number of students per class has been lowered from 30 to 25 in both primary and general secondary education. Slovakia has reduced this number from 34 to 25 in primary and to 28 in general secondary education. In Estonia and Greece, the class size limit in secondary education was made the same as for primary education, moving from 36 to 24 and from 30 to 25 respectively. In 2009, Croatia established a new norm which reduced the number of students per class from 34 to 28 in both primary and general secondary education. Conversely, two countries have increased class size norms. In Italy, the number of students per class at primary level went up from 25 to 27 and in secondary level from 25 to 28. In Romania, at secondary level, it increased from 25 to 30.

Figure E12: Regulations or recommendations on maximum class sizes in primary and full-time compulsory general secondary education, 2010/11



Primary education

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
●	⊗	⊗	⊗	22	30	28	29	24	⊗	25	25	⊗	27	25	⊗	24	28	26	30	⊗	25	⊗	24	25	28	25	⊗	⊗	⊗	33	⊗	24	⊗	28	⊗
■	⊗	⊗	⊗	22	24	28	29	24	⊗	25	25	⊗	27	25	⊗	24	28	26	30	⊗	25	24	24	25	28	17	⊗	⊗	⊗	33	⊗	24	⊗	28	⊗

Full-time compulsory general secondary education

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
●	24	⊗	⊗	26	30	28	29	24	⊗	25	30	⊗	28	25	⊗	30	28	30	30	⊗	25	⊗	28	30	28	28	⊗	⊗	⊗	33	⊗	24	⊗	28	⊗
■	24	⊗	⊗	26	24	28	29	24	⊗	25	30	⊗	28	25	⊗	20	28	30	30	⊗	25	24	28	30	28	17	⊗	⊗	⊗	33	⊗	24	⊗	28	⊗

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note (Figure E12)

Full-time compulsory general secondary education normally corresponds to lower secondary education (ISCED level 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia and the United Kingdom (England, Wales and Northern Ireland) where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

Schools with intensive study programmes for foreign languages are not shown in the figure.

Where regulations on the maximum class size differ within the same level of education, the specification which affects the majority of students is shown in the figure and relevant information is given in a specific note.

Country specific notes

Germany: The indicated number represents the average maximum class size in the different *Länder*.
Hungary: According to the law on public education classes may be divided into groups. The maximum size of the group corresponds to 50 % of the maximum class size. Foreign languages are generally taught in groups.
Malta: The class size norm is 25 students per class in the last three years of lower secondary education.
Poland: The recommended maximum number of pupils in the first three grades of primary education is 26 for all subjects including foreign languages. In other grades in primary and full-time general secondary education, recommendations exist only for language classes.
Portugal: In the first cycle of primary education (6-10 years old), the established maximum number of pupils in English classes is 25.
Slovakia: At ISCED level 1, the recommended number of pupils per class for the first year is 22 for all subjects except foreign languages.
United Kingdom (ENG/WLS/NIR): A maximum class size of 30 applies in primary schools but only for the youngest pupils, while foreign languages are taught mainly to older primary pupils.
United Kingdom (SCT): Starting from the school year 2011/12, the maximum class size in the first year of primary education is 25, in the second and third years 30 pupils per class.

MOST STUDENTS STUDY FOREIGN LANGUAGES IN CLASSES CORRESPONDING TO THE SIZE NORMS SET BY PUBLIC AUTHORITIES

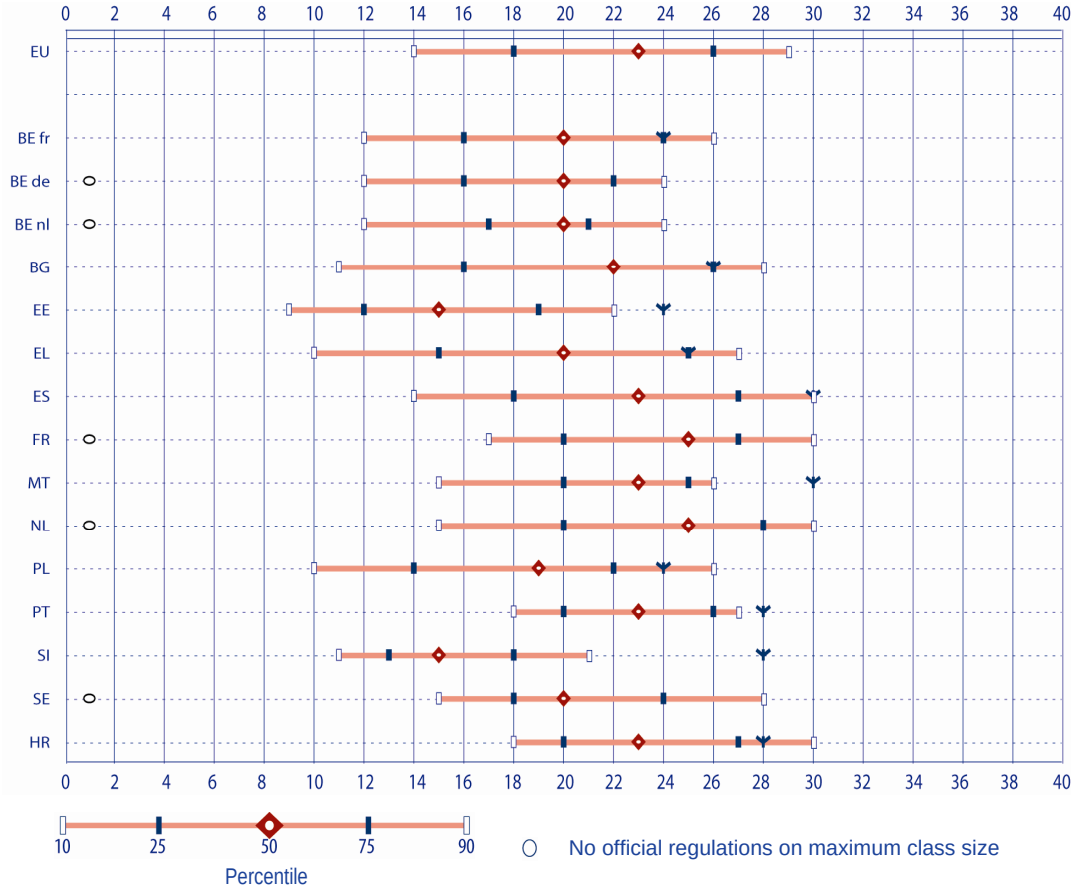
Figure E12 has shown that specific recommendations referring to the size of foreign language classes exist only in a few countries. Yet, in around two-thirds of countries, there are general recommendations on the maximum number of students in a class, regardless of the subject taught. Therefore, it is interesting to examine how closely these recommendations correspond to the actual size of classes. The European Survey on Language Competences (ESLC) 2011, in which students were asked to indicate the size of their foreign language class, allows such a comparison.

Data indicate that in all countries with recommendations on the maximum number of students per class, at least 75 % of students study the target foreign language (i.e. the language in which they were tested) in classes that do not exceed the maximum recommended size. Yet, data also show that in five education systems - the French Community of Belgium, Bulgaria, Greece, Poland and Croatia – at least 10 % of students study languages in classes that are bigger than the ceiling recommended by public authorities. However, the value P90 never exceeds the recommendations by more than two students.

The figure also indicates that students often study foreign languages in significantly smaller classes than those referred to in recommendations. The lowest median value – 15 – can be observed in Estonia and Slovenia, meaning that in these countries, 50 % of students study languages in classes, which only count 15 or fewer students. In other countries under consideration, the median value is slightly higher, but it is always significantly below the maximum recommendations. This confirms the statement made under Figure E12, according to which the class size norms are commonly used only as an upper limit guideline and do not correspond to actual numbers of students in classes.

The size of foreign language classes also varies within countries. Bulgaria, Greece, Spain and Poland show profiles characterised by the greatest range in term of student distribution in foreign language classes (i.e. the highest difference in terms of student numbers between the smallest and the biggest classes). In contrast, Portugal and Slovenia show the most homogenous profiles.

Figure E13: Distribution of students by foreign language class size, compared with the officially recommended or required maximum class size, 2010/11



Percentile	EU	BE fr	BE de	BE nl	BG	EE	EL	ES	FR	MT	NL	PL	PT	SI	SE	HR
p10	14	12	12	12	11	9	10	14	17	15	15	10	18	11	15	18
p25	18	16	16	17	16	12	15	18	20	20	20	14	20	13	18	20
p50	23	20	20	20	22	15	20	23	25	23	25	19	23	15	20	23
p75	26	24	22	21	26	19	25	27	27	25	28	22	26	18	24	27
p90	29	26	24	24	28	22	27	30	30	26	30	26	27	21	28	30

Source: ESLC 2011.

Explanatory note

The indicator is based on answers to Question 42 of the Student ESLC Questionnaire. The regulations or recommendations concerning maximum class size are taken from Figure E12. The EU average corresponds to the weighted means of the participating ESLC countries for which data are available.

Respondents in each country were students learning the first tested language. In almost all participating countries, the first tested language was English, except in Belgium (the Flemish and German-speaking Community) where it was French. Depending on the countries, sampled students were either in the last year of ISCED 2 or in the second year of ISCED 3.

For further information on the European Survey on Language Competencies (ESLC), see the Glossary, Statistical Databases and Bibliography section.

ALL FOUR COMMUNICATION SKILLS ARE CONSIDERED TO BE EQUALLY IMPORTANT AT THE END OF FULL-TIME COMPULSORY EDUCATION

One of the central goals of foreign language teaching is the acquisition of communication competences, which cover the four main communication skills: listening, speaking, reading and writing. An analysis of official curricula shows that 15 European countries issue recommendations which give equal weight to all four skills, from the start of compulsory foreign language teaching through to the end of full-time compulsory general education.

This is not the case, however, in 11 countries where, at the start of compulsory foreign language teaching, more emphasis is placed on listening and speaking, i.e. on oral communication. The exceptions are in Denmark which prioritises only speaking, and in Greece and the Netherlands which also add reading to the oral communication skills. Nevertheless, at the end of compulsory education, by and large, all four communication skills are considered equally important and none takes priority over the others. Only in Denmark, does the focus, at this latter stage, continue to be placed on oral communication whereas the Netherlands explicitly prioritises reading in VWO and HAVO types of school.

Seven countries make no specific reference to priorities in their curricula. However, in some of these countries, other steering documents, such as assessment guidelines in Portugal, specify priorities regarding some or all of the communication skills.

Trends over the last few years show that more countries now give equal importance to the four communication skills from the outset of compulsory foreign language teaching. This is the case in Poland, Malta and Romania where reforms have been recently introduced. A similar reform has been implemented in Cyprus starting from 2011/12. Contrary to this trend, in Liechtenstein, due to the earlier start of compulsory foreign language teaching, the main focus of learning objectives has been moved from the four communication skills to the development of language awareness through oral communication.

Explanatory note (Figure E14)

Explicit priority given to one or more communication skills: The official curricula for foreign languages **state clearly** and explicitly that greater emphasis should be attached to the aims relating to one or more skills during the whole teaching/learning process.

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

No reference to priorities: The official curricula for foreign languages **do not state** whether priority should be given to one or more communication skills.

For a definition of '**four communication skills**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

Netherlands: No explicit priority is given to communication skills in the VMBO type of school at the end of full-time compulsory education.
United Kingdom (ENG): Compulsory foreign language teaching finishes before the end of compulsory full-time education.

Figure E14: Priority given to the aims associated with the four communication skills in compulsory foreign language curricula, full-time compulsory general education, 2010/11

Figure E14a: At the start of compulsory teaching of the first foreign language

Figure E14b: At the end of full-time compulsory general education

Explicit priority							Explicit priority						
Listening	Speaking	Reading	Writing	The major skills are equally important	No reference to priorities		Listening	Speaking	Reading	Writing	The major skills are equally important	No reference to priorities
■	■					BE fr					■	
■	■					BE de					■	
■	■					BE nl					■	
				■		BG					■	
					■	CZ						■
	■					DK	■	■				
■	■					DE					■	
				■		EE					■	
⊗	⊗	⊗	⊗	⊗	⊗	IE	⊗	⊗	⊗	⊗	⊗	⊗
■	■	■				EL					■	
					■	ES						■
■	■					FR					■	
				■		IT					■	
■	■					CY					■	
					■	LV						■
				■		LT					■	
				■		LU					■	
				■		HU					■	
				■		MT					■	
■	■	■				NL			■			
■	■					AT					■	
				■		PL					■	
					■	PT						■
				■		RO					■	
				■		SI					■	
				■		SK					■	
					■	FI						■
				■		SE					■	
					■	UK (1)						■
⊗	⊗	⊗	⊗	⊗	⊗	UK-SCT	⊗	⊗	⊗	⊗	⊗	⊗
				■		IS					■	
■	■					LI					■	
					■	NO						■
				■		HR					■	
				■		TR					■	

⊗ No compulsory foreign languages

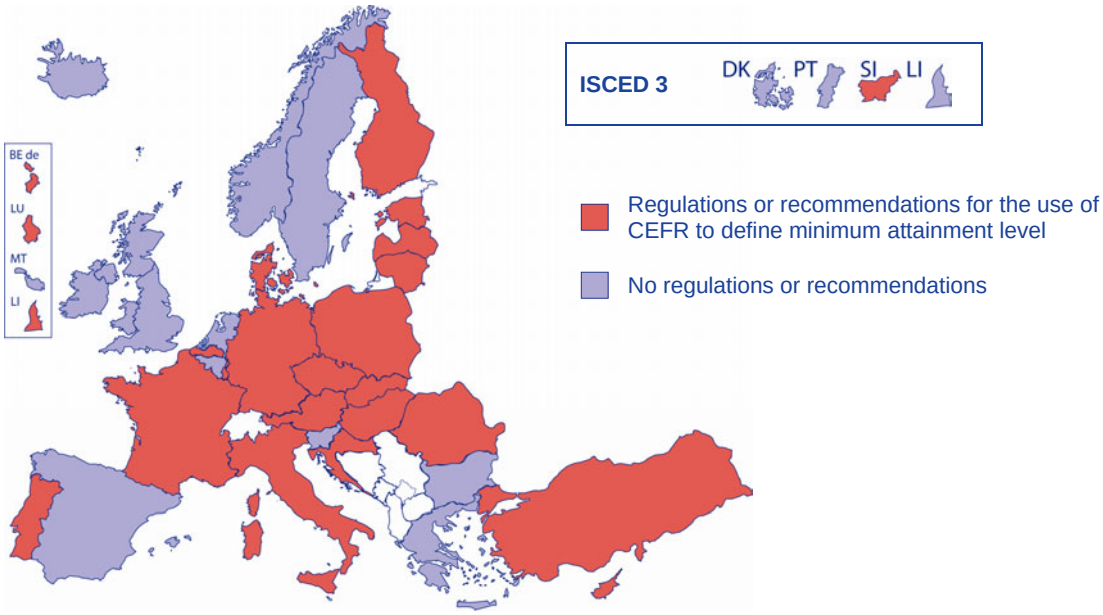
Source: Eurydice.

UK (1) = UK-ENG/WLS/NIR

OVER HALF OF ALL EUROPEAN COUNTRIES USE THE CEFR TO ESTABLISH THE MINIMUM ATTAINMENT LEVELS IN FOREIGN LANGUAGE PROFICIENCY

The Common European Framework of Reference for Languages (CEFR) published by the Council of Europe in 2001, provides a tool for evaluating the outcomes of foreign language learning in an internationally comparable way. In February 2002, a European Union Council Resolution recommended the use of the CEFR in setting up systems for the validation of language competences ([3]).

Figure E15: Existence of recommendations on the use of the CEFR to define minimum levels of attainment for the end of full-time compulsory general education or lower secondary education (ISCED 2) and for the end of general upper secondary education (ISCED 3), 2010/11



Source: Eurydice.

Explanatory note

The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) is a framework for language learning, teaching and assessment, developed by the Council of Europe. Its main aim is to facilitate transparency and comparability in the provision of language education and qualifications. The CEFR describes the competences necessary for communicating in a foreign language, the related knowledge and skills as well as the different contexts for communication. The CEFR defines six levels of proficiency A1, A2, B1, B2, C1, C2 (where A corresponds to basic user, B to independent user and C to proficient user), enabling the progress of foreign language learners and users to be measured.

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or at the end of the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland) where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

In the countries, where the end of full-time compulsory education does not correspond to the end of lower secondary education, the information given in this figure reflects the latter situation.

Country specific note

Portugal: Recommendations do not yet exist at the end of full-time compulsory education as, since 2009/10, it has been progressively extended from 9 to 12 years. There are, however, recommendations for the end of lower secondary education which previously corresponded to the end of full-time compulsory education.

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

A large majority of European countries use the CEFR as an evaluation tool for foreign languages and education authorities refer to the Framework in official curricula, strategic programmes and other non-binding documents. In particular, more than half of all European countries have issued regulations or recommendations establishing minimum levels of attainment for foreign languages corresponding to the six proficiency levels in foreign languages as defined and described in the CEFR.

These recommendations or regulations generally refer to the minimum attainment levels to be achieved in foreign languages by the end of full-time compulsory general education as well as at the end of upper secondary education. However, they only apply at the end of full-time compulsory general education in Denmark and Liechtenstein, and at the end of upper secondary education in Slovenia. Portugal and Slovakia have no recommendations or regulations for the end of full-time compulsory general education, but minimum levels of attainment have been set for the end of lower secondary education.

IN MOST COUNTRIES THE EXPECTED MINIMUM LEVEL OF ATTAINMENT FOR THE FIRST FOREIGN LANGUAGE IS HIGHER THAN FOR THE SECOND

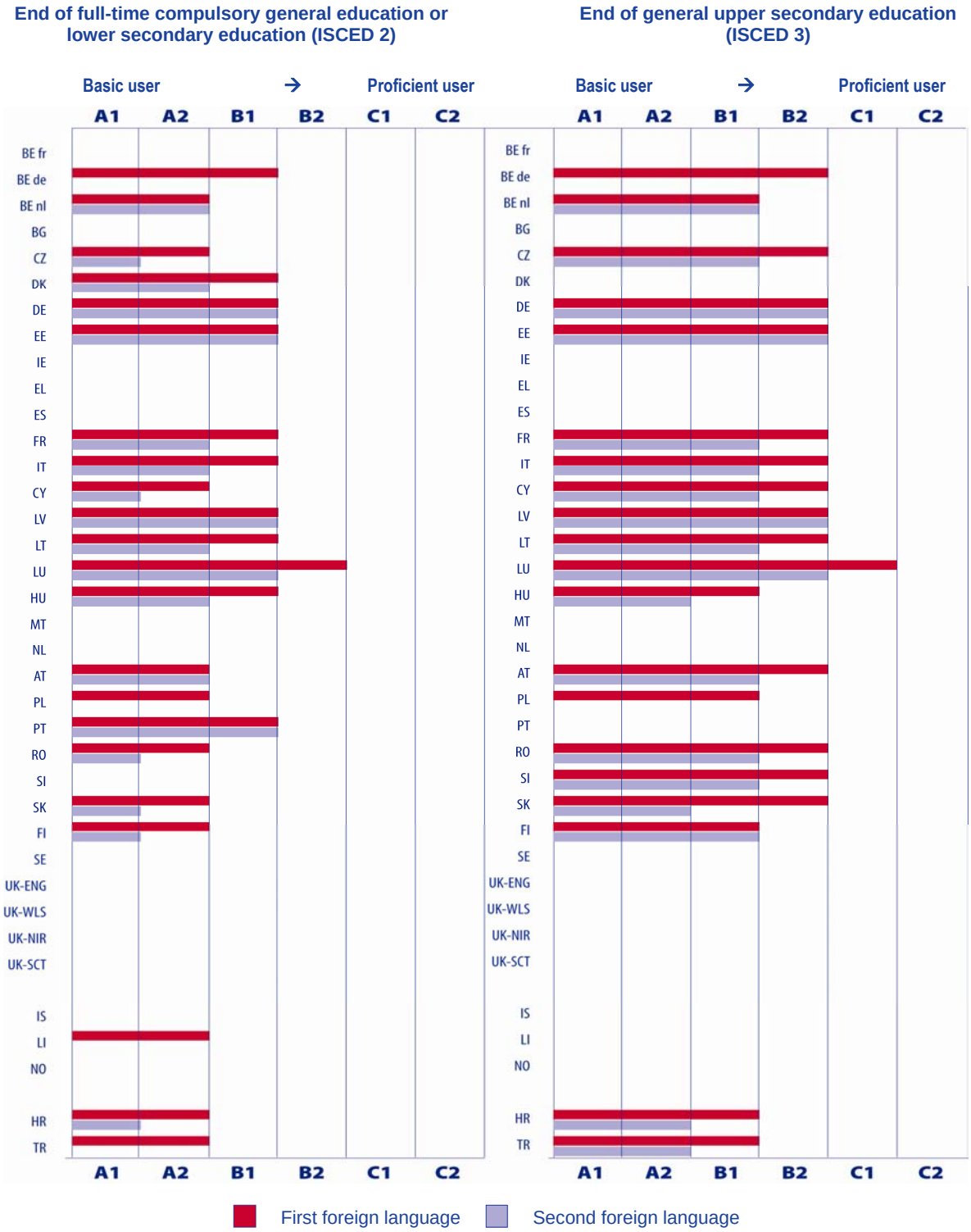
Minimum attainment levels have been established for students learning foreign languages in the majority of European countries. The levels have generally been set for both the end of full-time compulsory general education as well as the end of upper secondary education (see Figure E15) – the two reference points for this indicator. These levels of attainment generally cover both the first and second foreign languages. The exceptions are Belgium (German-speaking Community), Poland and Liechtenstein where recommendations apply only to the first foreign language at both stages of education; and Turkey, where the required level of attainment is defined for both the first and second languages but only for the end of upper secondary education.

The minimum levels of attainment set for learners of foreign languages vary noticeably from one country to another. However, as there is a general expectation that students will make further progress with further study, there is a common tendency for the levels of attainment to be higher at the end of upper than at lower secondary education. This applies to both the first and the second language.

When comparing the levels of attainment of the first and the second foreign languages at the same reference point, it is generally expected that student attainment is higher for the first foreign language than for the second. The Common European Framework of Reference for Languages (CEFR) scale starts at A1 for basic users, rising to C2 for proficient users (Council of Europe, 2001). At the end of compulsory general education, the minimum level generally varies between A2 and B1 for the first language and between A1 and B1 for the second. At the end of upper secondary education, the minimum level of attainment ranges between B1 and B2 for the first foreign language and between A2 and B2 for the second. However, in some education systems, the expected outcomes for the first and second languages are equal at the same reference point. This is the case in Portugal at the end of lower secondary education, in Finland at the end of upper secondary education and, in the Flemish Community of Belgium, Germany, Estonia and Latvia at the end of both compulsory general and upper secondary education.

At the end of compulsory general education, the most frequently cited level of attainment for both first and second foreign languages is A2; at the end of upper secondary education, it is B2 for the first and B1 for the second foreign language. Luxembourg is the only country in which the minimum level of attainment for the first language is B2 at the end of compulsory general education and C1 at the end of upper secondary education. This high level is expected because of the particular circumstances in relation to language use in Luxembourg, as both German and French are languages of instruction (see Chapter B).

Figure E16: Expected minimum levels of attainment based on CEFR for the first and second foreign language(s) at the end of full-time compulsory general education or lower secondary education (ISCED 2) and general upper secondary education (ISCED 3), 2010/11



Source: Eurydice.

Explanatory note

Intensive programmes of study for foreign languages are not shown in the figure.

Where countries set recommended attainment levels relating to one or more of the four communication skills, the minimum level is indicated in the figure.

CEFR sublevels are not shown in the figure.

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where ISCED level 3 may also cover part or the whole of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

In the countries, where the end of full-time compulsory education does not correspond to the end of lower secondary education, the information given in this figure reflects the situation at the end of lower secondary education.

Country specific notes

Belgium (BE nl): At the end of lower secondary education, different levels of attainment in the first and in the second languages are defined for particular communication skills: A2 for listening and reading and B1 for speaking and writing.
Estonia: According to the new curriculum implemented in 2011/12, at the end of lower secondary education, the expected level of attainment for English as a second foreign language is B1 (A2 for writing) whereas it is A2 for other languages.
Spain: Although no specific level is mentioned in the curriculum, students at the end of general upper secondary education who want to enter an Official School of Languages are placed in level B1. Moreover, the *Programa Integral de Aprendizaje de lenguas extranjeras* (2010-2020) sets, as one of the objectives, the attainment by all students of level B1 in the first foreign language by the end of secondary education.
Hungary: The expected levels of attainment in foreign languages are identical at both educational levels indicated because full-time compulsory education normally ends on completion of upper secondary education.
Austria: Although the attainment level A2 is shown at the end of full-time compulsory education for both first and second foreign languages, achievements in the first foreign language partially include competences from B1 while dialogue skills in the second language should reach the level A1. At upper secondary level, the expected level of attainment for the second foreign language in reading is B2 whereas for other skills it is B1.
Finland: At the end of full-time general compulsory general education, the expected level of attainment in listening and reading in English (as a first language) is B1 while for other languages it is A2.

The central education authorities in two countries have set specific proficiency levels for particular languages. In Romania, at the end of full-time compulsory education, the minimum expected level for Italian and Spanish taught as the first foreign language is slightly higher than for English, French and German. When it comes to the second language, the level for French is A1 whereas for English, German, Italian, Spanish, Portuguese language it is A2. In Finland, the minimum level of attainment for English is somewhat higher than for other languages. In addition, a similar distinction is made between the Finnish language for Swedish-speaking students and the Swedish language for Finish-speaking students, both being compulsory languages. At the end of compulsory education, the written skills of Swedish-speakers in Finnish are expected to be slightly higher than the ones of Finnish-speakers in Swedish.

Most countries give equal priority to the four main communications skills (listening, speaking, reading and writing) in foreign languages at the end of full-time compulsory general education (see Figure E14). However, in Belgium (Flemish Community) and Austria, different minimum levels of attainment are assigned to specific skills. This also occurs in Finland, even though its curriculum does not explicitly specify that priority should be given to any of the four main skills. In Finland, for example, the expected level for receptive skills (listening and reading) is higher than for productive skills (speaking and writing) while in Belgium (Flemish Community) it is the opposite. In Austria, at upper secondary level, reading skills in the second language are expected to be higher than other skills.

Finally, some countries are revising the expected minimum levels of attainment in foreign languages with effect from the 2011/12 school year. In Estonia, in upper secondary education, all language courses are now taught at either B1 or B2 level. Students are allocated to one of these levels depending on their level of attainment in foreign languages at the end of compulsory general education. Furthermore, the expected minimum level in English is set a little higher than for other foreign languages. In Cyprus, the expected level of attainment for the first foreign language at the end of full-time compulsory education rose from A2 to B1. In Slovenia, the new curriculum introduced minimum attainment levels for foreign languages at the end of compulsory general education – A2 for the first and A1 for the second foreign language.

CERTIFICATES AWARDED ON COMPLETION OF COMPULSORY EDUCATION USUALLY INCLUDE A FOREIGN LANGUAGE ELEMENT

In the great majority of European countries (apart from Luxembourg, the Netherlands and the United Kingdom (Scotland)), a certificate is awarded to students on completion of full-time compulsory general education. In almost all countries, such certificates include a foreign language element attesting that students have learnt one or more foreign languages. However, in Belgium, Spain, Romania and Turkey, the certificates awarded do not refer explicitly to foreign language learning during compulsory general education.

In the countries where the certificate awarded refers to foreign language learning, the languages are usually a compulsory element of the certificate. The exceptions to this general rule are Ireland, the United Kingdom (England, Wales and Northern Ireland), Liechtenstein and Norway. In Ireland and the United Kingdom, the inclusion of foreign languages on the certificate depends on the examination subjects or qualifications students have chosen. In Liechtenstein, the situation is slightly different, since the inclusion of the foreign language element on the certificate depends on the educational path followed by students in general compulsory education.

Figure E17: The inclusion of foreign language element on certificates awarded to students on completion of full-time compulsory general education, 2010/11

Source: Eurydice.

Explanatory note

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

Schools with intensive study programmes for foreign languages are not shown in the figure.

Foreign language element: Indicates that students have learnt a foreign language and, in some cases, states which language(s) have been studied and/or the assessment results or the attainment level(s) reached. Any one of these possibilities is enough for a certificate to be regarded as having a language element.
For a definition of '**certificate**', see the Glossary, Statistical Databases and Bibliography section.

Country specific notes

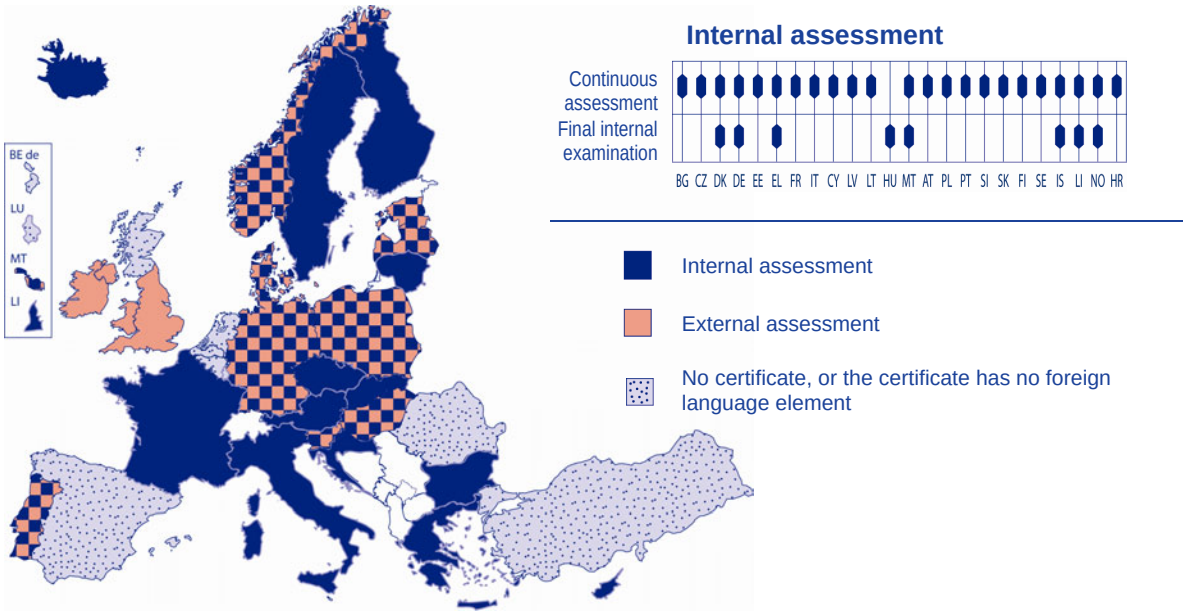
Netherlands: At the end of lower secondary education, only students in the VMBO type of school who have taken their examination receive a diploma with a foreign language element. Students at HAVO and VWO do not receive a certificate at the end of lower secondary education as they take their exams later, at the end of upper secondary education.
United Kingdom (**ENG/WLS/NIR)**: Each subject is certificated separately.

THE FOREIGN LANGUAGE ELEMENT OF CERTIFICATES AWARDED ON COMPLETION OF COMPULSORY EDUCATION IS USUALLY BASED ON CONTINUOUS ASSESSMENT

The language element of certificates awarded on the completion of full-time compulsory general education (see Figure E17) may be based on internal assessment (carried out by school staff) or external assessment (controlled by bodies outside the school). Internal assessment is used in all countries at this level with the exception of Ireland and the United Kingdom (England, Wales and Northern Ireland); these countries employ only external evaluation methods to assess foreign languages at the end of compulsory education. In a dozen countries, external assessment complements internal methods.

Internal assessment may be based either on marks and coursework delivered throughout the year (i.e. continuous assessment) or it may take the form of an internal examination (organised, moderated and assessed at school level) at the end of compulsory general education. Continuous assessment is the most widespread internal method of evaluating students' foreign language skills for certification purposes (Hungary is the exception). In around half of the countries, continuous assessment is the only form of internal assessment used, whereas in seven other education systems, it is used in combination with a final internal examination.

Figure E18: Forms of assessment which contribute to the foreign language element of certificates awarded on completion of full-time compulsory general education, 2010/11



Source: Eurydice.

Explanatory note

Full-time compulsory general education normally ends on completion of lower secondary education (ISCED level 2) or at the end of the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland) where some or all ISCED level 3 may form part of full-time compulsory general education. For more information, see *The structure of the European education systems* (EACEA/Eurydice, 2010).

Country specific note

Iceland: Danish and English are the two compulsory foreign languages. At the end of compulsory education, students are awarded a certificate with foreign languages as a compulsory element. Danish is evaluated only by an internal examination, whereas English is subject to both internal and external examinations.

In most cases, external assessment for certification purposes is organised by means of a final examination generally designed, moderated and evaluated by education authorities outside the school. In five countries (Denmark, Germany, Latvia, Malta and Poland), external examinations in foreign languages are mandatory for all students at the end of full-time compulsory general education. In Estonia and Hungary, they are optional depending on students' choice of examination subjects. In Portugal, external assessment in foreign languages is compulsory only for the students following educational paths in languages and humanities. In Slovenia and Norway, external examinations are sometimes compulsory depending on decisions made by the relevant educational authorities.

In the United Kingdom (England, Wales and Northern Ireland), where study of a foreign language at the end of compulsory education is optional, students who chose this subject are assessed through external qualifications, most commonly the GCSE. Assessment includes both external examination (40 %) and controlled assessment (60 %). The latter is used to assess speech and writing skills. Assessment tasks are set by teachers in line with guidance from awarding organisations. The writing tasks are marked by the awarding organisations and the speaking tasks are marked by teachers and moderated by awarding organisations.

GLOSSARY, STATISTICAL DATABASES AND BIBLIOGRAPHY

I. Classifications

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ([4]) distinguishes seven levels of education. Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

- **ISCED 0: Pre-primary education**

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least three years.

- **ISCED 1: Primary education**

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

- **ISCED 2: Lower secondary education**

Lower secondary education continues the basic programmes started at primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

- **ISCED 3: Upper secondary education**

This level generally follows the end of compulsory education. The entry age is typically 15 or 16 years. The basic entry qualification is usually the successful completion of compulsory education, but other entry requirements are also usually applied. Instruction is often more subject-oriented than at ISCED level 2. The duration of ISCED level 3 varies from two to five years.

- **ISCED 4: Post-secondary non-tertiary education**

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5, or programmes designed to prepare pupils for direct entry to the labour market.

- **ISCED 5: Tertiary education (first stage)**

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with an academic orientation (type A) which are largely theoretically based, and tertiary programmes with a vocational or occupational orientation (type B) which are typically shorter than type A programmes and are geared for entry into the labour market.

([4]) http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC

➢ **ISCED 6: Tertiary education (second stage)**

This level is reserved for tertiary studies that lead to an advanced research qualification (Ph.D. or other doctorate).

II. Definitions

CEFR (Common European Framework of Reference for Languages)

Framework for language learning, teaching and assessment developed by the Council of Europe. Its main aim is to facilitate transparency and comparability in the provision of language education and qualifications. The CEFR provides a comprehensive description of the competences necessary for communication in a foreign language, the related knowledge and skills as well as the different contexts for communication. The CEFR defines six levels of proficiency (from A1 Basic user to C2 Proficient user), enabling the progress of foreign language learners and users to be measured. For further information, see: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Certificate

Official proof of a qualification awarded to a pupil or student following completion of a particular stage or a full course of education or training. The award of certificates may be based on various forms of assessment; a final examination is not necessarily a prerequisite.

Classical language

An ancient language such as Latin or classical Greek which is no longer spoken in any country and is therefore taught for purposes other than 'communication'. The teaching objectives may be to acquire a deeper knowledge of the roots of a modern language which emerged from the classical language in question, to read and understand original texts in ancient literature, and to become familiar with the civilisation which used the language and which has cultural links with the target group. A *classical language* does not have the status of a ► *state language*, ► *official language*, ► *regional or minority language* or ► *non-territorial language.* In some curricula, it is regarded as a ► *foreign language*.

CLIL (Content and Language Integrated Learning)

CLIL is the acronym for 'Content and Language Integrated Learning'. This acronym is used as a general term to designate different types of bilingual or immersion education. It is necessary to distinguish two types of CLIL on the basis of the languages used to teach non-language subjects (subjects other than languages and their literature/culture):

Type A: Provision where non-language subjects are taught through a ► *foreign language* (status conferred in the central curriculum). The number of non-language subjects taught through the foreign language may vary according to schools and countries. In some schools (case 1), all non-language subjects, are taught through the foreign language. In others (case 2), some non-language subjects are taught through the foreign language and others through the language of the governing or administrative body of the school. In this latter case, two languages are thus used to teach non-language subjects of the curriculum.

Type B: Provision where non-language subjects are taught through a ► *regional and/or minority language* or a ► *non-territorial language* or a ► *state language* in countries with more than one state language, and a second language, which may be any other language. In short, in these schools, the non-language subjects are always taught through two languages. In a very few schools, in addition to these two languages, a third is used to teach non-language subjects. The three languages include a minority and/or regional language, a state language and a foreign language.

Direct integration

System by which eligible immigrant children learning the language of instruction as a second or additional language are enrolled directly in mainstream education classes where they receive special language support during normal school hours.

Educational pathway

In some countries, students must choose a specialist area of study among various possibilities at secondary level. More concretely, in some cases, they must choose specialised studies, such as literary or scientific studies. In other cases, students must choose between different types of school, such as *Gymnasium*, *Realschule*, etc. in Germany, for example.

Flexible curriculum

A set of subjects that schools and/or municipalities must select and offer in order to provide the ► *minimum level of educational provision* specified by the central (top-level) authorities for education. Languages may or may not be among those subjects. Two possible scenarios are:

1. Subjects included in the flexible curriculum are additional to those taught within the centrally determined curriculum.

2. There is no centrally determined curriculum. The flexible curriculum corresponds to all subjects taught, either as subjects which each school decides are compulsory, or as subjects belonging to a set of subjects from which pupils have to choose.

Flexible time allocation

The system by which schools are free to decide how much curriculum time to allocate to compulsory subjects. Central (or top-level) level curricula indicate only the subjects that must be taught, without specifying the time to be allocated to them.

Foreign language

A language described as 'foreign' in the curriculum laid down by the central (or top-level) education authorities which is based on an education-related definition, unrelated to the political status of a language. Thus certain languages regarded as ► *regional or minority languages* from a political perspective may be included in the curriculum as foreign languages. In the same way, certain ► *classical languages* may be considered as foreign languages in certain curricula. Foreign languages may be described as modern languages (as opposed to *classical languages*) in some curricula.

Four communication skills

The main communication skills in foreign language teaching: listening (listening comprehension), speaking (oral expression), reading (reading comprehension) and writing (written expression).

Full-time compulsory general education

Period normally ending on completion of lower secondary education (ISCED level 2) or at the end of the single structure (ISCED levels 1 and 2), except in Belgium, Bulgaria, France, Italy, Hungary, the Netherlands (VWO and HAVO), Slovakia, and the United Kingdom (England, Wales and Northern Ireland), where full-time compulsory general education may also cover part or all of ISCED level 3 (see *The structure of the European education systems 2010/11: schematic diagrams).*

Generalist teacher

A teacher who is qualified to teach all (or almost all) subjects in the curriculum, including foreign languages. Such teachers are entrusted with foreign language teaching irrespective of whether or not they have received any training in this field.

Language as a compulsory subject

Language which is taught as one of the compulsory subjects in the curriculum laid down by the central (top-level) education authorities. All students must study this subject. Where they are not free to choose their language(s), the language concerned is said to be a ► *specific mandatory language*. Language as a compulsory subject may be used in offering the ► *minimum level of educational provision* (common to all pupils) or in specific curricula for different ► *educational pathways*.

Language as a core curriculum option/entitlement

In some countries, the centrally determined curriculum requires schools to offer at least one foreign language as part of a set of optional subjects. Students must choose at least one subject (which does not have to be a language) from this set of subjects.

Minimum level of educational provision

Refers to the compulsory minimum curriculum and/or minimum taught time for all pupils established by the central (or top-level) education authorities, irrespective of the ► *educational pathway* or type of school. This minimum provision, which may be defined for one year or a given number of years, includes the centrally determined curriculum as well as the ► *flexible curriculum* in some countries.

Non-indigenous language

Any language that, within a particular state, is neither an official ► *state language*, nor a ► *regional or minority language*, nor a ► *non-territorial language*. For example, German is a non-indigenous language in Ireland.

Non-territorial language

A language used by nationals of the state which differs from the language or languages used by the rest of the state's population, but which, although traditionally used within the territory of the state, cannot be identified with a particular area thereof. (Definition based on the *European Charter for Regional or Minority Languages*, Council of Europe, 1992.) For example, Romany is a non-territorial language.

Official language

A language used for legal and public administration purposes within a specified area of any given state. The official status can be limited to part of the state or extend over its entire territory. All ► *state languages* are official languages but not all languages with official language status are necessarily state languages (for example, Danish, with the status of official language in Germany, is a ► *regional or minority language* and not a state language).

Period spent by student teachers in a target language country

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

Phasing in

A process by which new legislation is gradually implemented so that those affected have time to adjust and prepare to meet its requirements.

Pilot project

An experimental project with a defined timescale set up to test the feasibility of a particular innovation. Pilot projects are established and at least partly financed by the relevant education authorities. They are generally subject to systematic assessment.

Regional or minority language

A language that is 'traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state's population; it is different from the ► *state language*(s) of that state.' (Definition based on the European Charter for Regional or Minority Languages, Council of Europe, 1992.) As a general rule, these are languages of populations that have their ethnic roots in the areas concerned or have been settled in the regions concerned for generations. Minority/regional languages can have the status of ► *official language*, but by definition this status will be limited to the area in which they are spoken.

Semi-specialist teacher

A teacher qualified to teach a group of at least three different subjects, one or more of which is foreign languages.

Specialist teacher

A teacher qualified to teach one or two different subjects. For a specialist language teacher, this would include either foreign languages only, or a foreign language and one other subject.

Specific mandatory language

A particular foreign language that is compulsory for all pupils (irrespective of their ► *educational pathway* or type of school) with no other language options. The central (or top-level) education authorities decide which specific language must be studied.

State language

Any language with official status throughout an entire country. Any state language is an ► *official language*.

Students' notional age

In the school system, the normal age of pupils in a particular grade or level of education when early or late entry, grade repetition or other interruptions to schooling are not taken into account.

Taught time

The amount of time students are taught one or more curriculum subjects, usually expressed in hours. It excludes time spent by students on homework, project work or other private study. It may be subject to recommendations or regulations from central or local authorities or it may be left to schools to determine**.** The term differs from 'teaching time' which relates to the numbers of contact hours teachers spend with their classes.

III. Databases

The European Survey on Language Competences (ESLC) 2011

The European Survey on Language Competences (ESLC) was designed to collect information about the foreign language proficiency of students in the last year of lower secondary education (ISCED 2) or the second year of upper secondary education (ISCED 3). Sixteen countries or country communities took part in the survey (French, German-speaking and Flemish Communities of Belgium, Bulgaria, Estonia, Greece, Spain, France, Malta, the Netherlands, Poland, Portugal, Slovenia, Sweden, the United Kingdom – England, and Croatia). However, the present report only includes data on 15 education systems, as data for England were not available during the preparatory phase of the report.

The survey tested the target population in two languages and within each participating entity there were two separate samples: one for the first tested language, and one for the second (each participating student took only one test). In almost all countries, or country communities, the two tested languages were the two languages that are the most widely taught in the context of individual participating entities. The only exceptions were the French Community of Belgium (which tested students in the second and the third most widely taught foreign language), and Bulgaria and Estonia (which tested students in the first and the third most widely taught foreign language).

The actual tested languages were as follows: In almost all participating entities, the first tested language was English, except in Belgium (German-speaking and Flemish Communities) and England, where it was French. The second tested language was: English in the German-speaking and Flemish Communities of Belgium; German in the French Community of Belgium, Bulgaria, Estonia, the Netherlands, Poland, Slovenia, England and Croatia; French in Greece, Spain and Portugal; Spanish in France and Sweden; Italian in Malta. Prior to the testing, the research population was studying the target language for at least one academic year.

Besides measuring performance, the survey included four context questionnaires: one for students, teachers, and principals (school heads) respectively, and a national questionnaire completed by the National Research Coordinator. The present report uses selected data from the first three questionnaires. With regard to the contextual questionnaires targeting school personnel (i.e. school principals/heads and teachers), each participating school principal (school head) and all teachers teaching the target language at the testing level were invited to answer the relevant contextual questionnaire.

Tables with data related to figures based on the ESLC (see Chapters D and E) do not include information on standard error. However, this information can be consulted on the Eurydice website.

The PISA 2009 international database

PISA (Programme for International Student Assessment) is an international survey conducted under the auspices of the OECD to measure the performance levels of 15 year-old students in reading literacy, numeracy and scientific literacy. The survey is based on representative samples of 15 year-old students, who may either be in lower secondary or upper secondary education, depending on the structure of the system. Besides measuring performance, the PISA international survey includes questionnaires to identify variables in the school and family context which may shed light on their findings. The three indicators contained in the present publication have been prepared using replies from the contextual student questionnaires. All indicators cover both public schools and private schools, whether grant-aided or otherwise.

PISA surveys are conducted every three years. The first survey took place in 2000; the following rounds were conducted in 2003, 2006 and 2009. Further assessments in 2012 and 2015 are being prepared.

Among the countries participating in the Eurydice Network, Cyprus and Malta has not so far taken part in the collection of data for PISA.

- The sampling procedure involved selecting schools and then students. It sought to offer each student the same probability of being selected irrespective of the size or location of the school he or she attended. For this purpose, schools were weighted prior to sampling in such a way that the probability that they would be selected was inversely proportional to their size ([5]).
- Where data is taken to apply to the entire population of countries, it is essential to comply with certain strict requirements such as standard error analysis (measurement of sampling-related errors), as a result of which a perceptible difference between two items of data may be considered insignificant in statistical terms.

Tables with data related to figures based on PISA (see Chapter A) do not include information on standard error. However, this information can be consulted on the Eurydice website.

IV. Statistical terms

Median: The middle value in a distribution, at which the number of values below and above that value is the same.

Percentile: A value on a scale of one hundred that indicates the percentage of a distribution that is equal to or below this value. The median is defined conveniently as the 50th percentile. For example, the smallest test score that is greater than 90 % of the scores of the people taking the test is said to be at the 90th percentile. In short, percentiles are the 99 values that divide a set of statistical data or a frequency distribution into 100 sub-divisions, each containing the same (or approximately the same) number of individuals.

Standard error: The standard deviation of the sampling distribution of a population parameter is a measure of the degree of uncertainty associated with the estimate of a population parameter inferred from a sample. Indeed, due to the randomness of the sampling procedure, a different sample could have been obtained from which different results could have been inferred. Supposing that, on the basis of a given sample, the estimated population average was 10 and the standard error associated with this sample estimate was two units. It could then be inferred, with 95 % confidence that the population average must lie between 10 plus and 10 minus two standard deviations, i.e. between 6 and 14.

Statistical significance: Refers to 95 % confidence level. For example, a significant difference means that the difference is statistically significant from zero at 95 % confidence level.

([5]) In PISA, small schools (with under 35 pupils aged 15 who had the same probability of being selected given that all of them were selected) were sampled separately in countries in which they were sufficiently representative (over 5 % of schools in this category).

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ANNEXES

ANNEX 1: COUNTRY DESCRIPTIONS OF FOREIGN LANGUAGE PROVISION IN PRE-PRIMARY, PRIMARY AND GENERAL SECONDARY EDUCATION (2010/11)

Introduction

- These descriptions only concern the **minimum education provision**, i.e. the compulsory minimum curriculum and/or minimum taught time for all students, for one year or a given number of years, established by the central (or top-level) education authorities. In many countries, this centrally defined minimum provision includes some flexibility which enables each school to determine an element of the core curriculum. These descriptions summarise information in section I of chapter B (except Figure B8) and in Figure B13 (in section II).
- These descriptions concern only **general education**. As a consequence, when the text refers to 'all students', it means all students in general education. This precision is particularly relevant to secondary level, and especially upper secondary level, where vocational educational paths exist in nearly all countries and are thus not part of the description.
- When the number of foreign languages learnt as compulsory subjects differ according to **educational paths or types of school**, only the highest number of foreign languages students must learn on some pathways or in certain types of schools is mentioned in the text. This concerns secondary education in many countries where different educational pathways or types of school exist.
- Students' ages correspond to **students' notional age**, i.e. students' age in the school system when late or early entry, grade retention or other interruption to schooling are not taken into account. For information on the links between students' notional age and the structure of education, please refer to Eurydice's national structures at this address: http://eacea.ec.europa.eu/education/eurydice/documents/tools/108_structure_education_systems_EN.pdf
- Each country description usually **starts** from the age at which a foreign language starts being compulsory for all, which varies a lot between countries, and **finishes** with the age at which general secondary education ends, which varies between 18 and 20, depending on the country.

Belgium (BE fr)

All students start learning a foreign language as a compulsory subject from the age of 10, except in Brussels where it starts at 8. In Brussels, this language must be Dutch. This obligation lasts until students are 18 years old. Schools may decide to use part of the taught time normally dedicated to other curriculum subjects to introduce a foreign language to students aged between 6 and 10 (or 8 in Brussels), before foreign language learning becomes compulsory. From the age of 14, all students in general education may choose to learn a second language as all schools have to offer it as a core curriculum option.

Belgium (BE de)

All students start learning French as a compulsory subject from the age of 3. For the French-speaking minority residents in the German-speaking region, attending schools where French is the language of instruction, German is a compulsory language. A second foreign language, compulsory for all, is introduced when students are 13. The obligation to learn two languages lasts until students are

18 years old. From the age of 14, students may choose educational pathways/types of school where they have to study three foreign languages until the end of secondary education.

Belgium (BE nl)

All students start learning French as a compulsory subject from the age of 10. Schools may decide to use part of the taught time normally dedicated to other curriculum subjects to introduce a foreign language to pupils aged between 3 and 10, before foreign language learning becomes compulsory. English, as a compulsory subject, is introduced when students are 12. The obligation to learn these two languages lasts until students are 18 years old. From the age of 16, students may choose educational pathways/types of school where they have to study three foreign languages until the end of secondary education.

Bulgaria

All students start learning a foreign language as a compulsory subject from the age of 8. A second foreign language, compulsory for all, is introduced when students are 15. The obligation to learn two languages lasts until students are 19 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 3 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Czech Republic

All students start learning a foreign language as a compulsory subject from the age of 8. From the ages of 13 or 14 (depending on the school), all students may choose to learn a second foreign language, as all schools are obliged to offer this second language as an option to all students from these ages. This second foreign language becomes compulsory for all students aged 15 in general education. The obligation to learn two languages lasts until students are 19 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 3 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Denmark

All students start learning English as a compulsory subject from the age of 9. This obligation lasts until students are 19 years old. From the age of 13, all students may choose to learn a second foreign language, as all schools must offer this second language as an optional subject to all students from that age. At 16, students may choose educational pathways/types of school where they have to study up to three foreign languages until they are 19.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer at upper secondary level. All schools for students aged between 16 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Germany

All students start learning English as a compulsory subject from the age of 10. This obligation lasts until students are 19 years old. According to regulations, the compulsory learning of English should start at 8. This requirement, however, is not yet fully implemented in all schools. In Baden-

Wurttemberg, a foreign language is compulsory for all students from the age of 6. In Saarland, French, rather than English, is compulsory. From the age of 12, students may choose educational pathways/types of school where they have to study two foreign languages until age 16. In some *Länder*, students have this choice from age 11. Between 16 and 17 years old, all students may choose to learn up to three foreign languages, as in addition to English, compulsory for all, all schools have to offer at least two other languages as option to all students of these ages.

Estonia

All students must start learning a foreign language as a compulsory subject between the ages of 7 and 9; the exact age is determined by schools themselves. A second foreign language, compulsory for all, is introduced when students are 10, 11 or 12 depending on the school. The obligation to learn two languages lasts until students are 19 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 7 and 19, therefore, have some flexibility to design the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Ireland

Foreign language learning is not compulsory. All students are taught the State languages: English and Irish. Central education authorities do not determine the entire content of the minimum education provision that schools must offer at secondary level. All schools for students aged between 12 and 18, therefore, have some flexibility to design the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Greece

All students start learning English as a compulsory subject from the age of 8. A second foreign language, compulsory for all, is introduced when students are 10. The obligation to learn two languages lasts until students are 15 years old. At 15, one foreign language remains compulsory for all students until they reach 18. However, all students may continue to learn a second foreign language as all schools have to offer it as a core curriculum option until the end of secondary education.

Spain

All students must start learning a foreign language as a compulsory subject from the age of 6, although normally all students start learning a foreign language in the second cycle of pre-primary education; in most Autonomous Communities, this may be as early as 3. This obligation lasts until students reach 18. In addition, in Autonomous Communities where there is a co-official language, all students must learn that language. From 12 years old, all students may choose to learn a second foreign language, as all schools have to offer at least one foreign language as a core curriculum option to all students from that age until they are 18. However, in Aragón, Canary Islands, Galicia, Madrid and Murcia, this second language is compulsory for all students aged 12.

France

All students start learning a foreign language as a compulsory subject from the age of 7. A second foreign language, compulsory for all, is introduced when students are 13. However, from the age of 14, only students choosing some educational pathways/types of school retain this second language as a compulsory subject. The others continue with only one compulsory foreign language. At age 15, all

students in general education study two foreign languages as compulsory subjects. This obligation, which was implemented for the first time in 2010/11, lasts until students reach 18.

Central education authorities do not determine the entire minimum education provision that schools must offer at secondary level. All schools for students aged between 11 and 18, therefore, have some flexibility to design the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Italy

All students start learning English as a compulsory subject from the age of 6. From the age of 11 to 14, they all learn two languages as a compulsory subject. From 14 to 19, there is only one compulsory foreign language for all students; however, they may choose educational pathways/types of school where they have to study up to three foreign languages until they are age 19.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools, for pupils aged between 6 and 19, therefore have some flexibility in designing the school element of the curriculum. In practice, although school autonomy exists at both primary and secondary levels, schools most widely use this freedom at upper secondary level (students aged 14 to 19). As a consequence, some of these schools may decide to put more emphasis on foreign languages.

Cyprus

Since September 2011, all students start learning English as a compulsory subject from the age of 6. The compulsory learning of English starts from the age of 5 in some schools, and this requirement should be implemented in all schools by September 2015. French, as a compulsory subject for all, is introduced when students are 12. This obligation to learn French, as well as English, lasts until students are 16. From the age of 16 to 18, all students must still learn two languages but they may choose to learn other languages than English and French, as all schools have to offer five additional languages as a core curriculum option.

Latvia

All students start learning a foreign language as a compulsory subject from the age of 9 (this is being lowered to age 7 from 2013/14). A second foreign language, compulsory for all, is introduced when students are 12. The obligation to learn two languages lasts until students are 19 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 7 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Lithuania

Since 2008, all students start learning a foreign language as a compulsory subject from the age of 8. A second foreign language, compulsory for all, is introduced when students are 12. The obligation to learn two languages lasts until students are 16 years old. From the age of 16 until 18, only one foreign language remains compulsory for all. However, all students may continue to learn two as all schools have to offer a second language as a core curriculum option to all students of this age.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 3 and 18, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Luxembourg

All students start learning German as a compulsory subject from the age of 6. At 7, all students start learning French as a compulsory subject. At the age of 12, students choosing some educational pathways/types of school have to learn English, as a third language. This language becomes compulsory for all students when they reach 14. The obligation to learn all three languages lasts until students are 19. At 15, students choosing some pathways/types of school study a fourth foreign language as a compulsory subject until they are 19.

Hungary

All students start learning a foreign language as a compulsory subject from the age of 9. Schools may decide to use part of the taught time normally dedicated to other curriculum subjects to introduce a foreign language earlier to students aged between 6 and 9. From the age of 10, students choosing some education pathways/types of school learn a second foreign language as a compulsory subject. This second foreign language becomes compulsory for all students at age 14 in general education. The obligation to learn two languages lasts until students are 18 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 6 and 18, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Malta

All students start learning English as a compulsory subject from the age of 5. A second foreign language, compulsory for all, is introduced when students are 11. This obligation to learn two languages (one of which must be English) lasts until students reach 16. In addition, from the age of 13, all students may choose to learn a third language, as all schools have to offer at least five other languages as core curriculum options. Practically, given the size of Malta, students wishing to study a specific language might be grouped together in another school which offers it. From the age of 16, foreign language learning ceases to be compulsory. However, all schools must offer at least 9 languages as options. At that age, pupils taking some educational path have to study up to two foreign languages.

The Netherlands

All students have to start learning English between the ages of 6 and 12. In practice, most schools make it compulsory for all students from the age of 10. This obligation lasts until students are 18 years old. From the age of 12 until the age of 15, students choosing some educational pathways/types of school must learn up to three foreign languages. At age 15, students choosing some education pathways/types of school have to learn up to two languages until they are 18.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 4 and 18, therefore, have some flexibility in designing the school element of the core curriculum. For instance, at primary level, schools are free to decide on 30 % of the school curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Austria

All students start learning a foreign language as a compulsory subject from the age of 6. From the age of 12, students may choose educational pathways/types of school where they have to study two foreign languages and where, from age 14, they have to study three until the age of 18. From the age

of 15 until they reach 18, all students in general education must study two foreign languages. At this stage, a foreign language as core curriculum option must be offered to all students.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer at secondary level. All schools for students aged between 6 and 18, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Poland

Since 2008/09, all students start learning a foreign language as a compulsory subject from the age of 7. A second foreign language, compulsory for all since 2009/10, is introduced when students are 13. The obligation to learn two languages lasts until students are 19 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 7 and 19, therefore, have some flexibility in designing the school programme (based on the core curriculum). As a consequence, some schools may decide to put more emphasis on foreign languages.

Portugal

All schools have to offer English as an option to all students aged 6 to 10. Students are not obliged to learn it, but in practice nearly all do. At age 10, all students must learn a foreign language, which can be a language other than English. At 12, they all have to learn two languages until they reach age 15. From 15 to 17, only one foreign language remains compulsory for all students in general education. However, from this age, students may choose educational pathways/types of school where they have to study two foreign languages until they reach age 17. From age 17 to 18, all students may choose to learn a foreign language as all schools have to offer it as an option.

Romania

All students start learning a foreign language as a compulsory subject from the age of 8. A second foreign language, compulsory for all, is introduced when students are 10. The obligation to learn two languages lasts until students are 18 years old.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 6 and 18, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Slovenia

All students start learning a foreign language as a compulsory subject from the age of 9. From the age of 12, all students must study a second foreign language until they reach 19. In 2010/11, this requirement was still in the process of being implemented in all schools for students aged 12 to 15. However, following a decision taken in November 2011, this reform has been put on hold. In addition, all students between 12 and 15 years old have the opportunity to learn a third language as all schools must offer one as core curriculum option. Between 15 and 19, in addition to the two compulsory foreign languages, students choosing some educational pathways/type of school, have to learn a third foreign language.

Slovakia

All students start learning a foreign language as a compulsory subject from the age of 8. From the 2011/12 school year, all students have to learn English specifically. A second foreign language, compulsory for all, is introduced when students are 11. The obligation to learn two languages lasts until students are 19 years old. However, these requirements are still not yet implemented in all schools: in 2010/11, students aged 9 are still not learning one foreign language and students aged 13 to 15 are not yet learning two.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 3 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Finland

All students start learning a foreign language as a compulsory subject from the age of 7, 8 or 9, depending on the choice of individual schools. A second foreign language, compulsory for all, is introduced when students are 13. The obligation to learn two languages lasts until students are 19 years old. One of these two languages must be the second state language (Swedish or Finnish depending on students' choice).

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 7 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Sweden

All students must start learning English between 7 and 16. Schools can choose when they begin teaching it. However, all students usually start learning it before they are 10. In addition, all students have the opportunity to learn a second language as all school must offer two languages as a core curriculum options. Again, schools can decide when they introduce them, but in practice it happens when students are around 12. From 16 to 19, one foreign language is compulsory for all, but all schools must provide three languages as options in addition to English. During these years, students may choose educational pathways/types of school where they study two foreign languages as compulsory subjects.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 7 and 19, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

United Kingdom – England, Wales and Northern Ireland

All students start learning a foreign language as a compulsory subject from the age of 11. From age 14, learning a language is no longer compulsory for students. However, in England and Northern Ireland, all schools must offer students aged 14 to 16 at least one language as an optional subject. In Wales, although the great majority of schools offer a language, this is not a specific requirement. All students aged 5 to 16 must learn Welsh.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 3 and 16, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools

may decide to put more emphasis on foreign languages in the school core curriculum. At primary level, where foreign language learning is not compulsory, the majority of schools teach a language in England and Northern Ireland; in Wales, a small, but increasing number do so.

There is no compulsory common core curriculum for students aged 16-18.

United Kingdom – Scotland

The curriculum is non-statutory. Depending on the particular circumstances of each school, schools and local authorities are free to interpret and adapt the guidelines emanating from central authorities. The 'Outcomes and Experiences' for Modern Languages reinforce the expectation that schools will offer a modern language no later than when students reach 10. This offer should be continued until the end of secondary education.

Island

All students start learning English as a compulsory subject from the age of 9. At 10, all students start learning Danish as a second compulsory language. Students may choose Swedish or Norwegian instead of Danish, subject to certain conditions. A third language, compulsory for all in general education, is introduced when students are 17. This obligation for all to learn three languages only last one year as, between 18 and 19 years old, only two languages are compulsory for all students. However, from the age of 17, students may choose educational pathways/types of school where they study up to four foreign languages, as compulsory subjects, until they reach 20.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 5 and 20, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Liechtenstein

Since 2010/11 all students start learning English as a compulsory subject from the age of 6. From 15 to 18, all students in general education have to study at least English and French. Depending on the educational pathway/type of school they chose, students might learn more foreign languages as compulsory subjects. This is the case of students aged 11, who my chose pathways/types of education where they have to study both English and French. From the age of 13, students may choose pathways/types of school where they study up to three foreign languages, as compulsory subjects. From the age of 14 until they reach 18, students may choose pathways/types of school where they study up to four foreign languages as compulsory subjects.

Central education authorities do not determine the entire content of the minimum education provision that schools must offer. All schools for students aged between 10 and 18, therefore, have some flexibility in designing the school element of the core curriculum. As a consequence, some schools may decide to put more emphasis on foreign languages.

Norway

All students start learning English as a compulsory subject from the age of 6. From 13, all students may choose to learn a second foreign language as this second language must be offered as a core curriculum option by all schools to all students of these ages. From 16, students in general education must study English for one more year. They must also learn a second foreign language until 18 if they have started studying it from before the age of 16 or otherwise until age 19. All students aged 16 to 19, may choose to study a third foreign language as all schools have to offer one as an core curriculum option.

Croatia

All students start learning a foreign language as a compulsory subject from the age of 6. This obligation lasts until students reach 18. In addition, all students between the ages of 9 and 18 may choose to learn an additional language as all schools have to offer one as a core curriculum option.

At 14, students may choose educational pathways/types of school where they study two foreign languages as compulsory subjects until the end of secondary education.

Turkey

All students start learning a foreign language as a compulsory subject from the age of 9. This obligation lasts until students reach 18. At 14, students may choose educational pathways/types of school where they study two foreign languages, as compulsory subjects, until the end of secondary education.

ANNEX 2: CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) IN PRIMARY AND GENERAL SECONDARY EDUCATION

According to the definition, CLIL provision involves teaching non language subjects in at least **two different languages**. The only exception to that rule concerns teaching provision where all non-language subjects are taught in a language regarded as a foreign language by the curriculum, usually one of the major European languages (i.e. English, German or French, etc). This type of provision is also regarded as CLIL provision, although non-language subjects are taught in only one language. For the full definition of CLIL, please refer to the glossary.

The table below presents CLIL type provision for each country, showing the two languages used as languages of instruction, indicating their status and the ISCED level(s) at which this provision exists. In cases where all non-language subjects are taught in one foreign language only, the second language mentioned is (one of) the state language(s) of the country.

For each pair of languages used as languages of instruction, the table also shows the number of schools offering this particular CLIL provision, according to the ISCED level(s) concerned. Therefore, in cases where one school offers several CLIL programmes, each of which using a different pair of languages of instruction, the school is counted as many times as the existing number of pairs of languages. These data are national Eurydice data: in most cases, they have been collected by the ministry of education of each country for their own purposes. Therefore, depending on the structure of the education system, data are provided for ISCED levels 1, 2 or 3 separately or for ISCED levels 1 and 2 together and ISCED level 3 separately, or for ISCED levels 2 and 3 together and ISCED level 1 alone. In countries with several education structures, data can simultaneously be provided for separate ISCED levels and for some ISCED levels grouped together. The reference year varies according to the countries and is indicated in the table.

Figures with an asterisk indicate that schools providing CLIL only do so as pilot projects. The symbol ':' indicates that the data are missing. The symbol '(-)' means that it is not applicable as there is no CLIL type provision.

Chapter B (Figures B9 to B11) and Chapter D (Figure D8) also offer information on CLIL.

CLIL (Content and Language Integrated Learning) in primary and general secondary education

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
BE fr	1 state language + 1 foreign language	French-English	1-3	27				24		2010/11
	1 state language + 1 state language	French-Dutch	1-3	104				69		2010/11
		French-German	1-3	3				5		2010/11
BE de	1 state language + 1 state language	German-French	1-3	All schools	All schools		All schools			2010/11
BE nl	1 state language + 1 state language	Dutch-French	1-3	5*	4*		1*			2010/11
	1 state language + 1 foreign language	Dutch-English	3				4*			2010/11
		Dutch-Turkish	1	2*						2010/11
		Dutch-Spanish	1	2*						2010/11
		Dutch-Italian	1	2*						2010/11
BG	1 state language + 1 foreign language	Bulgarian-English / Bulgarian-French / Bulgarian-German / Bulgarian-Spanish / Bulgarian-Russian / Bulgarian-Italian	3				240			2010/11
CZ	1 state language + 1 foreign language	Czech-English	1- 3			3		6		2009/10
		Czech-German	1-3			1		5		2009/10
		Czech-French	2-3					6		2009/10
		Czech-Italian	2-3					2		2009/10
		Czech-Spanish	2-3					4		2009/10
	1 state language + 1 minority/regional language with official language status	Czech-Polish	1-3			21		3		2009/10
DK	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
DE	1 state language + 1 foreign language	German-English / German-French / German-Spanish / German-Italian / German-Russian	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
EE	1 state language + 1 foreign language	Estonian-English	2- 3		1		2			2010
		Estonian-German	2-3		1		1			2010
		Estonian-Swedish	3				1			2010
	1 minority/regional language without official language status + 1 foreign language	Russian-English	1	1						2010
	1 state language + 1 minority/regional language without official language status	Estonian-Russian	1-3	28	18		66			2010
IE	1 state language + 1 state language	English-Irish	1	719						2009/10
EL	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
ES	1 state language + 1 foreign language	Spanish-English / Spanish-French / Spanish-Italian / Spanish-German / Spanish-Portuguese	1-3	1706				948		2010/11
	1 state language + 1 minority/regional language with official language status	Spanish-Basque	1-3	73				19		2010/11
		Spanish-Catalan	1-3	2430				1036		2010/11
		Spanish-Galician	1-3	662		187		398		2010/11
		Spanish-Valencian	1-3						2062	2010/11
	1 state language + 1 minority/regional language with official language status + 1 foreign language	Spanish-Basque-English or French	1-3	3				4		2010/11
		Spanish-Catalan-English or French or German	1-3	273				148	160	2010/11
		Spanish-Galician-English or French or Portuguese	1-3						351	2010/11
		Spanish-Valencian-English or French	1-3	283				57		2010/11
FR	1 state language + 1 foreign language	French-Arabic	2-3					2		2010
		French-Chinese	2-3				11	5		2010
		French-Danish	2-3					1		2010
		French-Dutch	2-3					2		2010
		French-English	2-3				975	36		2010
		French-German	2-3				512	6		2010
		French-Italian	2-3				164	8		2010
		French-Japanese	2-3				1	3		2010
		French-Polish	2-3					4		2010
		French-Portuguese	2-3				9	5		2010
		French-Russian	2-3				4	2		2010
		French-Spanish	2-3				419	13		2010
		French-Swedish	2-3					1		2010
	1 state language + 1 minority/regional language without official language status	French-Alsatian	1-2	138	47					2010
		French-Basque	1-2	66	8					2010
		French-Breton	1-3	68	26		10			2010
		French-Catalan	1-3	35	7		3			2010
		French-Corsican	1-2	65	20					2010
		French-Creole	1-2	(:)	(:)					2010
		French-Occitan-*Langue d'Oc*	1-2	90	15					2010
		French-Polynesian languages	1-2	(:)	(:)					2010
IT [6]	1 state language + 1 minority/regional language with official language status	Italian-French / Italian-German/ Italian-Ladin / Italian-Friulian / Italian-Slovenian	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 foreign language	Italian-Spanish / Italian-French / Italian-German / Italian-English	3				(:)			(:)

([6]) French and German are regarded as foreign languages by the curriculum defined by central education authorities. In some regions, these languages are regional or minority languages which are granted official recognition.

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
CY	1 state language + 1 foreign language	Greek-English	1	11*						2010
	1 state language + 1 state language	Greek-Turkish	1	1*						2010
LV	1 state language + 1 foreign language	Latvian-English / Latvian-French / Latvian-German/	3				(:)			(:)
	1 state language + 1 minority/regional language without official language status + 1 foreign language	Latvian-Russian-German / Latvian-Russian-English	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 minority/regional language without official language status	Latvian-Russian	1-3	2		53			121	2010
		Latvian-Ukrainian	1-3						1	2010
		Latvian-Polish	1-3						5	2010
	1 state language + 1 minority/regional language without official language status + 1 minority/regional language without official language status	Latvian-Russian-Belorussian	1-2			1				2010
	1 state language + 1 minority/regional language without official language status	Latvian-Estonian	1	1						2010
	1 state language + 1 non-territorial language	Latvian-Romany	1	1						2010
LT (7)	1 state language + 1 foreign language	Lithuanian-English	1-3	(:)	(:)	(:)	(:)	(:)	(:)	
		Lithuanian-French	1-3	2	6	2	11			2010/11
		Lithuanian-German	1-3	1	2	1	(:)		1	2010/11
	1 state language + 1 minority/regional language without official language status	Lithuanian-Russian	1-3	6		8	1	2	40	2010/11
		Lithuanian-Polish	1-3	12		26	1	1	35	2010/11
		Lithuanian-Bielorussian	1-3						1	2010/11
		Lithuanian-German	1-3						1	2010/11
LU	1 state language + 1 state language	Luxembourgish-German	1-2	All schools	All schools					2010/11
		Luxembourgish-French	2-3		All schools		All schools			2010/11
HU	1 state language + 1 foreign language	Hungarian-English	1-3	71	41	72	35	35		2010/11
		Hungarian-German	1-3	38	34	40	17	17		2010/11
		Hungarian-Chinese	1-3	1	1	1		4		2010/11
		Hungarian-French	2-3				7	7		2010/11
		Hungarian-Spanish	2-3				7	7		2010/11
		Hungarian-Russian	2-3				1	1		2010/11
		Hungarian-Italian	2-3				4	4		2010/11
	1 state language + 1 minority/regional language with official language status	Hungarian-German	1-3	28	25	30	10	10		2010/11
		Hungarian-Croatian	1-3	6	4	6	2	2		2010/11
		Hungarian-Slovak	1-3	4	4	4	1	1		2010/11
		Hungarian-Romanian	1-3	5	5	5	1	1		2010/11
		Hungarian-Serbian	1-2	1	1	1				2010/11
		Hungarian-Slovenian	1-2	2	1	2				2010/11

(7) German is regarded as a foreign language by the curriculum defined by central education authorities. In some regions, this language is regional or minority language.

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
MT	1 state language + 1 state language	Maltese-English	1-3	All schools	All schools		All schools			2010/11
NL	1 state language + 1 foreign language	Dutch-English	1-3	12*	120		80			2010/11
		Dutch-German	1-3	1*	1		1			2010/11
	1 state language + 1 minority/regional language with official language status + 1 non-indigenous language	Dutch-Frisian-English	1	40						2010/11
AT	1 state language + 1 foreign language	German-Italian	1	(:)						(:)
		German-English / German-French	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
		German-Spanish	3				(:)			(:)
	1 state language + 1 minority/regional language with official language status	German-Croatian / German-Hungarian / German-Slovenian / German-Czech / German-Slovak /	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 non-territorial language with official language status	German/Romany	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 minority/regional language without official language status	German-(Bosnian | Croatian | Serbian)	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 minority/regional language with official language status + 1 foreign language	German-Croatian-English / German-Hungarian-English	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
		German-Slovenian-English	2-3		(:)		(:)	(:)		(:)
		German-Slovenian-Italian	2-3		(:)		(:)	(:)		(:)
PL	1 state language + 1 foreign language	Polish-English	2-3		72		38			2010/11
		Polish-German	2-3		26		18			2010/11
		Polish-French	2-3		21		13			2010/11
		Polish-Spanish	2-3		7		14			2010/11
		Polish-Italian	2-3		2		1			2010/11
	1 state language + 1 minority/regional language with official language status	Polish-Ukrainian	1-3	1	1		2			2010/11
	1 state language + 1 minority/regional language with official language status	Polish-German	1-2	2	1					2010/11
	1 state language + 1 minority/regional language with official language status	Polish-Russian	3				1			2010/11
PT	1 state language + 1 foreign language	Portuguese-French	1-3					23*		2010/11

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
RO ([8])	1 state language + 1 foreign language	Romanian-English	2[9]-3					145		2009/10
		Romanian-French	2-3					46		2009/10
		Romanian-German	2-3					19		2009/10
		Romanian-Italian	2-3					7		2009/10
		Romanian-Spanish	2-3					12		2009/10
		Romanian-Portuguese	2-3					2		2009/10
	1 state language + 1 minority/regional language with official language status	Romanian-Hungarian	2-3					169		2009/10
		Romanian-German	2-3					23		2009/10
		Romanian-Ukrainian	2-3					3		2009/10
		Romanian-Serbian	2-3					1		2009/10
		Romanian-Slovak	2-3					2		2009/10
		Romanian-Czech	2-3					4		2009/10
		Romanian-Croatian	2-3					1		2009/10
		Romanian-Polish	2-3					1		2009/10
		Romanian-Bulgarian	2-3					1		2009/10
		Romanian-Greek	2-3					1		2009/10
SI	1 state language + 1 minority/regional language with official language status	Slovenian-Hungarian	1-3			5	1			2010/11

([8]) German is regarded as a foreign language by the curriculum defined by central education authorities. In some regions, this language is a regional or minority language which is granted official recognition.
([9]) For all Romanian data: only the last two years of ISCED 2 are concerned.

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
SK ([10])	1 state language + 1 foreign language	Slovak-English	1-3			1	3	7		2010/11
		Slovak-German	2-3				2	2		2010/11
		Slovak-French	2-3					5		2010/11
		Slovak-Spanish	2-3					7		2010/11
		Slovak-Italian	2-3					1		2010/11
		Slovak-Russian	2-3					1		2010/11
	1 state language + 1 minority/regional language with official language status	Slovak-Hungarian	1-3	15		14	36			2010/11
		Slovak-Ukrainian	1-3	1		6	1			2010/11
		Slovak-German	1-2	1		1				2010/11
		Slovak-Rusyn	1	1						2010/11
FI	1 state language + 1 state language	Finnish-Swedish	1-2	(:)	(:)	(:)				(:)
	1 state language + 1 non-territorial language with official language status	Finnish-Sami	1-2	(:)	(:)	(:)				(:)
	1 state language + 1 foreign language	Finnish-French / Finnish-English / Finnish-German / Finnish-Russian	1-3	83	64		33			2009
SE	1 state language + 1 foreign language	Swedish-English	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 minority/regional language with official language status	Swedish-Finnish	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 non-territorial language with official language status	Swedish-Sami	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
UK-ENG	1 state language + 1 foreign language	English-French / English-German / English-Spanish	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
UK-WLS	1 state language + 1 minority/regional language with official language status	English-Welsh	1-3	1462				223		2009/10
UK-NIR	1 state language + 1 minority/regional language without official language status	English-Irish	1-3						33	2010/11
UK-SCT	1 state language + 1 minority/regional language with official language status	English-Scottish Gaelic	1-3	15	4		2	8	1	2010
IS	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)
LI	1 state language + 1 foreign language	German-English	3				1*			2010/11

([10]) German is regarded as a foreign language by the curriculum defined by central education authorities. In some regions, this language is regional or minority language which is granted official recognition.

	Instruction in two different languages and the ISCED levels concerned			Number of schools providing CLIL according to the language pair and ISCED level(s) concerned (+ reference year)						
	Language status	Names of the languages concerned	ISCED Level	1	2	1 + 2	3	2 + 3	1 + 2 +3	Reference year
NO	1 state language + 1 non-territorial language with official language status	Norwegian-Sami	1-3	(:)	(:)	(:)	(:)	(:)	(:)	(:)
	1 state language + 1 foreign language	Norwegian-English	1-3	3	3	1	9			2010/11
		Norwegian-German	3				1			2010/11
		Norwegian-French	3				1			2010/11
HR[11]	1 state language + foreign language	Croatian-English	1-3	1	1		2			2009/10
		Croatian-Czech	1-2	3	3					2009/10
		Croatian-Hungarian	1-3	4	4		1			2009/10
		Croatian-Serbian	1-3	18	18		9			2009/10
		Croatian-Italian	1-3	17	17		4			2009/10
	1 state language + 1 minority/regional language with official language status	Croatian-Hungarian	1-2	1	1					2009/10
		Croatian-Czech	3				1			2009/10
TR	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)	(-)

Source: Eurydice.

Country specific notes

Bulgaria: The figure is an estimate.
Spain: Figures from Balearic Islands, Galicia and the Basque country are missing for schools providing CLIL where Spanish and one foreign language are used to teach non language subjects. Also data on schools providing CLIL where Basque is used to teach non-language subjects do not include schools in the Basque country, but only those in Navarre.
Italy: Since 2010, all students must learn one non-language subject through a foreign language in the last year of upper secondary education.
Austria: In addition to specific schools providing CLIL, it is widespread practice for many schools at secondary level to teach some modules of a school subject through a foreign language. In addition, the first foreign language is taught to students aged 6 to 8 through the CLIL approach.
Lithuania: For schools providing CLIL with Lithuanian and German as languages of instruction, the figure for ISCED 3 is underestimated.
Netherlands: 15 schools providing CLIL using Dutch, Frisian and English as languages of instruction are currently certified. 25 others are working towards it.
Sweden: Some schools are piloting CLIL provision and choose the language they want to target alongside Swedish.
United Kingdom (UK-WLS/NIR): Some of these schools are allowed to decide, depending on their linguistic context, to what extent non-language subjects are taught in both languages (English and Welsh – or Irish). Therefore, the figures might be a little overestimated as some schools might chose to teach all non-language subjects in Welsh (or Irish).
Liechtenstein: In addition to the one school at upper secondary level providing CLIL as a pilot project, English is taught to all students aged 6 to 8 through the CLIL approach.

([11]) Czech and Hungarian are regarded as a foreign language by the curriculum defined by central education authorities. In some regions, these languages are regional or minority languages which are granted official recognition.

TABLE OF FIGURES

ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

P9 EURYDICE AND POLICY SUPPORT

Avenue du Bourget 1 (BOU2)
B-1140 Brussels
(http://eacea.ec.europa.eu/education/eurydice)

Managing editor

Arlette Delhaxhe

Authors

Nathalie Baïdak (coordination), Olga Borodankova, Daniela Kocanova,
Akvile Motiejunaite (contribution for PISA indicators)

External contributor

Christian Monseur, University of Liège – Belgium (Secondary analysis of data from the European Survey on Language Competences – ESLC)

Layout and graphics

Patrice Brel

Production coordinator

Gisèle De Lel

EURYDICE NATIONAL UNITS

BELGIQUE / BELGIË

Unité Eurydice la Fédération Wallonie-Bruxelles
Ministère de la Fédération Wallonie-Bruxelles
Direction des Relations internationales
Boulevard Léopold II, 44 – Bureau 6A/002
1080 Bruxelles
Contribution of the Unit: Joint responsibility; experts: Christiane Blondin (University of Liège, *Unité d'analyse des systèmes et des pratiques d'enseignement*); Franck Livin (Inspector)
Eurydice Vlaanderen / Afdeling Internationale Relaties
Ministerie Onderwijs
Hendrik Consciencegebouw 7C10
Koning Albert II – laan 15
1210 Brussel
Contribution of the Unit: Joint responsibility
Eurydice-Informationsstelle der Deutschsprachigen Gemeinschaft
Autonome Hochschule in der DG
Hillstrasse 7
4700 Eupen
Contribution of the Unit: Stéphanie Nix

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia
Contribution of the Unit: Expert: Irina Vasseva

ČESKÁ REPUBLIKA

Eurydice Unit
Centre for International Services of MoEYS
Na poříčí 1035/4
110 00 Praha 1
Contribution of the Unit: Helena Pavlíková, Jana Halamová; experts: Irena Mašková, Katarína Nemčíková, Tereza Šmídová

DANMARK

Eurydice Unit
Danish Agency for Universities and Internationalisation
Bredgade 43
1260 København K
Contribution of the Unit: Joint responsibility

DEUTSCHLAND

Eurydice-Informationsstelle des Bundes
Project Management Agency
Part of the German Aerospace Center
EU-Bureau of the German Ministry for Education and Research
Heinrich-Konen-Str. 1
53227 Bonn

Eurydice-Informationsstelle des Bundes
Project Management Agency
Part of the German Aerospace Center
EU-Bureau of the German Ministry for Education and Research
Rosa-Luxemburg-Straße 2
10178 Berlin

Eurydice-Informationsstelle der Länder im Sekretariat der Kultusministerkonferenz
Graurheindorfer Straße 157
53117 Bonn
Contribution of the Unit: Brigitte Lohmar

EESTI

Eurydice Unit
SA Archimedes
Koidula 13A
10125 Tallinn
Contribution of the Unit: Kristi Mere (Chief specialist, International Research & Analysis Centre, Foundation INNOVE)

ÉIRE / IRELAND

Eurydice Unit
Department of Education and Skills
International Section
Marlborough Street
Dublin 1
Contribution of the Unit: Pádraig Mac Fhlannchadha (Assistant Chief Inspector), Joan Sutton (Senior Inspector)

ELLÁDA

Eurydice Unit
Ministry of Education, Lifelong Learning and Religious Affairs
Directorate for European Union Affairs
Section C 'Eurydice'
37 Andrea Papandreou Str. (Office 2168)
15180 Maroussi (Attiki)
Contribution of the Unit: Evagelia Kaga (Honory Counsellor, Hellenic Pedagogical Institute)

ESPAÑA

Eurydice España-Redie
Centro Nacional de Innovación e Investigación Educativa (CNIIE)
Ministerio de Educación, Cultura y Deporte
Gobierno de España
c/General Oraa 55
28006 Madrid
Contribution of the Unit: Flora Gil Traver, Montserrat Grañeras Pastrana (coordinators);
external expert: Carmen Morales Gálvez

FRANCE

Unité française d'Eurydice
Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche
Direction de l'évaluation, de la prospective et de la performance
Mission aux relations européennes et internationales
61-65, rue Dutot
75732 Paris Cedex 15
Contribution of the Unit: Nadine Van Der Tol;
expert: François Monnanteuil

HRVATSKA

Ministarstvo znanosti, obrazovanja i športa
Donje Svetice 38
10000 Zagreb
Contribution of the Unit: Duje Bonacci

ÍSLAND

Eurydice Unit
Ministry of Education, Science and Culture
Office of Evaluation and Analysis
Sölvhólsgötu 4
150 Reykjavik
Contribution of the Unit: Margrét Harðardóttir;
expert: Erna Árnadóttir

ITALIA

Unità italiana di Eurydice
Agenzia Nazionale per lo Sviluppo dell'Autonomia Scolastica (ex INDIRE)
Via Buonarroti 10
50122 Firenze
Contribution of the Unit: Alessandra Mochi;
expert: Gisella Langé *(Ispettore tecnico di lingue straniere presso il Ministero dell'Istruzione Università e Ricerca)*

KYPROS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia
Contribution of the Unit: Christiana Haperi;
experts: Koula Papadopoulou, Froso Tofaridou, Maria Iacovidou, Sophie Ioannou-Georgiou (Ministry of Education and Culture)

LATVIJA

Eurydice Unit
Valsts izglītības attīstības aģentūra
State Education Development Agency
Vaļņu street 3
1050 Riga
Contribution of the Unit: Joint responsibility of the Unit together with expert Rita Kursīte (National Centre for Education)

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamt des Fürstentums Liechtenstein
Austrasse 79
Postfach 684
9490 Vaduz
Contribution of the Unit: Informationsstelle Eurydice

LIETUVA

Eurydice Unit
National Agency for School Evaluation
Didlaukio 82
08303 Vilnius
Contribution of the Unit: Irena Raudienė

LUXEMBOURG

Unité d'Eurydice
Ministère de l'Éducation nationale et de la Formation professionnelle (MENFP)
29, Rue Aldringen
2926 Luxembourg
Contribution of the Unit: Edmée Besch, Mike Engel

MAGYARORSZÁG

Eurydice National Unit
Hungarian Institute for Educational Research and Development
Szalay u. 10-14
1055 Budapest
Contribution of the Unit: Joint responsibility;
expert: Marta Fischer

MALTA

Eurydice Unit
Research and Development Department
Directorate for Quality and Standards in Education
Ministry of Education, Employment and the Family
Great Siege Rd.
Floriana VLT 2000
Contribution of the Unit: Coordination of the contribution;
expert: Maryanne Spiteri (Assistant Director Languages, Department of Curriculum Management and eLearning)

NEDERLAND

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid / EU-team
Kamer 08.022
Rijnstraat 50
2500 BJ Den Haag
Contribution of the Unit: Expert: Hans Ruesink

NORGE

Eurydice Unit
Ministry of Education and Research
AIK-avd., Kunnskapsdepartementet
Kirkegata 18
0032 Oslo
Contribution of the Unit: Joint responsibility

ÖSTERREICH

Eurydice-Informationsstelle
Bundesministerium für Unterricht, Kunst und Kultur
Abt. IA/1b
Minoritenplatz 5
1014 Wien
Contribution of the Unit: Experts: Maria Felberbauer, Michaela Haller, Karin Markut-Rüf

POLSKA

Eurydice Unit
Foundation for the Development of the Education System
Mokotowska 43
00-551 Warsaw
Contribution of the Unit: Magdalena Górowska-Fells;
national expert: Magdalena Szpotowicz (University of Warsaw)

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
Ministério da Educação e Ciência
Direcção-Geral de Estatísticas da Educação e Ciência (DGEEC)
Av. 24 de Julho, 134 – 4.º
1399-54 Lisboa
Contribution of the Unit: Carina Pinto, Anália Gomes (expert/DGE)

ROMÂNIA

Eurydice Unit
National Agency for Community Programmes in the Field of Education and Vocational Training
Calea Serban Voda, no. 133, 3rd floor
Sector 4
040205 Bucharest
Contribution of the Unit: Veronica – Gabriela Chirea in cooperation with experts from the Ministry of Education, Research, Youth and Sports:

- Liliana Preoteasa (General Director)
- Tania Mihaela Sandu (Director)
- Manuela – Delia Anghel (inspector for French and Spanish languages)
- Adrian Marius Bărbulescu (inspector for human resources)
- Sorin Giurumescu (inspector for German language)
- Anca-Mariana Pegulescu (inspector for English language)
- Mina Maria Rusu (inspector for Latin and Ancient Greek languages)
- Vieroslava Elisabeta Timar (inspector for minorities' languages)

SCHWEIZ/SUISSE/SVIZZERA

Foundation for Confederal Collaboration
Dornacherstrasse 28A
Postfach 246
4501 Solothurn

SLOVENIJA

Eurydice Unit
Ministry of Education, Science, Culture and Sport
Department for Development of Education (ODE)
Masarykova 16/V
1000 Ljubljana
Contribution of the Unit: Saša Deleja Ambrožič, Barbara Kresal Sterniša; experts: Karmen Pižorn (Faculty of Education of the University of Ljubljana), Zdravka Godunc (Ministry of Education, Science, Culture and Sport)

SLOVENSKO

Eurydice Unit
Slovak Academic Association for International Cooperation
Svoradova 1
811 03 Bratislava
Contribution of the Unit: Joint responsibility

SUOMI / FINLAND

Eurydice Finland
Finnish National Board of Education
P.O. Box 380
00531 Helsinki
Contribution of the Unit: Kristiina Volmari, Anna-Kaisa Mustaparta

SVERIGE

Eurydice Unit
Department for the Promotion of Internalisation
International Programme Office for Education and Training
Kungsbroplan 3A
Box 22007
104 22 Stockholm
Contribution of the Unit: Joint responsibility

TÜRKIYE

Eurydice Unit Türkiye
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara
Contribution of the Unit: Dilek Gulecyuz, Osman Yıldırım Ugur, Bilal Aday

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough SL1 2DQ
Contribution of the Unit: Sigrid Boyd, Catherine Paterson
Eurydice Unit Scotland
Learning Directorate
Area 2C South
Victoria Quay
Edinburgh
EH6 6QQ
Contribution of the Unit: Eurydice National Unit Scotland

EACEA; Eurydice; Eurostat

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ANNEXES

(not included in the paper version)

Figure A2: Proportion of 15-year-old students who say that at home they mainly speak a language other than the language of instruction, 2009

	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
2009	7.1	17.7	19.0	6.8	10.9	1.3	4.5	10.5	2.8	5.8	4.8	18.1	7.1	4.9	x	9.4	4.3	88.9
S.E. 2009	*(0.22)*	*(1.56)*	*(1.47)*	*(0.88)*	*(1.74)*	*(0.17)*	*(0.27)*	*(0.76)*	*(0.40)*	*(0.87)*	*(0.64)*	*(1.04)*	*(0.62)*	*(0.23)*	*x*	*(1.30)*	*(0.83)*	*(0.44)*
Difference from 2006	**1.0**	**:**	-1.9	0.2	0.4	-0.3	0.0	1.5	-1.4	1.7	0.8	2.0	0.0	**1.0**	x	**3.4**	1.0	**-1.6**
S.E. Difference	*(0.30)*	*:*	*(1.99)*	*(1.16)*	*(2.15)*	*(0.27)*	*(0.59)*	*(1.06)*	*(0.85)*	*(1.19)*	*(0.83)*	*(1.35)*	*(0.85)*	*(0.37)*	*x*	*(1.40)*	*(1.22)*	*(0.63)*

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
2009	1.0	x	6.4	10.7	0.6	1.6	3.2	5.2	5.4	3.7	8.1	6.6	2.5	3.1	15.0	7.3	1.7	4.0
S.E. 2009	(0.34)	x	(0.81)	(0.85)	(0.13)	(0.17)	(0.57)	(0.34)	(0.77)	(0.32)	(0.86)	(0.64)	(0.40)	(0.30)	(2.24)	(0.51)	(0.44)	(0.56)
Difference from 2006	0.1	x	0.5	0.7	0.2	-0.7	0.4	-0.9	0.7	**1.3**	-0.1	1.5	0.7	**0.9**	2.8	**1.6**	0.3	**1.6**
S.E. Difference	*(0.38)*	*x*	*(1.06)*	*(1.41)*	*(0.21)*	*(0.41)*	*(0.96)*	*(0.50)*	*(1.11)*	*(0.55)*	*(1.24)*	*(1.09)*	*(0.58)*	*(0.40)*	*(2.74)*	*(0.71)*	*(0.62)*	*(0.68)*

x Countries not participating in the study

Source: OECD, PISA 2009 and 2006 databases.

UK (1): UK-ENG/WLS/NIR

Figure A3: Proportion of 15-year-old students attending a school that enrols various proportions of students who say that at home they mainly speak a language other than the language of instruction, 2009

	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
<20	90.4	66.6	66.8	90.5	81.7	99.6	95.0	84.0	97.4	96.4	94.7	72.4	90.7	96.2		87.2	94.4	1.9
S.E.	*(0.62)*	*(4.35)*	*(0.30)*	*(4.43)*	*(3.23)*	*(0.21)*	*(0.69)*	*(2.36)*	*(1.21)*	*(1.46)*	*(1.24)*	*(1.81)*	*(2.27)*	*(1.23)*	*x*	*(2.56)*	*(1.45)*	*(0.09)*
20-49	6.9	27.3	33.2	7.7	12.6	0.3	4.2	14.3	2.6	1.8	3.0	11.7	8.4	2.2		8.4	3.8	2.7
S.E.	*(0.56)*	*(3.91)*	*(0.34)*	*(4.31)*	*(2.43)*	*(0.17)*	*(0.64)*	*(2.38)*	*(1.21)*	*(1.04)*	*(0.98)*	*(1.69)*	*(2.30)*	*(1.20)*	*x*	*(2.18)*	*(1.36)*	*(0.08)*
>=50	2.7	6.1	0.0	1.9	5.8	0.1	0.8	1.7	0.0	1.8	2.3	16.0	0.9	1.7		4.4	1.9	95.4
S.E.	*(0.24)*	*(2.34)*	*(0.23)*	*(2.51)*	*(2.25)*	*(0.12)*	*(0.15)*	*(0.67)*		*(1.03)*	*(0.89)*	*(1.52)*	*(0.63)*	*(0.62)*	*x*	*(1.46)*	*(0.86)*	*(0.12)*

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
<20	99.0		92.5	82.7	100.0	99.8	95.1	92.4	92.8	97.9	90.6	91.5	99.3	97.9	74.1	94.0	98.6	93.6
S.E.	*(0.82)*	*x*	*(2.07)*	*(2.67)*	*(0.00)*	*(0.13)*	*(1.51)*	*(0.32)*	*(1.78)*	*(0.04)*	*(2.29)*	*(1.57)*	*(0.85)*	*(0.12)*	*(1.04)*	*(1.67)*	*(0.99)*	*(1.43)*
20-49	1.1		6.2	13.5	0.0	0.2	3.5	7.0	5.4	2.0	7.1	6.6	0.7	2.1	26.0	5.5	0.8	3.9
S.E.	*(0.82)*	*x*	*(1.90)*	*(2.58)*		*(0.13)*	*(1.45)*	*(0.21)*	*(1.61)*	*(0.04)*	*(2.04)*	*(1.50)*	*(0.85)*	*(0.12)*	*(1.04)*	*(1.60)*	*(0.77)*	*(1.37)*
>=50	0.0		1.3	3.8	0.0	0.0	1.4	0.7	1.8	0.1	2.2	2.0	0.0	0.0	0.0	0.5	0.6	2.5
S.E.		*x*	*(0.85)*	*(0.90)*			*(0.87)*	*(0.25)*	*(0.77)*	*(0.00)*	*(1.05)*	*(0.58)*				*(0.44)*	*(0.62)*	*(0.97)*

x Countries not participating in the study

Source: OECD, PISA 2009 and 2006 databases.

UK (1): UK-ENG/WLS/NIR

Explanatory note

For further information, see the Glossary, Statistical Databases and Bibliography section.

Belgium (BE de): Speaking German dialect at home was considered as speaking German.

Belgium (BE nl): Speaking Flemish dialect at home is considered as speaking Dutch.

Italy: Speaking Italian dialect at home is considered as speaking Italian.

Figure A4: Proportion of 15-year old immigrant students (whose parents were born abroad), split by language spoken at home, 2009.

	EU	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
	4.1	10.8	7.5	3.2	0.3	0.9	3.7	8.3	0.8	3.6	3.4	4.0	4.6	3.1	0.0	0.8	0.7	24.9
S.E.	*(0.18)*	*(1.35)*	*(1.09)*	*(0.44)*	*(0.10)*	*(0.12)*	*(0.23)*	*(0.66)*	*(0.16)*	*(0.42)*	*(0.52)*	*(0.37)*	*(0.52)*	*(0.18)*	*(0.00)*	*(0.21)*	*(0.16)*	*(0.62)*
	4.1	10.9	12.1	2.9	0.2	1.0	3.4	6.0	7.0	4.4	5.2	5.5	6.9	1.6	0.0	3.4	1.1	7.6
S.E.	*(0.17)*	*(1.22)*	*(1.14)*	*(0.60)*	*(0.06)*	*(0.16)*	*(0.21)*	*(0.49)*	*(0.61)*	*(0.42)*	*(0.46)*	*(0.38)*	*(0.79)*	*(0.11)*	*(0.00)*	*(0.44)*	*(0.23)*	*(0.35)*
	1.1	0.4	1.3	2.9	0.1	0.4	1.5	3.3	0.2	0.3	0.5	0.1	1.7	0.9	x	0.2	0.0	7.7
S.E.	*(0.06)*	*(0.15)*	*(0.42)*	*(0.39)*	*(0.05)*	*(0.12)*	*(0.12)*	*(0.30)*	*(0.07)*	*(0.09)*	*(0.11)*	*(0.02)*	*(0.28)*	*(0.10)*	*(0.00)*	*(0.09)*	*(0.03)*	*(0.36)*
Immigrants	9.33	22.05	20.98	9.01	0.51	2.27	8.63	17.62	8.00	8.29	9.03	9.48	13.14	5.54		4.46	1.74	40.16
S.E.	(0.32)	(2.17)	(1.40)	(0.99)	(0.13)	(0.24)	(0.39)	(1.01)	(0.62)	(0.61)	(0.80)	(0.51)	(1.36)	(0.27)		(0.51)	(0.27)	(0.65)

	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
	0.1	0.0	4.5	8.6	0.0	1.0	0.1	3.9	0.1	1.9	6.5	5.1	2.2	1.8	12.7	5.2	0.3	0.1
S.E.	*(0.07)*	*(0.00)*	*(0.53)*	*(0.74)*	*(0.00)*	*(0.15)*	*(0.04)*	*(0.33)*	*(0.04)*	*(0.29)*	*(0.75)*	*(0.55)*	*(0.37)*	*(0.22)*	*(1.93)*	*(0.49)*	*(0.08)*	*(0.04)*
	2.0	0.0	6.1	3.1	0.0	4.1	0.2	3.2	0.4	0.7	3.3	5.7	1.7	0.5	14.2	1.6	10.2	0.5
S.E.	*(0.23)*	*(0.00)*	*(0.84)*	*(0.42)*	*(0.03)*	*(0.39)*	*(0.07)*	*(0.26)*	*(0.11)*	*(0.12)*	*(0.32)*	*(0.70)*	*(0.26)*	*(0.11)*	*(1.93)*	*(0.17)*	*(0.61)*	*(0.13)*
	0.0	x	1.6	3.5	0.0	0.4	0.0	0.7	0.0	0.0	1.9	0.4	0.2	0.1	3.4	0.0	0.2	0.0
S.E.	*(0.00)*	*(0.00)*	*(0.27)*	*(0.42)*	*(0.00)*	*(0.08)*	*(0.02)*	*(0.11)*	*(0.02)*	*(0.00)*	*(0.29)*	*(0.09)*	*(0.08)*	*(0.05)*	*(1.19)*	*(0.02)*	*(0.06)*	*(0.00)*
Immigrants	2.1	0.0	12.1	15.2	0.0	5.5	0.3	7.8	0.5	2.6	11.7	11.2	4.0	2.4	30.3	6.8	10.7	0.5
S.E.	(0.25)	(0.00)	(1.39)	(1.21)	(0.03)	(0.46)	(0.08)	(0.41)	(0.13)	(0.33)	(1.18)	(1.04)	(0.48)	(0.25)	(2.49)	(0.55)	(0.61)	(0.14)

not speaking the language of instruction at home

speaking the language of instruction at home

with no information on language spoken at home

x Countries not participating in the study

Source: OECD, PISA 2009 database.

UK (1) = UK-ENG/WLS/NIR

Explanatory note

The length of bars shows the total % of immigrants.

For further information, see the Glossary, Statistical Databases and Bibliography section.

Belgium (BE de): Speaking German dialect at home was considered as speaking German.

Belgium (BE nl): Speaking Flemish dialect at home is considered as speaking Dutch.

Italy: Speaking Italian dialect at home is considered as speaking Italian.